胡敏雅思教材第6代

雅思考试口语
金牌教程
IELTS

（6分－7.5分）　胡敏 主编
（英）Mark Griffiths 编著

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全球已有百万雅思考生
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学英语，考雅思
（丛书序）

一、新教材：三个精准手段解决中国考生问题

目前中国考生存在基础不同、层级不同、应试目标不同的特点，对此本套教材包括三个级别的核心综合教程。

目前中国考生的口语、写作是普遍的弱项，对此本套教材专门编写了口语、写作的单项突破教程。

目前中国考生趋向低龄化，对此本套教材更是特别增加了语法、词汇、基础阅读、语音语调等基础提高类教程。

二、起因：两个排位突出中国考生的尴尬境地

2009 年中国雅思考生人数突破 35 万人次，中国成为参加雅思考试人数排名第一的国家。

同年雅思官方公布了全球雅思考生成绩排名，中国学生的雅思成绩全球排名倒数第三。

如此强烈的对比，体现出了中国雅思培训与国际标准的巨大差距。

三、根源探索：学好英语才是根本

中国雅思考试市场的迅速增长，验证了十年前我在伦敦面对当时的英国文化委员会雅思总裁肖恩·海德（Sean Hyde）时所说的一句话："雅思考试具备巨大的市场潜力，肯定会异军突起。"现今，雅思考试市场已远远超过当年肖恩·海德所说的托福（TOEFL）帝国，成为全球参加人数最多的国际英语水平测试。

随着雅思考试市场的不断扩大，中国大陆地区的雅思培训机构也在短短十年内达到了上千家。但面对中国考生雅思成绩偏低的现状，我不得不指出，中国的雅思培训走上了歧途！

诚然，因为雅思考试不限制学员的考试次数，部分考生产生了碰运气的心理，从而导致成绩低。但一些雅思培训机构与教师，一味迎合学生急功近利的思想，不是把真正提升英语语言能力作为重点，而是过分强调考试应试技巧和应试策略以提高所谓备考技能，过分强调背"雅思机经"、"写作模板"，并且在教学过程当中不考虑学员的年龄和英语基础，一上课就讲"雅思真题"——机构的误导，认识的偏颇，才是造成中国雅思考生成绩低的重要原因。

其实要想得到一个好的雅思分数，提高英语综合能力才是根本，英语作为一项技能，既不是死记硬背的知识，也不是灵光一闪的技巧，它需要认认真真的学习、扎扎实实的积累才能达到运用自如的境地。正如有了雄厚的内功，任何普通的招式都可能变成凌厉的杀招。

四、成功原则：提升自己，不断超越

自从我编撰出中国第一套雅思教材起，在这 10 多年里，这套教材已经进行了五次升级，如今已经是"胡敏雅思第 6 代"系列。正是有了众多考生的期待，有了与时俱进的变化，才促使我和我的同事们不断超越自己。尤其在这次教材研发过程中，除了新航道教育集团一线精英教师的不断打磨和智慧提炼，我们还结合了世界级别的资源，邀请世界出版巨擘麦克劳希尔公司、圣智学习出版公司的雅思教学与研究专家来共同打造这个精华版的"第 6 代"系列。

同学们想要顺利通过雅思考试，就要不断提高自己的英语水平，加深自己对这项考试的了解，掌握全球最新的雅思考试资讯。

而培训机构和书店，要为学员提供最好的产品，更要不断更新自己的教学内容，始终站在雅思考试的最前沿。

希望我们都能够在学好英语的基础上，轻松超越雅思。

新航道国际教育集团总裁兼校长

2010 年 6 月

Preface

Having taught IELTS preparation courses in China for nine years and having extensive experience as an examiner of Chinese students and students from numerous other countries, I have become familiar with the main problems students face when getting ready to take the test. This book aims to help students deal with these problems. The first part of the book gives an overview of the speaking test and its requirements in terms of the use of grammar and various parts of speech. The other three parts provide sample topics and questions for *active* practice.

Since the first edition of this book was published, way back in September 2004, a lot of students have told me that they prefer IELTS preparation books to have model answers for each question. I smile when I hear this. Students who want to rely on model answers demonstrate that they are poorly equipped intellectually for modern society in general, not just for IELTS. They want everything done for them rather than having to use their own intellect and initiative to face difficulties. They will not be high achievers, for the simple reason that high achievers rely on themselves more than they rely on others.

A reliance on model answers is not a good idea for other reasons. If you copy a model answer, you can be sure (especially in China, where over 100,000 people take IELTS every year) that someone else is – and, more likely, many other people are – copying that answer. Candidates are not given credit for copied answers, so memorising model answers is, literally, a waste of time. In addition, the model answers are written by various people and therefore there is no cohesion between the answers – they contradict each other, making it easy for the examiner to spot them.

So how is this book different – and better? Students need things to talk about. The education system in China does not encourage (and usually *dis*courages!) students from thinking for themselves. So, in this book, for each topic, for each part of the test, there are questions followed by vocabulary, phrases, and examples which can be used as a *basis* for answers. Remember, the vocabulary, phrases, and examples in this book should not be the *only* ones used – students should *supplement* them with others that they have learnt during their English studies.

Another problem that my students have had is that they are unaware of the type of questions and topics that appear in each part of the speaking test. This is often a result of false and misleading information being spread about the test on the Internet and by disreputable schools that "teach" IELTS courses. The topics and questions I have included in each part of this book are appropriate

to the section they are included in. The most obvious difference is that parts 1 and 2 of the speaking module ask about *you* as an individual, whereas part 3 focuses much more on *people in general* or *society*.

The other problem this book deals with is the need for students to have a clear study plan. The first edition of this book contained outlines for 1-month, 2-month, and 3-month plans for students and teachers to use. Since then, 5 years have passed and the number of topics and questions has grown. A 1-month plan is included in this edition, but is no longer realistic unless you are already at or very close to the band score you wish to achieve. Even the 2-month plan in this edition will involve an enormous amount of work. However, for those students who have been smart enough to think ahead, the 3-month plan is a relatively painless way of ensuring that you achieve your desired band score.

Students have a natural tendency to leave things until the last minute. Students who are able to plan ahead and implement a successful learning strategy will be at an advantage over those who do not. Unless you use your English every day to do a variety of tasks, you can't improve your English by more than one band in less than three months. UCLES, which developed the IELTS test, says that it takes *3 months of study, in an English-speaking environment,* to improve by *one* band score. If learning English and going abroad to study is *really so* important to you, you'll devote the time necessary to prepare for IELTS in an intelligent manner.

Students find it so easy to blame others or complain about their difficult situation when they have problems preparing for the IELTS test. Students love to get online after their tests and complain about the "cruel" examiners. They need to remember that *ultimately* the responsibility lies with *the student*. Get out and meet people and start *using* your English rather than blaming everyone and everything else for your inability to do well. If you don't want, or don't like, to go out and use your English, then it is clear that you need to rethink your plans to go to live and study abroad.

前 言

我在中国做雅思教师已有9年，做过无数国内外雅思考生的考官，十分清楚学生们在备考过程中面临的主要问题。本书的目的就在于帮助学生应对它们。本书第一部分概述了雅思口语考试对语法和表达的要求，另有3章提供话题和问题范例，以便进行灵活训练。

本书的第一版早在2004年9月就付梓印刷，之后很多学生告诉我他们希望雅思口语考试辅导用书提供参考答案。我听到这些话总是笑笑。那些需要依赖参考答案的学生不仅缺少雅思考试相关素材，也缺少对现代社会基本的思考。他们总是希望一切都已准备好，而不想用自己的头脑去主动解决困难。他们将来不会有很高的成就，因为成就高的人都希望依靠自己，而不是靠他人。

依靠参考答案并不明智，因为如果你照搬参考答案，很可能别人也在用，尤其是在中国，每年有超过10万的学生参加雅思考试，可能很多人都在照搬这个答案。考生不会因为记住答案而得高分，所以背诵答案实际上就是浪费时间。另外，参考答案可能是由很多不同的人编写的，这些答案之间没有关联，甚至自相矛盾，考官很容易就能听出破绽来。

那么这本书的不同之处，或者说优势在哪里呢？学生谈话需要内容，但是中国教育体制中不鼓励学生独立思考。因此本书每个部分、每个话题都包含一些问题，并附有回答问题时所依据的词汇、短语和范例。请记住，所列词汇、短语和范例不是仅有的用法，学生们可以运用自己学到的英语知识加以补充。

第二个问题是学生们不了解雅思口试每阶段的常见问题和话题类型，原因在于互联网和一些不负责任的雅思培训学校对考试信息的误传和误导。为此，本书列出了适合每个考试阶段的常见话题和问题。最主要的区别就是，口试第一和第二部分是把人作为个体来提问的，第三部分是把人作为普通大众或者社会人来提问的。

本书要解决的第三个问题是制定一个明确的备考计划。书中分别列出了1个月、2个月、3个月备考计划，以供学生和教师参考。迄今为止，5年已经过去，口试话题和问题都在增加。除非你已经达到或者非常接近自己想取得的成绩，否则一个月的复习计划已经不现实了。即便是两个月的复习计划也意味着任务很繁重。但是，对于那些明智的提早准备的考生，3个月的复习计划能让你轻松地获得你想要的分数。

学生们常常把事情拖到最后一刻才完成。那些能提前制定学习计划并执行的学生比没有计划的要好。如果每天不做各种各样的英语训练，要在不到3个月的时间里把英语提高一大步是不可能的。设计雅思考试的剑桥大学地方考试委员会认为，要提高一个分数级别需要在一个说英语的环境中花3个月的时间才有可能。恕我直言，中国学生那么注重英语和出国留学，而实际上却舍不得花时间理智地准备雅思考试，这一点我觉得有些不可思议。

在备考雅思过程中遇到问题时，学生们往往容易责备他人或抱怨自己条件太差。考试过后，学生们喜欢上网埋怨残酷的考官。但他们应该清楚，成绩的好坏最终在于自己。他们应该做的是走出去，接触社会，运用英语，而不是把自己的失败归因于周围的一切。如果你不想、不喜欢走出去运用英语，那么，很明显就需要重新考虑你的出国定居和留学计划了。

Introduction for Teachers
(Students should read this, too!)

As a teacher myself, I was eager to produce a book which would be "teacher-friendly". When teaching English classes, not only those specifically oriented towards IELTS, I have found the two main problems are motivating students to practice and getting students to *actively* use new vocabulary and structures.

This book clearly stresses practice. The simple fact is that in whatever field you care to name, a person's ability needs practice to develop. The topics and questions in this book are not only representative of the topics and questions in the IELTS Speaking Module, they also represent the kind of topics people all over the world talk about and the kind of questions people ask when discussing those topics.

In this book, I have provided vocabulary for each part of the test – though, of course, the vocabulary can be used in any part of the test. Most of the vocabulary will not actually be new to most students, yet very few students will be actually capable of actively using the words in conversation or in response to questions. The purpose of this book is to change that. Do not be satisfied with basic answers to questions! You will not help your students by accepting short, general statements. Once you have introduced the topic and checked that your students know the vocabulary presented in these pages, there is no reason why they shouldn't be able to produce developed answers. The students don't need to use every new word they meet.

Some basic English structures are presented in the first section of the book. Remember that this is not a grammar book and that the grammar and structures contained in the first section are really designed to serve as a reminder for students. Students who cannot manage the structures to a reasonable standard simply shouldn't be in the class!

When using this book, teachers and students should really work through the whole of the first section to begin with. Deal comprehensively with the test format and criteria. The first section (hopefully!) contains the answers to any questions students may have. The pages devoted to grammar and structures are designed to ensure that students know what level of English is expected of them in the test. As I mentioned above, students who struggle with these pages shouldn't be in the class.

The three sections containing practice questions can be done in a more flexible manner. I would suggest three possible approaches, which can be combined to a certain extent.

1. Elicit suggestions from students regarding topics they would like to focus on. Suggest that they select topics they feel less confident about.

2. Work through the topics in the order in which they are presented. Some of the topics use similar vocabulary which means that it can be reinforced as new topics arise.

3. Select topics which are related in some way, such as the part 2 questions "Tell me about one of your parents" and "Tell me about one of your friends". The vocabulary for these two topics has the same basis (appearance, character, likes/dislikes).

Encourage students to be imaginative and thoughtful. Certain topics and questions (e.g. "Describe your ideal home.") truly give students the scope for original, highly individual answers. These topics and questions often work well when given as homework, because students will need to check new words which might take up valuable class time.

Students should be encouraged to ask each other "follow up" questions (questions arising from answers given to previous questions), as this may well happen in the IELTS test – and will certainly happen in seminars, tutorials, and everyday conversation abroad.

Students should also be encouraged to use compensation strategies when necessary. Many IELTS books already have several pages of these, which is overdoing things. A few simple phrases like "Sorry, I didn't express myself very well", "Could you repeat that, please?", and "Could you rephrase that, please?" are quite sufficient. "Uh?" makes the student sound like a caveman, not a university student!

教师必读
（学生也应该读！）

我本人就是老师，因此十分盼望能出版一本方便教师使用的书。我发现在教英语课（不仅是 IELTS 辅导课）时，两个主要问题是带领学生练习和引导学生自发使用新的词汇和结构。

这本书强调练习。显而易见，一个人在任何领域的能力都需要练习才能获得。本书提供的话题和问题，不仅是雅思口试中要谈到的，更是全世界人们在谈论的话题，和谈论时要问的问题。

本书提供了口试每部分所需的单词，但是这些词也可以在别的部分使用。多数学生可能认识其中大部分的单词，但是只有少数能够自发地在对话或者回答问题中使用这些词汇。这本书打算改变这一现状。不要满足于基本的回答，接受那些简短、笼统的回答对学生无益。如果引入了话题，并发现学生已经认识了本书中罗列的单词，那么学生就应该主动运用这些单词来组织答案。当然，学生不必使用所有的新词。

本书第一部分给出了雅思考试中要用到的句子结构。请记住：本书不是语法书，第一部分的语法和结构其实是为了提醒学生注意而设计。学生如果未能掌握好这类句子结构，干脆不用来上课。

使用本书时，老师和学生开始应该先学完本书的第一部分。全面了解考试的形式和评分标准。本书第一部分（希望如此）回答了考生可能会问的所有问题。语法和结构部分是要让学生了解雅思考试要求他们的英语达到什么水平。正如我前面提到的，学生如果未能掌握好这部分，干脆不用来上课。

后面有关题目练习的三章可以灵活使用。在此我提供三种方法，可以交叉使用。

1. 引导学生指出他们希望集中学习的话题，建议他们选择那些没信心谈好的话题。

2. 按照话题给出的顺序复习这些话题。有些话题使用了相似的词汇，这意味着在练习新话题的时候也就温习了旧话题。

3. 有些话题相互关联，比如口试第二部分的"谈谈你的父亲或母亲"或者"谈谈你的一个朋友"。这两个话题所用的词汇属于同类（相貌，性格，爱好）。

鼓励学生想象和思考。有些话题和问题真的给了学生原创和个性化回答的空间，比如"描述一下你理想中的家"。这些话题和问题留作课下作业比较好，因为这样学生就可以查看需要的新词，但不必占用上课的宝贵时间了。

应当鼓励学生问延伸问题（由上一个问题产生的问题），因为这类问题在雅思考试就会出现，在国外的研讨会、讲座和日常对话中也会经常出现。

应当鼓励学生在必要的时候使用弥补措施。许多的雅思辅导书用好几页篇幅来讲如何弥补，这倒没必要。只要说几句简短的话，比如"我没有表达清楚自己的意思"，"您能重复一遍吗？"或者"您能换种表达方式吗？"这些话就足够了。"嗯？"让学生显得像远古人，而不像大学生。

Suggested 1-month, 2-month, and 3-month Study Plans

- **The 3-month Plan – Prepare at ease!**

As I mentioned in the introduction, I strongly recommend that students allow themselves adequate time to prepare for the IELTS test. This means three months.

The first section of the book should take a week to cover. The rest of the first month should be spent on the part one topics (of which there are 100). If you cover four topics a day, that will take 25 days. The second month should be spent on the part two topics (of which there are 200). At the rate of eight a day, that will take 25 days. The third month should be spent on the part three topics (of which there are 100). At the rate of three a day, that will take just over a month to complete. Each day will involve 3-4 hours of intense work – enough to push you, but not drive you crazy!

Total days: $7 + 25 + 25 + 33 = 90$.

- **The 2-month Plan – Prepare in a rush!**

A two-month study plan would mean either missing some topics out completely or doing more topics each day. Both of these options involve risks. With the first solution, you risk starting to guess which topics might be in the test. With the second option, you risk overloading yourself.

With the first solution (reducing the number of topics you cover), the plan depends on you. If you go for the second option, you could try six days for the first section, then do six part one topics per day for the next 16 days. Then do fifteen part two topics each day for the next 13 days. Finally, do four part three topics each day for 25 days. Each day will involve 5-6 hours of solid work – you will need to be very disciplined!

Total days: $6 + 16 + 13 + 25 = 60$.

- **The 1-month Plan – Prepare like a madman!**

Because the range of topics has grown, it is now almost impossible to prepare fully for the speaking module in a month. The number of hours study required is beyond all but the most dedicated students. Therefore, the only option is to select topics that you have time to study. Try to choose topics that you find difficult and topics that overlap with others quite a lot. Use the list of topics and sub-topics as a guide.

1个月、2个月、3个月学习计划

3个月学习计划——轻松准备

正如在前言中所提到的，我主张学生用充足的时间来备考雅思，也就是三个月左右。第一个月，用一周时间读完本书第一部分，剩下的三周用来复习口试第一部分的话题（大概100个）。如果你能一天复习四个话题，那就要用25天才能完成。第二个月用来复习口试第二部分话题（大概200个），按照一天8个话题的复习速度，要用25天。第三个月用来复习口试第三部分（大概100个），每天复习3个，正好用一个月多一点的时间可以完成。每天要认真复习3到4小时，有一定压力，但不至于使你发疯。

总天数：7+25+25+33=90

3个月学习计划——紧急备考

用两个月复习意味着要么舍弃一些话题，要么每天要复习更多的话题。这两个选择都有风险：选择前者，要冒险猜测哪个题目会考；选择后者，就会给自己太多压力。

选择舍弃话题，就可以自己订立计划。如果选择后者，可以用6天时间完成第一部分；再用16天完成口试第一部分，每天复习6个话题；接下来用13天完成口试第二部分，每天复习15个话题；最后用25天复习口试第三部分，每天4个话题。这样每天要辛苦学习5到6个小时，学生要严格要求自己。

总天数：6+16+13+25=60

1个月学习计划——疯狂备考

因为口试话题越来越广，所以只有一个月时间是不可能充分备考口试部分的。若要用增加时间的方法，所增加的每日学习时间只有最勤奋的学生才能承受。因此，只能按照自己的学习时间有选择地复习一些话题。尽量选择那些难度大、重复率高的话题，做成话题清单，依此复习。

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My students have had more to do with this than they may realise. Students who make mistakes have often been more useful to me than students who get things right. When a student makes mistakes, my natural instinct is to ask why. Is it a problem of translating directly from Chinese to English? Is it that they are using an inadequate dictionary? Have they confused the meanings of two different words? People should learn from their mistakes, but people can also learn from the mistakes of others. So, a "thank you" to them.

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Good luck to all the students who truly wish to learn English and help promote international relations through educational and cultural exchange!

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祝那些真正想学习英语的人们和有志于通过教育和文化交流促进国际关系的人们好运！

Mark Griffiths

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