



雅思口语 高分路径

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著

IELTS

Speaking Handbook



海峡出版发行集团 | 福建教育出版社

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IELTS Speaking Band Descriptors (Public Version)

雅思考试口语评分标准 (公众版)

Band	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
9	<ul style="list-style-type: none"> speaks fluently with only rare repetition or self-correction; any hesitation is content-related rather than to find words or grammar speaks coherently with fully appropriate cohesive features develops topics fully and appropriately 	<ul style="list-style-type: none"> uses vocabulary with full flexibility and precision in all topics uses idiomatic language naturally and accurately 	<ul style="list-style-type: none"> uses a full range of structures naturally and appropriately produces consistently accurate structures apart from 'slips' characteristic of native speaker speech 	<ul style="list-style-type: none"> uses a full range of pronunciation features with precision and subtlety sustains flexible use of features throughout is effortless to understand
8	<ul style="list-style-type: none"> speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language develops topics coherently and appropriately 	<ul style="list-style-type: none"> uses a wide vocabulary resource readily and flexibly to convey precise meaning uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies uses paraphrase effectively as required 	<ul style="list-style-type: none"> uses a wide range of structures flexibly produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors 	<ul style="list-style-type: none"> uses a wide range of pronunciation features sustains flexible use of features, with only occasional lapses is easy to understand throughout; L1 accent has minimal effect on intelligibility
7	<ul style="list-style-type: none"> speaks at length without noticeable effort or loss of coherence may demonstrate language-related hesitation at times, or some repetition and/or self-correction uses a range of connectives and discourse markers with some flexibility 	<ul style="list-style-type: none"> uses vocabulary resource flexibly to discuss a variety of topics uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices uses paraphrase effectively 	<ul style="list-style-type: none"> uses a range of complex structures with some flexibility frequently produces error-free sentences, though some grammatical mistakes persist 	<ul style="list-style-type: none"> shows all the positive features of band 6 and some, but not all, the positive features of band 8
6	<ul style="list-style-type: none"> is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation uses a range of connectives and discourse markers but not always appropriately 	<ul style="list-style-type: none"> has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies generally paraphrases successfully 	<ul style="list-style-type: none"> uses a mix of simple and complex structures, but with limited flexibility may make frequent mistakes with complex structures, though these rarely cause comprehension problems 	<ul style="list-style-type: none"> uses a range of pronunciation features with mixed control shows some effective use of features but this is not sustained can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times
5	<ul style="list-style-type: none"> usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going may over-use certain connectives and discourse markers produces simple speech fluently, but more complex communication causes fluency problems 	<ul style="list-style-type: none"> manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility attempts to use paraphrase but with mixed success 	<ul style="list-style-type: none"> produces basic sentence forms with reasonable accuracy uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems 	<ul style="list-style-type: none"> shows all the positive features of band 4 and some, but not all, the positive features of band 6
4	<ul style="list-style-type: none"> cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence 	<ul style="list-style-type: none"> is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice rarely attempts paraphrase 	<ul style="list-style-type: none"> produces basic sentence forms and some correct simple sentences but subordinate structures are rare errors are frequent and may lead to misunderstanding 	<ul style="list-style-type: none"> uses a limited range of pronunciation features attempts to control features but lapses are frequent mispronunciations are frequent and cause some difficulty for the listener
3	<ul style="list-style-type: none"> speaks with long pauses has limited ability to link simple sentences gives only simple responses and is frequently unable to convey basic message 	<ul style="list-style-type: none"> uses simple vocabulary to convey personal information has insufficient vocabulary for less familiar topics 	<ul style="list-style-type: none"> attempts basic sentence forms but with limited success, or relies on apparently memorised utterances makes numerous errors except in memorised expressions cannot produce basic sentence forms 	<ul style="list-style-type: none"> shows some of the features of band 2 and some, but not all, the positive features of band 4
2	<ul style="list-style-type: none"> pauses lengthily before most words little communication possible 	<ul style="list-style-type: none"> only produces isolated words or memorised utterances 		<ul style="list-style-type: none"> speech is often unintelligible
1	<ul style="list-style-type: none"> no communication possible no rateable language 			
0	<ul style="list-style-type: none"> does not attend 			

* 评分标准以英文版本为准，中文翻译仅供参考。

分数	流利性与连贯性	词汇多样性	语法多样性及准确性	发音
9	<ul style="list-style-type: none"> 表达流利，极少出现重复或自我纠正的情况；出现犹豫是基于思考内容，而非寻找合适的词汇或语法 表达连贯，衔接手段的使用完全恰当 完全且恰当地展开话题 	<ul style="list-style-type: none"> 准确自如地使用词汇来谈论任何话题 自然且准确地使用习语 	<ul style="list-style-type: none"> 自如得体地使用语法结构 除了出现英语为母语者也会犯的口语外，始终使用准确的语法结构 	<ul style="list-style-type: none"> 准确运用丰富多样的发音特点，能表达微妙的差异 表达过程中始终灵活地使用各种发音特点 听者理解毫无障碍
8	<ul style="list-style-type: none"> 表达流利，偶尔出现重复或自我纠正的情况；出现犹豫通常是基于思考内容，仅在少数情况下是寻找合适的语言 连贯且恰当地展开话题 	<ul style="list-style-type: none"> 词汇使用丰富，运用自如及灵活，表达意思准确 熟练地使用非常见的词汇及习语，偶尔欠准确 按需要进行有效的改述 	<ul style="list-style-type: none"> 灵活地使用多种语法结构 除极其偶然情况下出现的不当或简单的/非系统性错误外，大部分语句准确无误 	<ul style="list-style-type: none"> 使用多样的发音特点 表达过程中灵活地使用多种发音特点，但偶尔出现偏差 表达过程中始终易于听者理解；母语的口音对听者理解的影响极小
7	<ul style="list-style-type: none"> 表达详尽，并无明显困难，或不失连贯 有时出现与语言相关的犹豫或出现重复及/或自我纠正 具有一定灵活性地使用一系列连接词和语篇标记 	<ul style="list-style-type: none"> 灵活地使用词汇讨论各种话题 使用一些非常见的词汇及习语，对语体及词汇搭配有所认识，但有时词语选择不甚恰当 有效地进行改述 	<ul style="list-style-type: none"> 较灵活地使用一系列复杂的语法结构 虽然反复出现一些语法错误，但语句通常正确无误 	<ul style="list-style-type: none"> 表现出6分水平中所有积极表现，但也表现出8分水平中部分积极表现
6	<ul style="list-style-type: none"> 表现出充分交流的意思，但有时由于偶尔的重复、自我纠正或犹豫而缺乏连贯性 能使用一系列连接词及语篇标记，但无法保持一贯恰当 	<ul style="list-style-type: none"> 有足以详尽讨论各种话题的词汇量，虽然有时使用不当但意思表达清晰 基本上能成功地进行改述 	<ul style="list-style-type: none"> 结合使用简单与复杂的句型，但灵活性有限 使用复杂结构时经常出现错误，尽管这些错误极少造成理解困难 	<ul style="list-style-type: none"> 使用多种发音特点，但掌握程度不一 展现出某些有效使用发音特点的能力，但不能持续表现这一能力 表达过程中听者基本能理解，但部分单词或发音不准确导致有时清晰度下降
5	<ul style="list-style-type: none"> 通常能保持流利，但需通过重复、自我纠正及/或降低语速来维持表达 过度使用某些连接词及语篇标记 能用简单的语言进行流利的表达，但在进行更为复杂的交流时则表达不畅 	<ul style="list-style-type: none"> 能谈论熟悉或不熟悉的话题，但使用词汇的灵活性有限 尝试进行改述，但有时成功有时失败 	<ul style="list-style-type: none"> 能使用基本的句型，且具有合理的准确性 使用有限的复杂句式结构，但通常会出错且会造成某些理解困难 	<ul style="list-style-type: none"> 表现出6分水平中所有积极表现，但也表现出8分水平中部分积极表现
4	<ul style="list-style-type: none"> 作答有明显停顿，且语速有时缓慢，出现频繁重复及自我纠正 能连接简单句子，但重复使用简单的连接词，有时缺乏连贯性 	<ul style="list-style-type: none"> 能谈论所熟悉的话题，但对不熟悉的话题仅能表达基本意思，且经常用词不当 很少尝试改述 	<ul style="list-style-type: none"> 能使用基本句型并正确使用一些简单句型，但极少使用从句 常出现错误，且会造成误解 	<ul style="list-style-type: none"> 使用有限的发音特点 尝试表现多种发音特点，但频繁出现偏差 经常出现发音错误，对听者理解造成一些困难
3	<ul style="list-style-type: none"> 表达过程中出现长时间停顿 连接简单句子的能力有限 仅能简单作答，且经常无法表达基本意思 	<ul style="list-style-type: none"> 使用简单词汇表达个人信息 讨论不熟悉的话题时词汇匮乏 	<ul style="list-style-type: none"> 尝试使用基本句型，但准确度有限，或依赖预先背诵的几句话 除预先背诵的内容外，错误很多 不能使用基本的句型 	<ul style="list-style-type: none"> 含有2分水平中部分表现以及4分水平中部分积极表现
2	<ul style="list-style-type: none"> 大部分词汇间出现长时间停顿 几乎无法进行沟通 	<ul style="list-style-type: none"> 仅能说出零散的单词或预先背诵的几句话 		<ul style="list-style-type: none"> 表达通常无法理解
1	<ul style="list-style-type: none"> 无法进行沟通 			
0	<ul style="list-style-type: none"> 无可供评分的语言 			
0	<ul style="list-style-type: none"> 缺考 			

网站链接：

http://www.chinaielts.org/downloads/UOBDS_SpeakingFinal.pdf

IELTS Speaking High Score Strategies

不可不知的雅思口语高分攻略

A rather large proportion of test-takers' answers to questions in Part One are too simple or even too short. IELTS examiners are actually examining test-takers on their communication abilities and the way in which they articulate themselves. A simple example would be, if the examiner asks you: "Are you ambitious?" and you just answer, "Yes, I am." This response demonstrates that the test-taker has not reached an adequate level in being able to articulate himself or herself clearly. Let's take a look at **IELTS Speaking High Score Strategies**.

很多考生在雅思口语第一部分回答得太简单或者太简短。雅思口语考官考查的是考生的英语沟通和表达能力。举个例子来说，考官问：“你有抱负吗？”如果你只回答“是的，我有。”这样的回答说明考生无法清晰地表达和沟通。下面和大家具体说说雅思口语高分攻略。

Strategy 1: Avoid difficult language and complex sentence structures

■攻略一：避免难词和复杂句型

A student has once asked me, "Why do I have to memorize so much vocabulary if I don't even use it in the test?" The reason I tell my students is that when they memorize vocabulary, most words are "difficult" or "big words" and therefore not easy to master. This type of vocabulary is not regularly used in spoken English. Besides, the main points that you need to focus on to score high are being succinct, clear and fluent. It is actually discouraged to use too many complicated words and phrases.

有位同学问我，“我背那么多词汇到底是为了什么？考试的时候都用不进去！”我和学生们说，原因在于背单词的时候，多数词汇是“难词”或“大词”，因而比较难驾驭，在日常口语中使用的频率也很少。而真正高分的口语，要做到“简洁、清晰、流畅”，避免大量难词和复杂短语的堆砌。

Let's take a look at the following dialogue:

请大家看看下面的对话:

Xiao Mei: Hi, Michael, it's so nice bumping into (偶遇) you like this.

Michael: Hey, Xiao Mei, good to see you too! You didn't answer your phone yesterday.

Did you get my message? I was worried.

Xiao Mei: Sorry about that. I think my batteries died (电池没电). I have been focusing on my econ paper lately. It's due (到期) tomorrow. I think it's just so overwhelming and, I don't know, I just really need to ace it (得高分).

Michael: But you look a little pale (苍白). You are not sick, are you?

Xiao Mei: No, I hope not.

Michael: Don't give yourself so much pressure. What if you fail, it wouldn't be the end of the world.

Xiao Mei: I get it, but this paper could really affect my GPA. Last semester's papers were all only mediocre (中等, 一般), if that (最多). I can't afford to tank (搞砸) this one.

Michael: Got you (明白). I'll tell you what (这样吧), if you score high on this one, we'll go to the beach to celebrate. You've been working yourself too hard lately. I think you can use the break (你需要放个假).

Xiao Mei: You serious? Well, I guess I can use a little get-away (离开, 逃脱). I'll call you when I'm done, ok? Thank you so much for this.

Michael: No problem. What are friends for (不然朋友是用来做什么的), right?

Note: The above dialogue is adapted from a conversation in an American TV show. It seems very simple and easy, but it is genuine and natural spoken English. It is not deceiving in any manner, as well as is not something that seems unoriginal or memorized. As a matter of fact, people outside of China use simple, natural vocabulary and phrasal structures to express their feelings and ideas. Disjointed “big words” and “complicated phrases” will not get you a high score in the spoken section of the test.

注意: 这是根据某部美剧改编的对话。看起来简单无难点, 但是非常地道和自然, 没有矫揉造作之感, 也没有背诵的痕迹。其实, 在国外生活的人们都会用简单和自然的词汇和短语来表达想法和感情, 用一堆“难词”和“复杂句”不会助你在雅思口语部分取得高分。

Strategy II : Manage structure and expand your opinion

■攻略二：保持条理，分观点论述

Example questions (例题): What do you do in your spare time?

Example answer (参考答案): I spend a lot of time practicing my English. Other than that (除此之外), I also like cycling. I have a Trek mountain bike and try to take it out for a ride at least once a week. In addition (此外), I enjoy watching American shows such as *CSI*, *The Big Bang Theory* and so forth.

Note: Remember to use transitional phrases, and express yourself in an organized fashion.

注意: 记得使用连接词，让表述有条理和层次。

首先	Firstly/To begin with/For starters
其次/再次	Furthermore/In addition/What's more/Besides/Plus/Also
最后	Lastly/Finally/One final point is that

Strategy III : First summarize, then move on to specifics

■攻略三：先概括，后细节

Example question (例题): Was the first school you attended a good school?

Example answer (参考答案): I would say the quality of education and facilities were above average at that time. We had a variety of classes including, PE, Art, Dance, Math, Language Arts and so forth. All of our teachers were very experienced and very patient towards students.

Note: Supporting sentences need to revolve around your key points. Avoid veering off topic.

注意: 支撑句要围绕中心句，避免离题。

Strategy IV : Divide people into appropriate categories. Discuss particulars according to different situations

■攻略四：区分不同人群，具体情况具体分析

Example Question (例题): How important do you think it is to be fashionable?

Example Answer (参考答案): I think it really depends on an individual's current lifestyle and career. A garbage engineer should only focus on protective gear and the required uni-

form, while a PR representative should definitely focus on the new fad and what currently looks good.

Note: Categorize people logically. For example, according to gender, age, occupation etc.

注意: 对于人群的分类要有逻辑性, 比如按照性别、年龄、职业等。

Strategy V: Encounter a problem that you can't solve? Buy yourself some time to think it through

■攻略五: 遇到不会的问题, 快使用拖延术

When taking the test, many test-takers encounter unfamiliar questions. When test-takers run into this type of situation they tend to freeze. Freezing is just not an option to get yourself out of this knot you're tangled up in. Actually, if you just memorize some "buy-yourself-time phrases", you might be able to free up just enough time to think over the challenge more clearly.

考试的时候, 很多考生会遇到陌生的题目。在这种情况下, 考生们会呆住。这是在“思维打结”时最不可取的反应。其实, 大家只要把一些“拖延术句型”背熟, 就可以为自己争取到几秒钟来思考, 说不定能扭转形势!

Buy-yourself-time Phrases (拖延术句型):

Well, it varies from person to person, so I have to say...

I have never thought of it before. Let me think about it for a second.

Interesting question. If I have to choose from these two, then I would say...

Actually, it is quite a tricky question. Personally speaking, I guess I have to side with...

Strategy VI: Be flexible in your speech

■攻略六: 表达灵活多变

If you refer to the official grading rubric, you will find that one major grading standard is "Grammatical Range and Accuracy". When you are studying for the spoken part of the test, be sure to spend more time on accumulating a wide range of synonyms. This will help you avoid sounding redundant.

从口语考试的评分标准中不难看出, “语法的多变性与准确性”是一个重点。大家平时在练习口语的过程中, 要有意识地多积累一些同义词的表达, 避免语言重复。