

基于评分标准与真题分析的雅思转述能力研究

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摘 要

转述技能(paraphrasing)是雅思考试中衡量考生语言理解与表达能力的重要指标, 贯穿听、说、读、写四个模块。本文基于雅思官方评分标准及《剑桥雅思真题》语料, 分析转述在产出型任务(口语、写作)中的词汇与句法要求, 以及在输入型任务(阅读、听力)中的信息解码功能。研究表明, 转述不仅用于避免表层重复, 更是考查考生语义重组与意义理解能力的关键机制。在此基础上, 本文提出若干针对雅思教学的系统训练思路, 以期提升考生的应试表现与实际语言运用能力。

关键词

雅思考试, 转述技能, 评分标准, 语言测评, 认知加工

A Study of Paraphrasing in IELTS Based on Band Descriptors and Test Materials

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Abstract

Paraphrasing is a key indicator of language proficiency in the IELTS test and is embedded across all four modules: listening, speaking, reading, and writing. Drawing on official IELTS band descriptors and the Cambridge IELTS test series, this study examines the role of paraphrasing in productive tasks (speaking and writing), particularly in terms of lexical and grammatical variation, as well as its function in information decoding in receptive tasks (reading and listening). The findings suggest that paraphrasing serves not merely to avoid surface-level repetition but to assess candidates' ability to reorganize meaning and demonstrate genuine comprehension. Based on these insights, the paper discusses pedagogical implications for IELTS preparation aimed at enhancing both

test performance and practical language use.

Keywords

IELTS, Paraphrasing, Assessment Criteria, Language Testing, Cognitive Processing

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1. 引言：转述的理论基础与雅思考试的关联

在应用语言学与语言测试研究中，转述(paraphrasing)通常被操作性地理解为一种在不改变核心语义的前提下，对语言表达形式进行重构的能力。这一能力不仅涉及词汇层面的同义替换，还包括词性转换、句法调整以及信息结构的重新组织，其本质在于学习者是否能够摆脱对表层形式的依赖，实现对意义的再表达。在高风险语言测评情境中，如雅思考试，这种能力被广泛视为衡量语言熟练度与语言控制能力的重要指标。

从应用语言学的理论视角看，语言理解与表达并非简单的形式对等，而是建立在语境中的意义建构之上。Widdowson(1983)在其对语言使用与话语理解的讨论中强调，语言的关键不在于形式本身，而在于使用者如何在具体语境中实现意义的解释与再现[1]。这一观点为转述能力在语言测评中的重要性提供了理论支撑：考生是否能够通过不同形式实现语义与语用功能上的等值，直接反映了其对语言意义的掌控程度。

在雅思考试体系中，转述能力被深度嵌入各模块的测评逻辑之中：

- 主观产出任务(口语与写作)：转述能力是“词汇丰富度”(Lexical Resource)及“语法多样性”(Grammatical Range)的核心维度。根据《雅思评分标准(公共版)》[2]，口语 7 分档要求考生能够“灵活运用语义替换与句式转换，有效规避重复”；而在写作评价中，若过度依赖题目原词，文章将被视作“缺乏原创性”或“内容雷同”，从而面临降分风险。
- 客观输入任务(阅读与听力)：试题设计高度依赖语义重构。基于对《剑桥雅思真题》5~17 卷阅读与听力试题的系统梳理，笔者对题干、选项与原文之间的对应关系进行了人工统计分析。结果显示，在大多数题目中，正确答案的定位依赖于不同形式的语义转述，其中同义替换、词性转换与句法重组占据主导地位[3]。

从认知心理学视角看，转述能力本质上反映了学习者对语言信息的深度加工水平(Depth of Processing)。相关研究指出，只有在语义层面而非形式层面进行加工时，语言输入才能被有效整合进长期记忆，从而同时提升理解效率与输出质量[4][5]。在雅思考试中，这一能力具体体现为考生在输出任务中的表达重组能力，以及在输入任务中对非字面信息的解码能力。

2. 分模块实证分析

2.1. 阅读与听力：转述作为信息解码的认知工具

已有研究指出，雅思考试在阅读与听力模块的命题中大量采用语义重构策略，以检验考生是否真正理解信息而非进行字面匹配[6]。基于对剑桥真题的分析，大部分题目呈现以下如表 1 三种设计模式[3]：

- **词汇替换**：如原文“global warming”在题干中被替换为“climate change”(剑 10 Test 1 Reading)；原

- 文“found it hard to get hold of”在选项中转化为“difficulty in accessing”(剑 17 Test 4 Listening)。
- **词性转换**: 如原文形容词“confident”在听力填空任务中需转换为名词“confidence”(剑 14 Test 4 Listening)。
 - **逻辑重组**: 涉及语序调整、主动与被动语态互换、抽象语义具体化等。例如: 原文“The redesign of office layouts led to improved levels of staff morale and greater job satisfaction.”在题干中重构为“Employees were more satisfied with their jobs after changes in office design.”(剑 10 Test 2 Reading)。

从认知心理学视角分析, 考生若要实现成功的转述匹配, 必须激活内部的“词汇联想网络”(Lexical Priming), 以完成语义映射[6]。相比之下, 低分段考生往往受限于“字面匹配”策略, 难以在缺乏原词重现的情况下提取正确信息。

Table 1. Typical examples of paraphrasing in Cambridge IELTS practice tests (Based on author’s analysis) [3]
表 1. 剑桥雅思真题中转述现象的典型实例(基于作者分析) [3]

| 来源 | 题干/选项 | 原文 | 转化机制分析 |
|------------|--|--|--|
| 剑 7 T4 R1 | “It is generally believed that large numbers of people were needed...” | “The conventional picture is that tens of thousands of slaves were used...” | “Generally believed”与“conventional picture”同义; “large numbers”具体化为“tens of thousands”。 |
| 剑 10 T2 R2 | “Employees were more satisfied with their jobs after changes in office design .” | “The redesign of office layouts led to improved levels of... greater job satisfaction .” | 语义重组: 将原文的因果逻辑(A 导致 B)重构成(B 发生在 A 之后); 词汇替换: redesign → changes。 |
| 剑 17 T4 L4 | “...problem... in accessing the data?” | “...found it hard to get hold of the necessary data.” | 将非正式口语表达“hard to get hold of”转化为书面化表达“difficulty in accessing”。 |
| 剑 14 T4 L4 | “The athlete’s _____ helped him win the race.” | “He was very confident before the race.” | 跨词性转换: 由原文的形容词(confident)转化为填空所需的名称(confidence)。 |

在雅思阅读和听力板块中, 出题者考查的是考生是否真正理解信息, 而非只是“看懂单词”。错误选项常通过原词复现干扰判断, 而正确选项多采用同义转换体现理解力。因此, 理解 paraphrasing 有助于考生排除干扰项, 准确选出正确答案。

2.2. 口语: 转述作为流利性与词汇资源的桥梁

- 在口语测评中, 转述是规避机械重复考官指令、展示表达灵活性的有效手段。
- Part 1 基础问答:** 面对问题“Do you enjoy listening to music?”, 高分表现通常规避原词重复, 如: “Yes, I am definitely **fond of** music. It’s a great way to **unwind** after a long day. I usually play soft **instrumental tracks** in the evening...”。此处通过“fond of”替换“enjoy”, 并用“unwind”及具体场景描述(instrumental tracks)对“listening to music”进行语义细化, 显著增强了语言的丰富度。
- Part 2 个人陈述:** 转述可作为细节支撑的逻辑纽带。例如在描述建议(Describe a piece of advice)时, 考生将“Don’t be afraid to make mistakes”转述为“encouraged me to be bold, to try new things without fearing failure”。这种释义过程不仅深化了主题, 还通过逻辑层层推进展示了语言深度。
- Part 3 深度讨论:** 转述用于抽象概念的具体化论证。例如针对“Older people are better at giving advice?”, 高分考生常通过转述阐述逻辑: “Older individuals tend to have **broader life experience**... their suggestions are often **grounded in practical wisdom**. On the other hand, younger people might give advice based

more on **idealism or theory**.” 此处将“better at advice”转化为“practical wisdom”与“mature perspective”，将“not better”转化为“idealism or theory”，体现了极高的语义多样性与逻辑严密性。

综上，转述技巧的运用不仅能有效解决由于用词匮乏导致的停顿问题，还能在“词汇丰富度”与“表达灵活性”两个维度显著提升评分效度。

2.3. 写作：学术规范与表达多样性的双重约束

在雅思写作中，直接复制题目文本被视为语言贫乏的表现，甚至可能涉及“剽窃”风险。因此，开头段及主体段的转述显得尤为关键，见表 2。

Table 2. Common paraphrasing strategies and examples in IELTS writing (Based on author’s analysis) [3]

表 2. 雅思写作中常用的转述策略与范例(基于作者分析) [3]

| 任务类型 | Paraphrasing 方法 | 题目 | 范例 | 分析 |
|--------|------------------------------|---|--|---|
| Task 1 | 同义词替换(词汇层面的 paraphrasing) | The graph shows the proportion of the population aged 65 and over between 1940 and 2040 in three different countries. (《剑 5》Test 1 Task 1 | The line graph illustrates the percentage of elderly people (aged 65 and above) in three nations from 1940 to 2040. | 动词与名词的精准同义替换： “shows” → “illustrates” (动词替换) “proportion” → “percentage” (名词替换) “the population aged 65 and over” → “elderly people (aged 65 and above)” (短语替换) |
| Task 1 | 句型结构转换(语法结构层面的 paraphrasing) | The chart below shows the percentage of households in owned and rented accommodation in England and Wales between 1918 and 2011. (《剑 13》Test 2 Task 1 | The bar chart illustrates how the proportion of households that either owned or rented their homes in England and Wales changed from 1918 to 2011. | 将静止的名词短语重构为含有趋势含义的从句结构： 使用“how the proportion... changed”结构替换“shows the percentage” 将“in owned and rented accommodation”换成“that either owned or rented their homes”，从短语转换为定语从句结构 将“between... and...”替换为“from... to...” |
| Task 1 | 主动/被动语态转换 | The diagram below shows the manufacturing process for making sugar from sugar cane. (《剑 16》Test 2 Task 1 | The diagram demonstrates how sugar is produced from sugar cane through a series of processes. | 主动语态向被动语态的转换，更符合学术写作规范。 |
| Task 1 | 顺序调整、信息重组 | The diagrams below show the stages and equipment used in the cement-making process, and how cement is used to produce concrete for building purposes. (《剑 8》Test 3 Task 1 | The process diagrams depict the process of manufacturing cement and the subsequent use of cement in the production of concrete for construction. | 顺序调整：将“stages and equipment used in the cement-making process”简化为“process of manufacturing cement”，并将其置于句首。 信息重组：将“how cement is used to produce concrete for building purposes”改为“the subsequent use of cement in the production of concrete for construction”。 |

续表

| | | | | |
|--------|---------------|---|--|---|
| Task 2 | 句型结构调整 + 同义替换 | Some people think that all university students should study whatever they like. Others believe that they should only be allowed to study subjects that will be useful in the future, such as those related to science and technology. (《剑 10》Test 2 Task 2) | While some argue that tertiary students ought to pursue disciplines of their own choice, others insist that only future-oriented fields like science and technology should be available to them. | “university students” → “tertiary students” “study whatever they like” → “pursue disciplines of their own choice” “subjects that will be useful in the future” → “future-oriented fields” 用让步结构(While some... others...)重新组织句子, 避免重复原题顺序 |
| Task 2 | 使用名词化/动词化 | Some people believe that nowadays we have too many choices. (《剑 13》Test 2 Task 2) | Some individuals hold the belief that the abundance of options in today's world has become excessive. | 动词词组名词化, 增强学术书面语特征: 动词 “believe” 名词化为 “hold the belief” “we have too many choices” 转化为 “the abundance of options has become excessive” |
| Task 2 | 抽象/具体表达转换 | Some people believe that individuals can do little to improve the environment. Only governments and large companies can make a real difference. (考题回忆) | It is often argued that ordinary citizens have limited power to address pressing environmental problems such as air pollution, climate change, or waste management, and that meaningful progress can only be achieved through the coordinated actions of governments and major corporations. | 通过下义词(Hyponyms)对抽象上位词进行具体化阐释: 抽象名词 “improve the environment” 被细化为几类具体的环境问题 对 “individuals” 使用具体身份 “ordinary citizens”, 对 “do little” 使用更明确的 “have limited power” 表达限制性 |

与口语测试一致, 转述技能在雅思写作中不仅涉及开头段对题目的重写, 亦广泛应用于主体段落中, 发挥着细化语篇内容与提升语言多样性的双重功能。具体分析如下:

(1) Task 1: 数据描述与趋势分析中的应用

在学术类任务(Task 1)中, 有效运用转述可规避核心词汇或句法的重复性, 从而提升“词汇丰富度(Lexical Resource)”评分, 并强化“语法多样性(Grammatical Range)”表现。

案例分析 1: 趋势描述的多样化表述

Between 2000 and 2015, the recycling rate in Germany rose steadily, starting at around 40% and climbing to nearly 65% by the end of the period. In contrast, the figure for Austria experienced a gradual increase, reaching just over 55% in 2015. Meanwhile, the percentage in the UK saw a marked growth, more than doubling over the 15-year span. By comparison, Korea's recycling rate remained relatively stable, with only a slight upward trend observed throughout the same period.

上述语段通过多种方式规避了“上升”一词的简单重复, 包括使用“rose steadily”、“climbing to”、“experienced a gradual increase”及“saw a marked growth”。这些表达均聚焦于趋势变动, 通过动词与名词结构的灵活切换, 提升了词汇多样性。同时, 该段落展示了多元的句法结构: 包括主动句、分词结构(climbing to...)、名词短语作主语(the figure for...)、拟人化结构(saw a marked growth)及 with 伴随结构(with

only a slight upward trend observed...)。此类多样化的结构有力地证明了考生对复杂语法的掌控能力。

案例分析 2：地图题中的空间方位与动态变化转述

The two maps illustrate the transformation of a small island through the development of various tourist amenities. Initially, the island was a natural area with no constructed facilities... In contrast, the second map reveals significant changes. A reception building was erected in the center of the island... To its north, a restaurant was built... Surrounding the reception on both the east and west sides are groups of tourist accommodation units... Moreover, the western beach... has been modified to allow for swimming activities... the eastern part... has remained unchanged. Additionally, a pier has been added... preserving some of its original features.

首先，在方位表述上，作者规避了“on the left/right”或“top/bottom”等低阶词汇，转而使用“to the north”替代“above”、“in the center of the island”替代“in the middle”、“on both the east and west sides”规避重复，以及“on the southern coast”替换“bottom”。这些表达显著提升了语言的精准度，体现了考生对空间方位描述的灵活掌控。

其次，在描述“变化”时，作者运用了多元化的动词结构：以“was erected”和“has been modified”替换“built”或“changed”，并以“development of various tourist amenities”概括性地定义变化本质。在描述“不变”时，通过“has remained unchanged”、“originally untouched”及“preserving some of its original features”等学术化表达，使描述更为客观、地道且准确。

(2) Task 2：中间段论证中的抽象概念具体化

在议论文(Task 2)中，转述技巧通过将抽象概念具象化，能够为论点提供详实的细节支撑。

案例分析 1：论点细化 若需论证“技术改变了沟通方式(Technology has changed the way people communicate)”，考生可展开如下转述：

Modern digital tools, such as smartphones and social media platforms, have revolutionized interpersonal interaction. Instead of face-to-face conversations, people now frequently rely on instant messaging and video calls, allowing for more rapid and convenient communication across long distances.

此处，“Technology”被具体化为“modern digital tools, such as smartphones and social media platforms”，而“changed the way people communicate”则被升华为“revolutionized interpersonal interaction”，不仅提升了词汇层级，更通过细节支撑丰富了语篇内容。

案例分析 2：逻辑推导 若需论证“工作满意度对员工留存至关重要(Job satisfaction is crucial for employee retention)”，可展开如下论述：

When workers feel valued by their employers, are given opportunities for professional development, and maintain a healthy work-life balance, they are more likely to remain loyal to their companies. These factors collectively foster a sense of fulfillment in the workplace, reducing turnover rates.

此处，“Job satisfaction”被解构为“心理价值感(feel valued)”、“职业发展机遇(opportunities for development)”及“工作生活平衡(work-life balance)”三个具体维度。通过这种解释型转述，考生的论证不仅极具说服力，更体现了语义表达的多样性。

综上所述，在雅思写作主体段中有效运用转述技能，不仅能规避语言重复，更有助于论点的深度展开与细节构建，从而在“任务完成情况(Task Response)”、“词汇丰富度(Lexical Resource)”及“连贯与衔接(Coherence and Cohesion)”三个评分维度上实现高分目标。

3. 教学启示：基于官方指南和剑桥雅思真题的系统训练方案

针对雅思考试对转述能力的深度考查，教师应构建多维度的专项训练体系，涵盖输入与输出两个维度。

3.1. 输入层训练(听力/阅读)

(1) **构建语义映射词库, 汇总真题核心词汇替换** 建议教师引导学生对比剑桥系列真题中的题干与原文, 系统整理高频同义词与近义表达。例如, 将“get hold of”与“access”进行语义对等, 并归类为“获取类动词”。教师可组织“词汇替换训练营”, 每课聚焦特定语义范畴(如因果关系、数量变动、情感态度等), 利用真题例句开展配对、填空与造句练习, 促进学生内化语义替换能力。

(2) **强化词性转换训练, 提升语法形态转换的灵活性** 教师应汇总真题阅读与听力中出现的词性转换现象, 要求学生掌握不同词性间的形态转换规律。通过“词性转换矩阵训练”, 引导学生从原文提取核心词汇(如形容词“confident”), 并将其转化为名词(confidence)或副词(confidently), 并置于特定语境中应用。结合听力第四部分(Section 4)等真题场景进行模拟, 训练学生预判所需词性并主动进行形态转换, 从而增强应试的瞬时反应能力。

(3) **识别逻辑重组模式, 熟悉信息的异构表达** 教师应引导学生观察因果、被动、让步等句型在题目与原文间的重组路径。通过“句型变形专项训练”, 例如将“The new policy resulted in a decline in traffic accidents.”改写为“There were fewer traffic accidents because of the new policy.”。通过“识别逻辑主干-分析结构改写-执行表达变通”的步骤, 协助学生掌握逻辑重构的核心路径。

3.2. 输出层训练(口语/写作)

(1) 建立高频话题词汇替换库, 丰富表达资源

通过归纳口语与写作高频话题(如教育、环境、医疗、科技等)中的通用词汇, 以“important”为例, 引导学生搜集并应用多样化表达(如 crucial, essential, significant, vital 等), 构建主题驱动的词汇替换表。在课堂教学中设计“替换接力”小组活动, 由一名学生提供基础词汇, 其他组员轮流提供替换选项并即兴造句, 以强化语境中的转述意识。

(2) 储备功能性句式库, 提升句法驾驭能力

通过分析高分范文, 提炼功能性句式(如“Not only..., but also...”, “There is no denying that...”, “It is widely believed that...”等), 并按逻辑功能(如观点引入、让步、对比、因果推导等)进行分类归纳。在写作教学中, 针对特定逻辑功能设计句式替换任务, 确保学生能够熟练且灵活地运用多样化结构。

(3) 实施“五步转述法”教学流程

在实际教学中, 教师应培养学生遵循“阅读→提取关键词→自主重写→比对原文→修正优化”的转述流程。教师提供范文或题干, 要求学生首先通读以获取语旨, 随后标注关键词, 尝试利用个人语言储备进行语义复现; 最后, 通过比对原文与改写版本, 分析语义忠实度、词汇重复率及结构多样性。通过该流程, 强化学生从信息理解到语言表达再到自我审校的写作思维, 全面提升表达的原创性与语言层次。

4. 结论

转述技能(Paraphrasing)不仅是雅思考试中连接理解与表达的核心纽带, 亦是语言深度加工与交际能力的集中体现。基于剑桥官方指南与真题的系统分析证明, 转述已成为命题设计与评分体系中的高频考点。因此, 教学中应将其作为核心能力进行专项训练, 结合真实语境, 通过词汇、句法及语义重构等多维度强化学生的语言加工能力, 全面提升考生的应试表现与英语实际应用水平。

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