

The word “memorised” is in the official descriptors. It appears at Bands 1, 2 and 3.

「背诵」确实写在官方评分标准里 —— 只出现在 1 分、2 分、3 分

Where the published scale mentions learned-by-heart language, and what to prepare instead

The public Speaking band descriptors mention memorised language three times. All three mentions sit at **Band 1**, **Band 2** and **Band 3** — the bottom three of the nine — and not one of them presents it as evidence of ability. Each one uses it to explain why there is nothing to credit. That is worth sitting with before you memorise another answer.

官方公开版口语评分标准中，「背诵」共出现三次，全部集中在 1 分、2 分、3 分这最低的三档，且没有一处把它当作能力的证据 —— 每一处都是在解释「为什么没有可评分的内容」。在你再背下一个答案之前，这一点值得想清楚。

1 Nine bands. The word appears at the bottom three. 九个分数档，只出现在最低的三档

Band 9		NOT MENTIONED
Band 8		NOT MENTIONED
Band 7		NOT MENTIONED
Band 6		NOT MENTIONED
Band 5		NOT MENTIONED
Band 4		NOT MENTIONED
Band 3		MENTIONED ×1
Band 2		MENTIONED ×1
Band 1		MENTIONED ×1

Check it yourself. The public Speaking band descriptors are published as a PDF by the IELTS partners at ielts.org. Descriptor wording is paraphrased in this briefing and is not reproduced — read the official text at source.

自行核对：官方公开版口语评分标准由雅思三方机构在 ielts.org 发布。本简报仅作转述，不复制原文，请以官方文本为准。

2 Every mention is an explanation of absence 三处提及，说的都是「没有」

BAND 3 · GRAMMAR	Errors are widespread — except inside the memorised parts 错误普遍存在 —— 背诵的部分除外 The most revealing of the three. Accuracy inside a memorised stretch is recorded as an <i>exception</i>, not as a credit. The clean sentence does not raise the band, because the scale has already accounted for why it is clean. 三处中最说明问题的一处：背诵片段里的准确性被记为「例外」，而非加分。那一句漂亮的句子抬不高分数，因为标准已经解释了它为什么漂亮。
BAND 2 · VOCABULARY	Speech made of single words and fixed learned chunks 话语由孤立单词或背诵片段构成 Paraphrased. A recited block sits in the same category as a candidate who can only produce disconnected single words. 转述。成段背诵与「只能蹦出零散单词」被归在同一类。

Nothing rateable at all unless it was learned by heart

除背诵内容外，没有可评分的语言

Paraphrased. At the very bottom of the scale, the memorised material is not scored as grammar. It is named as the reason the examiner has nothing to score.

转述。在评分标准的最底端，背诵内容并不是被当作语法能力打分，而是被写明为「考官无可评之物」的原因。

The pattern. In all three, memorised language is something to be *discounted* before a rating is given — the opposite of the assumption behind buying a set of prepared answers.

共同规律：三处之中，背诵语言都是评分前需要「剔除」的东西，与「买一套背好的答案」背后的假设正好相反。

3 Band 7 asks for the one thing a script cannot do 7分要的，恰好是脚本给不了的

Vocabulary asks for flexibility

词汇要求「灵活」

The Band 7 vocabulary descriptor is built around using your resource *flexibly* across a variety of topics. A script can be impressive; it cannot be flexible, because it was written before the question was asked.

7分词汇标准的核心是能在不同话题间灵活调用词汇。脚本可以漂亮，但不可能灵活——它写在问题被问出之前。

Fluency asks you to keep going

流利度要求「持续说下去」

A memorised answer does not keep going. It ends. And what gets rated is what happens **after** it ends — usually the candidate's real level, arriving suddenly and without preparation.

背诵的答案不会持续，它会结束。真正被评分的是它结束之后的部分——那通常就是毫无准备地突然出现的真实水平。

Part 3 goes where you did not prepare

Part 3 走向你没准备的地方

A discussion follows what you just said: every answer creates the next question. A bank of prepared answers has no mechanism for that — it can only wait for a topic it recognises.

讨论是跟着你刚说的话走的：每个回答都在生成下一个问题。一套背好的答案没有应对机制，只能等一个它认识的话题。

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“Memorised answers are very obvious and examiners are trained to spot them.”

The same guidance notes that an examiner who suspects a rehearsed answer may ask harder questions to establish the candidate's actual level. The script does not end the assessment — it redirects it.

同一份官方建议指出：考官若察觉答案是背的，可能提出更难的问题以确定真实水平。脚本不会结束评估，只会改变它的方向。

4 Three things that give it away 三个最常见的破绽

1 The register jumps

语域突然跳档

One sentence arrives two bands above everything around it, then the speech drops back. Ability has a range; it does not have a single spike.

某句话比前后高出两个档次，然后又掉回去。能力有区间，但不会只有一个尖峰。

2 The rhythm flattens

节奏变平

When we are thinking, we stress the new information. When we are retrieving, the stress lands on the words we practised. It is audible before the content gives it away.

思考时重音落在新信息上；提取记忆时重音落在练过的地方。在内容露馅之前就能听出来。

3 The answer does not move

问题变了，答案没变

The question asked about a specific angle; the answer covers the topic. A good answer to a question that was not asked — and under Fluency and Coherence, not answering the question is exactly what costs marks.

问的是具体角度，答的是整个话题。那是「答得好但答错题」——而在流利与连贯这一项里，没有回答问题本身就是失分点。

This section is opinion. The three tells are my observations from teaching in Beijing. They are professional judgement, not measurement, and they do not state what any examiner will do or what any candidate will score.

本节为个人观点：以上三条是我在北京教学中的观察，属经验判断而非量化结论，不代表任何考官的必然做法，也不预测任何成绩。

WHAT GETS DISCOUNTED · 会被剔除的

Sentences

- Whole answers written out and learned word for word
- Opening formulas recited before every response
- Idioms inserted because they are “Band 8 phrases”, not because they fit
- A memorised Part 2 delivered whatever the cue card says
- 整段逐字背下的答案；每题必背的开场套话；因「是 8 分表达」而硬塞的习语；不管题卡问什么都照说的 Part 2。

WHAT SURVIVES CONTACT · 经得起临场的

Sequences

- A running order — what comes first, second, third
- Topic vocabulary usable in any sentence, not one sentence
- Your own real experiences, in note form, not in sentences
- A way of buying half a second that is not “that is a very interesting question”
- 回答的先后顺序；能用在任何句子里的话题词汇；用要点记下的真实经历；一个不是「这个问题很有意思」的争取时间方式。

Why the frameworks are sequences. A-R-E, P.P.F.E. and F-E-E-L are orders of thought, not scripts. They tell you what to say next on a question you have never seen — the one thing a memorised answer cannot survive.

这也是这些框架是「顺序」而非「脚本」的原因：A-R-E、P.P.F.E.、F-E-E-L 告诉你的是「下一步说什么」，因此能用在没见过的题上——而这正是背诵答案撑不住的地方。

Method note. That the word appears only at Bands 1, 2 and 3 is checkable in the published descriptors at ielts.org; the band attribution here was read from the descriptor table by position. The sentence about examiners spotting memorised answers is quoted from the British Council, one of the three organisations that jointly own IELTS. Descriptor wording is paraphrased, never reproduced. I have not claimed that memorising is treated as cheating, because the published test rules I could find do not say so. Certified by IDP Education in Understanding the Assessment Criteria for Speaking and Writing (2026) — a teacher-training certificate; IELTS has not endorsed this briefing, the books, or the classes. No band score is promised anywhere in this material.

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