

Teaching A-R-E

如何教 A-R-E

A complete 60-minute demonstration lesson for IELTS Speaking Part 1 — free to use with your own classes.

雅思口语 Part 1 完整示范课（60 分钟）——可自由用于你自己的课堂

This is a real lesson, not a sample of one. Sixty minutes, timed, with the board work, the teacher script and the errors you should expect. Take it into a classroom tomorrow.

这是一节完整的课，而不是试读章节。六十分钟，含时间分配、板书、教师语言以及你应该预料到的错误。明天就可以直接拿进教室。

A-R-E is the antidote to the one-word answer. Part 1 questions are short and personal, and weak candidates answer in a phrase and wait. A-R-E trains a direct Answer, a supporting Reason, and an Extension — an example, a contrast, a consequence or a hypothetical. ^[1]

A-R-E 是对付“一词作答”的解药。Part 1 的问题短而个人化，弱势考生答一句就停下来等。A-R-E 训练他们给出直接的 Answer（回答）、支撑的 Reason（理由），以及 Extension（延展）——举例、对比、结果或假设。 ^[1]

What you need 你需要什么

A board, and a way for students to record themselves — a phone is enough. Nothing else. The lesson works one-to-one, in a group, or on camera.

一块白板，以及让学生录音的工具——一部手机就够了。其他什么都不需要。这节课适用于一对一、小班或直播。

THE LESSON 课时安排

Sixty minutes, in five stages

六十分钟，五个阶段

Times are guides, not rules. If stage 3 is going well, take it from stage 4 — speaking volume matters more than finishing the plan.

时间是参考，不是规定。如果第三阶段进行得好，就从第四阶段借时间——学生开口的总量，比走完流程重要。

01

0-8 min

Let the silence sit 让沉默停留

Ask one student: “Do you like coffee?” Accept the one-word answer. Then say nothing. Let the silence run three or four seconds — long enough to be uncomfortable. ^[1]

Then ask the room: what just happened? They will say it felt awkward. Tell them that is exactly what an examiner experiences, and that examiners hear underdevelopment, not inability. ^[1]

Do not name the framework yet. The problem has to land before the solution does.

随机问一位学生：“Do you like coffee?”接受那个一词回答，然后什么都不说，让沉默持续三四秒。再问全班：刚才发生了什么？他们会说尴尬。告诉他们，考官感受到的就是这个；考官听到的是展开不足，而不是能力不足。此时先不要提框架的名字——先让问题落地，解决方案才有位置。

02

8-18 min

Model it aloud 现场示范

Write A · R · E on the board. Answer, Reason, Extension. Then answer the same coffee question yourself, aloud, naming each move as you make it.

Keep the content ordinary. The example must never be impressive — only the structure. If students think they need interesting lives, the lesson has failed. ^[1]

Then point at the Extension and say: this is where the marks are. The Extension is where Lexical Resource and Grammatical Range get showcased — by design. ^[1]

在板上写下 A · R · E: Answer、Reason、Extension。然后你自己当场回答同一个问题，一边说一边点出每一步。内容要普通——例子本身绝不能“厉害”，只有结构才是重点。接着指着 Extension 说：分数就在这里。

03

18–38 min

Rapid-fire drill — then bend it 快速轮转训练，然后打破它

Fire short Part 1 questions at students in turn. **First ten minutes:** all three moves every time, to build the habit. Keep it fast — the aim is automaticity, not polish. ^[1]

Second ten minutes: make them break it. This half matters more. A student who has only ever produced the perfect version will sound exactly as rehearsed as one reciting a template. Call out a bend before each question — “drop the reason on this one”, “start with the reason”, “one sentence only”. ^[2]

In a group, switch to pairs partway. Students run the drill on each other while you circulate and note patterns. Pair work is how you get speaking volume. Do not correct everything; save it for stage 5.

轮流向学生抛出 Part 1 短问题。**前十分钟：**每次都完成三个动作，建立习惯。节奏要快——目标是自动化，不是打磨。**后十分钟：让他们打破它。**这一半更重要。只练过“标准版”的学生，听起来和背模板的学生一样像排练过的。每题之前先指定一种变形——“这题不要说理由”、“先说理由”、“只说一句”。小班中途转为结对练习。不要逐个纠错，留到第五阶段。

The four bends — all of them correct 四种变形——都是对的

→ **Drop the R** when the reason is obvious. “Do you like music?” — “Yeah, love it. I’ve got something playing pretty much all day.” Nobody needs telling why a person likes music; forcing a reason in is what makes an answer sound assembled.

→ **R before A** when the reason is the interesting part. “Do you enjoy your job?” — “It’s changed a lot recently — we’ve gone fully remote — so yes, much more than I did a year ago.”

→ **E as a clause**, not a sentence. “Do you cook?” — “Most nights, yeah, though it’s pretty basic on a work day.” Four words hanging off the end. It still counts.

→ **A on its own** when the examiner is moving on. “Yes, I’m a student — second year, engineering” is a complete answer. Extending every single answer to full length is itself a tell.

The seam test. Record an answer and listen for the joins. If a listener can hear where the Answer stopped and the Reason started — a pause, a gear-change, a phrase that arrives on cue — the structure is showing. It should hold the answer up from inside, the way a skeleton does.

You should not be able to see it. ^[2]

接缝测试。录一段回答，听接缝。如果听者能听出 Answer 在哪里结束、Reason 从哪里开始——一个停顿、一次换挡、一句准时出现的套语——结构就露出来了。它应当像骨架一样从内部支撑回答，而不该被看见。

04

38–50 min

Record and self-audit 录音与自查

Each student records one A-R-E answer on their phone, then listens back and marks it themselves before you say anything. ^[1]

Three questions on the board for them to answer about their own recording:

1. Did I answer directly?
2. Did what followed add something the question did not — a reason, a detail, a limit?
3. Could a listener hear the joins?

This ordering matters. A student who has already heard their own gap takes your feedback very differently from one who is simply told. ^[1]

每位学生用手机录一段 A-R-E 回答，然后回听并自己打分——在你开口之前。板上写三个问题：1. 我直接回答了吗？2. 后面说的有没有加入题目本身没有的东西——理由、细节或限度？3. 听者能听出接缝吗？顺序很重要：一个已经自己听出问题的学生，对你反馈的接受度完全不同。

05

50–60 min

Two fixes, then re-record 两个修正，然后重录

Give each student two priority fixes. Not five, not ten. A recorded answer can contain twenty errors; choose the two that cost the most marks and leave the rest. ^[1]

Name the criterion when you give it. Not “that felt off” but “your ideas were strong but the grammar stayed simple — that is capping your Grammatical Range.” ^[1]

Then they record again, immediately. The second take is where the learning lands. Do not let the lesson end on the first recording. ^[1]

给每位学生两个优先修正点，不是五个，也不是十个。给反馈时要点名评分项：不是“感觉不对”，而是“你的内容很好，但语法一直很简单——这正在压住你的语法分”。然后立刻重录。学习真正发生在第二次录音。

The worked model, word for word

逐字示范

Use this, or your own version of it. The point is that students hear a complete answer before they attempt one.
可以直接用，也可以换成你自己的版本。关键是让学生先听到一个完整的回答，再自己尝试。

QUESTION 问题	Do you use public transport?
ANSWER 回答	Yes, I take the metro most days —
REASON 理由	it's far quicker than driving in a city as congested as mine,
EXTENSION 延展	and if they hadn't extended the line to my district last year I'd probably have had to move closer to work.

Point out two things. First, what happened in the Extension: a conditional, unforced, in an answer about the metro. That one sentence is the whole argument for the framework. ^[1]

Second, how it is joined. There is no “the main reason is” and no “for instance”. The three moves run into one another and the seam is inaudible — which is the difference between a structure that supports an answer and one that announces itself. ^[2]
请点出两件事。第一，延展部分发生了什么：一个自然而然的虚拟语气，出现在一个关于地铁的回答里——这一句话就是这个框架存在的全部理由。第二，它是怎么连起来的：没有 “the main reason is”，也没有 “for instance”。三个动作彼此融合，接缝听不出来。

Say it like a person 说得像个人

Part 1 is a conversation about familiar things — home, work, weekends. It is not a presentation, and treating it as one costs marks rather than earning them. Under Lexical Resource, one of the things assessed is whether the vocabulary suits the situation, including how formal it is. “I currently reside in a bustling metropolis” is a lapse in appropriacy in a chat about a hometown; “I live right in the centre, actually — it’s pretty hectic” is not simpler English, it is the right English. What has gone is the costume, not the vocabulary. The register lifts in Part 3, where the questions turn abstract — and moving between the two is itself evidence of flexibility. What students must not do is arrive in Part 1 already speaking like Part 3. ^[2]
Part 1 是关于熟悉事物的对话——家、工作、周末。它不是演讲，把它当演讲会扣分而不是加分。在 Lexical Resource 下，评的其中一项就是词汇是否符合语境，包括正式程度。在聊家乡时说 “I currently reside in a bustling metropolis” 是“不得体”；“I live right in the centre, actually — it’s pretty hectic” 不是更简单的英语，而是更对的英语。去掉的是那身戏服，不是词汇量。到 Part 3 语域才会提升，而能在两者之间切换本身就是灵活性的证据。学生不能做的，是一进 Part 1 就用 Part 3 的腔调说话。

WHAT WILL GO WRONG 会出什么问题

Three errors you should expect

你应该预料到的三种错误

The robotic A-R-E 机械式的 A-R-E

Students announce the moves — “My answer is... my reason is...” Drill until the moves disappear into natural speech. The structure should be invisible to the listener. This is the seam test again, and it is the single most useful thing to keep saying. ^[1]
学生把步骤念出来——“My answer is... my reason is...”要一直练到这些步骤融进自然的语流里。结构对听者应该是隐形的。

The runaway Extension 失控的延展

Some students over-extend into a Part 2 monologue. A Part 1 answer is developed, not endless — and its length varies with the question. Two or three sentences is typical; one is right when the examiner is moving on. ^{[1][2]}
有些学生一路延展成了 Part 2 的独白。Part 1 的回答要展开，但不无休止——长度随题目变化。两三句是常见的；考官要往下走时，一句就是对的。

Reason repeated as Extension 把理由当成延展

Beginners restate the reason in other words. Insist the Extension introduces something new — an example, a contrast, or a hypothetical. This is the most common failure of the three. ^[1]

初学者会把理由换个说法再说一遍。必须要求延展引入新的东西——例子、对比或假设。这是三者中最常见的失误。

IF YOU TEACH CHINESE LEARNERS 如果你教中文母语学生

Two patterns to listen for

要特别听的两个现象

- **The he/she slip.** Almost universal among Mandarin speakers, because the spoken pronouns are identical in Mandarin. It rarely blocks meaning, so students do not hear it — but examiners do. A five-minute pronoun-tracking drill early in a course pays for itself. ^[1]
he/she 混用。在普通话母语者中几乎普遍，因为中文口语中两者发音相同。它很少影响理解，所以学生自己听不到——但考官听得到。课程初期花五分钟做代词追踪练习，非常划算。
- **Long wind-up before the point.** Chinese rhetorical structure often builds to the point; English academic and test speech puts the point first. In A-R-E terms, the Answer arrives late or not at all. Teach point first, then support. ^[1]
说了很久才到重点。中文的修辞习惯往往是层层铺垫、最后点题；而英语的学术与考试语体是先给观点。落到 A-R-E 上，就是 Answer 来得太晚或根本没出现。要教先给观点，再给支撑。
- **Frame both as shared, normal patterns, never as personal failings.** A student who feels diagnosed rather than judged fixes errors faster. ^[1]
两者都要作为共性的、正常的现象来讲，绝不能说成个人缺陷。一个觉得自己被“诊断”而不是被“评判”的学生，改错更快。

“A student who feels diagnosed, not judged, fixes errors faster.”

“一个觉得自己被诊断、而不是被评判的学生，改错更快。”

NEXT LESSON 下一节课

Where this goes

接下来往哪里走

- 1 Set the recording as homework: one A-R-E answer a day for a week, self-audited against the three board questions. Open the next session with one of them.
把录音布置为作业：一周内每天一段 A-R-E 回答，对照板上三个问题自查。下节课从其中一段开始。
- 2 Then move to Part 2 and the four-stage long turn, and to Part 3 discussion. The same record-self-audit-coach-re-record loop carries across all three parts. ^[1]
然后进入 Part 2 的四阶段长篇叙述，以及 Part 3 的双向讨论。同样的“录音—自查—指导—重录”循环适用于三个部分。
- 3 Across all formats, the principle holds: the student should be talking for most of the lesson. Your value is in the diagnosis and the priority fix, not in lecturing. ^[1]
无论哪种授课形式，原则不变：课堂上大部分时间应该是学生在说。你的价值在于诊断和给出优先修正点，而不是讲课。

[1] Cox, D. *IELTS Speaking: The Teacher's Guide* — the Part 1 lesson plans and the teaching notes for Chapter 3.

[2] Cox, D. *IELTS Speaking Mastery: The Complete Band 7+ Guide* — §2.2.2 “A-R-E Is a Shape, Not an Order” and §2.2.3 “Saying It Like a Person”.

Using this with your classes 在你的课堂上使用

Print this lesson and teach from it, free, with attribution. The full Teacher's Guide — twelve lesson plans, chapter-by-chapter notes and the assessment templates — is licensed to schools and teachers rather than sold. Details at deencoxielts.com/licensing.html
欢迎打印本课并用于教学，免费，注明出处即可。完整的《教师用书》——包含十二套教案、逐章教学笔记与评估模板——采用向学校与教师授权的方式，不公开销售。详见 deencoxielts.com/licensing.html

About the author. Deen Cox is an IELTS Specialist, author and curriculum developer based in Beijing. He has taught English since 2005 and is the author of the Deen Cox IELTS Series. He has completed IDP Education's IELTS Teacher Training Program, gaining certification in Understanding the

Assessment Criteria for both Speaking and Writing. He is also co-author, with Mike Wattie — a former IELTS Examiner — of IELTS study guides across all four skills; Mike Wattie read the Speaking Guide in manuscript. deencoxielts.com

关于作者。Deen Cox 是驻北京的雅思专家、作者与课程开发者。他自 2005 年起从事英语教学，是《Deen Cox 雅思系列》的作者。他已完成 IDP Education 的雅思教师培训课程，取得口语与写作两项《评分标准解读》认证。他另与前雅思考官 Mike Wattie 合著涵盖四项技能的雅思备考书；Mike Wattie 曾审读本口语指南的书稿。deencoxielts.com

IELTS is a registered trade mark of the British Council, IDP: IELTS Australia Pty Ltd and Cambridge University Press & Assessment. This is an independent preparation resource, not affiliated with, endorsed by or produced in association with the IELTS Partners. A-R-E, P.P.F.E. and F-E-E-L are proprietary frameworks of Deen Cox.

IELTS 为英国文化教育协会、IDP Education Australia Pty Ltd 及剑桥大学出版社与考评部的注册商标。本文为独立备考资源，与雅思主办方无隶属、背书或合作关系。A-R-E、P.P.F.E. 与 F-E-E-L 为 Deen Cox 的专有教学框架。

© Deen Cox. Print it, teach from it, pass it on to a colleague.

© Deen Cox。可自由打印、教学、转给同行。