

# 论雅思“口语句子”教学

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## 摘要

良好的口语语法能力有助于提高表达清晰度和流利性, 还对交际效果产生深远影响。然而, 口语语法一直是口语教学中的一个被忽视的方面。传统的口语课堂中的语法教学往往和书面语法如出一辙。在雅思口语考试中, 这可能导致考生在语法范围评分方面失分。因此, 在雅思口语教学中, 引入和重视口语语法教学至关重要。本文结合雅思口语教学场景, 总结了口语语法的若干特征, 介绍了相应教学练习, 以供口语教师参考。

## 关键词

口语语法教学, 流利性, 雅思口语

# Teaching “Spoken Sentences” in IELTS

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## Abstract

The ability to use spoken language grammar effectively contributes to clarity and fluency, and also has a profound impact on communicative effectiveness. However, spoken language grammar has consistently been a neglected aspect in oral language teaching. The grammar instruction in traditional spoken language classrooms often mirrors written language grammar. In the IELTS speaking test, this may lead to candidates losing points in the grammar range scoring. Therefore, the introduction and emphasis on spoken language grammar instruction are crucial in IELTS speaking teaching. This article, combining scenarios in IELTS speaking teaching, summarizes several characteristics of spoken language grammar, and introduces corresponding teaching exercises for reference by speaking instructors.

## Keywords

### Teaching Spoken Language Grammar, Fluency, IELTS Speaking

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## 1. 研究背景

2023年5月,剑桥雅思官方网站中更新了雅思口语评分标准,其中明确提出了“口语句子 spoken sentences”的概念[1]。与书面英语不同,英语口语通常具有“即兴性(Spontaneity)”。由于说话者在应对“实时处理信息”的压力时,导致了言语的“逐步组装”[2]。英语口语也具有“对话性(Conversational)”,从而衍生出了独特的语法特征,用以满足实时交际需求[3]。

虽然雅思口语考试场景中出现的对话和日常口语交际有所不同,但是考生和考官的“对话”特点在口语第一部分、第二部分、第三部分均有体现。在帮助学生备考过程中,教师往往强调雅思口语题库的功能,鼓励学生提前准备答案,但这不利于培养即兴性,容易导致学生在考场上紧张、忘词、一遇到没准备过的题目就变得卡顿。

在人工智能发展迅速的时代背景之下,未来会有更多的考生通过人工智能软件准备雅思口语考试,这意味着教师需要和人工智能助手区分功能,帮助考生给出更有“人性”的答案。我们要有意识地进行“口语语法”教学,它有助于学生克服语法障碍,提高口语能力,进行有效沟通,使他们能够更自信、更清晰地与他人交流,并在不同情境下有效地使用英语。

## 2. 口语句子特征

本文中,英语“口语句子特征”指的是通常出现在该语言口头表达形式中的特点或元素。那么在雅思教学场景中,口语句子特征究竟包括哪些元素呢?它们和写作有何区别?作者根据经典口语教学书籍 How to Teach Speaking [4]中的内容结合雅思教学场景,总结了九种口语特征,将其与写作特征相区别,具体特征见表1。

**Table 1.** Written features and spoken features

**表 1.** 写作特征与口语特征

写作特征	口语特征
1. 以整句为基础结构	1. 以分句为基础结构
2. 主谓宾/主系表结构	2. 头句尾句结构
3. 倾向使用间接引语	3. 多使用直接引语(包括感叹词和夸张表达)
4. 不用反义疑问句	4. 常用反义疑问句
5. 较少省略	5. 经常省略
6. 不用口语语篇标记词	6. 常用语篇标记词起修饰或模糊作用
7. 常用情态表达	7. 常用情态表达
8. 少用指示词	8. 常用指示词
9. 不使用缩合	9. 常用缩合

## 2.1. 分句结构

这些特征对于雅思口语教学有何启发呢？首先，口语句子以分句(Clause)为基础结构，意味着教学中应鼓励学生通过 and/but/so 等并列连词，或 because/even though 等状语从句进行答案的延展。例如，在剑桥雅思综合教程 Mindset Level 1 初级(Page 22)和 Level 2 中级(Page 44)教材中，都有设计相应练习。具体练习见图 1 和图 2。

**EXTENDING YOUR ANSWERS IN SPEAKING PART 1**

**08** Listen to three students answering the question *Who are you most similar to in your family?*

- 1 Which student's answer was too short?
- 2 Which student didn't answer the question?
- 3 Which student's answer was the best?

You can add information to your answer by adding a reason, extra details or combining information:

*I don't see my grandparents very often because they live in the north of the country.*  
*I don't see my family very often but I miss them very much.*  
*I have a twin brother, so I am very close to him.*  
*I look very much like my father, although we have very different personalities.*

**09** Use one of the words in the box to help you complete the sentences with ideas of your own. Try to use a different word from the box in each sentence.

also and because but so even though

- 1 I visit my parents every weekend ...
- 2 We have a large family ...
- 3 My sister is getting married next year ...
- 4 My father works very long hours, ...
- 5 My brother likes the same things as me, ...

**TIP 08** In Speaking Part 1:  
 • keep to the topic  
 • extend your answers  
 • don't speak too much  
 • do not try to memorise answers to questions.

**TIP 08** In Part 1 you need to give full answers to the questions, but don't talk for too long. Three sentences is plenty. You have chances to speak for longer in Parts 2 and 3.

Figure 1. Extending answers in Part 1

图 1. 拓展第一部分

**ADDING CONNECTING WORDS**

**04** Match sentence beginnings 1-4 with sentence endings a-d, using a suitable connecting word. There are several possible answers.

1 I love listening to K-Pop	AND	a my friends don't really like it either.
2 I sometimes enjoy mountain climbing	BUT	b I prefer staying at home.
3 I don't like spending money	SO	c it's really exciting.
4 I'm not really interested in watching football on TV	BECAUSE	d I prefer watersports.

**05** Complete your own table using the same connecting words.

	AND	
	BUT	
	SO	
	BECAUSE	

**06** Complete the sentences about things you do and do not like doing.

- 1 \_\_\_\_\_ AND \_\_\_\_\_ BUT \_\_\_\_\_  
BECAUSE \_\_\_\_\_ SO \_\_\_\_\_.
- 2 \_\_\_\_\_ AND \_\_\_\_\_ BUT \_\_\_\_\_  
BECAUSE \_\_\_\_\_ SO \_\_\_\_\_.
- 3 \_\_\_\_\_ AND \_\_\_\_\_ BUT \_\_\_\_\_  
BECAUSE \_\_\_\_\_ SO \_\_\_\_\_.

**TIP 04** Longer sentences will show the examiner that you can use more complex grammar.

Figure 2. Adding connecting words

图 2. 增加衔接词

## 2.2. 头句尾句结构

第二，口语表达中会使用到“头句(Heads Or Left-Dislocation)”或“尾句(Tails Or Right-Dislocation)”结构。研究表明，头尾句结构是英语学习者和口语教师最为忽视的结构之一[5]。头句结构是指将名词或名词短语放在句子开头，用于引出主题引导听众的结构形式[2]。例如：“The soccer game last night, it was really exciting.”这种口语结构允许讲话者在评论主题之前突出他们想要谈论的主题，在实时沟通中为讲话者和听众提供更多的处理时间。尾句是指将名词或名词短语放在句尾的结构形式。例如：“My teacher is really nice, the one from America.”这种结构能帮助说话者实时澄清评论、表达对某个事物的个人态度或评价，或者起到人际交往的作用[6]。在雅思口语教学场景中，通过学习此类结构，尤其是头句结构，学生既可以给大脑更多的信息处理时间，减少卡顿和重复，提升表达流利性，又可以突出谈论主题以达到扣题的效果。

## 2.3. 直接引语和感叹词

第三，在模拟对话或描述具体情境时，我们可以教学生使用直接引语，引用有趣或重要的信息，使考官更好地体验到表达的真实感。虽然这类结构的使用频率和适用性取决于个人口语风格，但在雅思口语第二部分场景或经历描述类话题中，我们可以教学生如何使用直接引语，使感受表达更加生动、具体、和真实。需注意的是，直接引语往往需要和感叹词同步教学。教师可以通过填空、连线、情景造句等方式鼓励学生使用直接引语。教学重点包括：感叹词、用法和发音、语调、时态切换等。下方总结出了八种感叹词的用法和例句，见表2。

**Table 2.** Examples of quotes and interjections

**表 2.** 直接引语和感叹词用法举例

感叹词和发音	用法	直接引语例句和雅思话题
Oops /u:ps/	表达犯错或意外	I was like, “Oops. What’s wrong with this computer?” (P2 Describe a time when you had a problem using the computer) My dad was like, “Oops. I think I made a wrong turn and now we are lost.” (P2 Describe a time you got lost.)
Ah /ɑ:/	表达理解或满足	He was like, “Ah! That’s a great idea!” (P2 Describe a time when you gave advice to someone)
Ew /’i:u:/	表达不赞同或厌恶	I was like, “Ew. There is a bug in the dish!” (P2 Describe a time you received a bad service in a restaurant or shop)
Hooray /hə’rei/	表达喜悦和兴奋	I was like, “Hooray! I’ve got the offer!” (P2 Something that changed your life)
Wow /wəʊ/	表达惊奇或欣赏	We were like, “Wow! The view here is amazing!” (P2 A beautiful city)
Aha /ɑ:’hɑ:/	表示突然理解或发现	I was like, “Aha! I know what to do now!” (P2 Describe a time you solved a difficult problem at work or study)
Phew /fju:/	表达宽慰或疲惫	I was like, “Phew! It’s so hot and I’m so tired here!” (P2 Describe an activity that made you tired)
Hey /hei/	引起关注或表达不满	I was like, “Hey! You need to behave yourself!” ( P2 An occasion when you spent time with a child)

## 2.4. 反义疑问句

反义疑问句在雅思口语中可用于确认信息和强调观点，语调需要轻松和平缓。这种语调表示说话者相对自信，并期望考官的回应是肯定的。虽然考试场景中大部分情况都是考生回应考官的问题，但反义疑问句在备考中和考场上有意识地使用，可以体现语法的丰富性和表达的交际感，有利于促进信息和情

感的传递。此类结构尤其适用于第三部分谈及中西差异的话题。再提及西方文化特征时，可以使用反义疑问句，用于确认信息。例如，我们可以设计一个教学环节，帮助学生理解并运用反义疑问句的定义、结构、语调、以及运用场景。具体见表 3。

**Table 3.** Teaching design: tag questions in IELTS Speaking

**表 3.** 教学设计：雅思口语中的反义疑问句

雅思口语教学：反义疑问句

目标：通过本教学环节，学生将能……

- 1) 识别反义疑问句的定义、结构、和使用场景。
- 2) 理解反义疑问句表达确认信息时使用降调。
- 3) 在雅思口语第三部分对比类话题中使用反义疑问句，正确运用语调。

引入环节：(3 分钟)

定义：定义反义疑问句，即陈述句和疑问句的组合。

举例说明：提供几个正确的和错误的反义疑问句，要求学生观察，随后解释其结构和用法。

互动环节：(5 分钟)

分组：将学生分成小组，每组给定一个雅思口语第三部分对比类话题(如中西方节日差异)，要求他们创造包含反义疑问句的对话。

练习：学生之间进行互动，分享他们设计的对话，并讨论反义疑问句的使用方式。

归纳环节：(2 分钟)

- 反馈：针对学生的练习提供相应内容或语言反馈；
- 总结关键概念：反义疑问句的结构、语调、适用场景；
- 鼓励学生在日常交流或作业中实践使用，以加深对反义疑问句的理解和熟练运用。

## 2.5. 省略

口语情景中省略现象十分常见[7]。此语法特征适合中高级(B2-C1)英语学习者[8]。其具体规则如表 4。教师可以在教学过程或教学反馈中，通过让学生对比完成的句子和省略的句子，找出差别，并分析两种句子中哪一种更加自然，符合口语表达特征。

**Table 4.** Ellipsis in IELTS speaking

**表 4.** 雅思口语省略用法

用法	例句
1. 在连接词 and, but 和 or 后省略主语	Question: What did you do last week? Answer: I went out with my friends and [I] had a nice meal.
2. 如果重复的主语与 be 动词一起使用，则省略主语和 be 动词	Question: Where is your hometown? Answer: My hometown is in the south of China. [My hometown is] not far from where I study.
3. 省略 to 后面动词短语	Question: Do you like eating chocolate? Answer: Yes I do. Many girls give up desserts completely, but I don't want to [give up desserts completely].
4. 省略助动词和情态动词后面动词短语	Question: Did you have a lot of ice-cream in your childhood? Answer: Not really. I couldn't have ice-cream unless my mom said I could [have ice-cream].

## 2.6. 短语块和语篇标记词

口语特征还包括了短语块(Phrasal Chunks)和语篇标记词(Spoken Discourse Markers)，指一些通常在口语表达中出现的单词或词组，适用于不同的情景[9]，见表 5：

**Table 5.** Chunks and spoken discourse markers  
**表 5.** 语块和语篇标记词

短语块 Phrasal chunks	适用情况
A kind of X, a sort of X, a type of X or something, thing (s)	需要同义替换某个名词时
Kind of, sort of, a little bit, a little too	想要委婉表达消极态度时
And that kind/sort/type of thing, and stuff/things like that, and so on	列举信息卡住时
Around, about, -ish, more or less...	不确定数量、时间、或颜色等具体信息时
In actual fact, as a matter of fact, in point of fact, Actually, in truth.	需要添加细节或微调信息时
You know	需要确认听者和自己共享相同的信息。 需要更多的思考时间时
You see	用于希望与听众分享假设对方不知道的信息时
I mean	想要补充刚刚说过的内容以使观点更清晰、或纠正刚刚说过的内容时
well	用于开头，表明正在思考； 用于提示说话内容不符合预期； 用于稍加修改所说内容
just	用于强调陈述； 表示“恰好”； 表示“仅仅”
so	用于开头，总结刚刚说过的内容或引出接下来的内容，或用于转换话题
anyway	用于返回之前的话题； 用于衔接故事内容； 用于表明对话的结束
all right, right	用于表示想要开始一个新话题； 用于表示接受某个观点

## 2.7. 情态表达

情态表达指用以表达观点和态度、意愿、推测、可能性、确定性、能力、必要性的情态动词及其它相关副词、形容词、词组等[10]。此类表达在雅思口语和写作中都十分常见，而在更新版的口语评分标准中，官方提出情态用法(Modality)是影响 Grammatical Range 的关键评分指标之一。这意味着老师需要将这一语法规则结合学生水平和教学场景进行教学。我们以情态动词 would 举例，见表 6：

**Table 6.** The use of the modal verb “would” at different levels  
**表 6.** 情态动词 would 的分层用法

水平	would 用法	例句
B1	future time from the point of view of the past	He said he'd (=would) pick me up.
B2	frequency in the past, together with “often/always”	When I was at school, he'd (would) always help me with my study.
C1	polite opinion	I'd think (=would think) that we need to ask our parents for advice.

除了情态动词，情态表达还包括情态副词(maybe, perhaps, likely, possibly, probably, definitely, certainly, arguably, necessarily 等)以及词组(have got to, need to, ought to, be going to, be able to, I'm not sure 等)。在雅思口语第二部分“Describe your dream job”或“Describe your ideal house”，或第三部分预



测未来等非现实情形类的题目时，我们可以设计相关教学环节，通过情态表达来表示推测。在柯林斯 Speaking for IELTS 教材第 27 页，就有设计相关练习(如图 3)。

Listen to the sample answer and then read Track 17, page 103. Underline the language the candidate uses to speculate about the job.

Example: I imagine the job would involve ...

Here is some useful language for speculating:

**maybe, perhaps:** Perhaps the job is more difficult than it seems.

**It is fairly/quite/very/extremely (un)likely (that) ...:** It is fairly likely I would need more qualifications. It is extremely unlikely that I would ever get such a job.

**I'd hazard a guess (that) ...:** I'm not sure, but I'd hazard a guess that it's not as well paid as being an accountant.

**It is quite possible (that) ...:** It is quite possible that managers often wish they didn't have so much responsibility.

**I imagine/suspect (that) ...:** I suspect that I wouldn't find it a very satisfying role.

You can also use modals to speculate:

**must + infinitive:** Being a miner must be a dangerous job.

(You are guessing, but you are almost certain it is dangerous.)

**can't + infinitive:** It can't be very rewarding.

(You are guessing, but you are almost certain it is not rewarding.)

**Figure 3.** Making speculations in Speaking for IELTS, Collins

**图 3.** 柯林斯雅思口语教学之推测

## 2.8. 指示词

指示词(Deixis)是一种常见语言现象，即特定词语(通常是代词、指示代词，有时是副词)的解释依赖于话语发生的上下文，包括说话者的身份、听众的身份、时间和地点等因素[11]。指示关系包括人称指示(“I, you, he, she, they...”), 时间指示(“now, then, today, tomorrow, the next day...”), 空间指示(“here, there...”), 话语指示(“this, that, these, those...”)。在汉语中，人称和指示往往更为简单。而在英语中，使用正确的人称代词和指示词需要更细致和准确。例如，学生经常不使用指示词，或混淆人称代词“he/she”，副词“here/there”。教师可以帮助学生多使用“话语指示词”(she = this person, there = that place)，从而增强交流的准确性和连贯性。

## 2.9. 缩略语

**Table 7.** Contractions at different levels

**表 7.** 缩略语的分层用法

水平	缩略语类型	举例
A1-A2	to be	I am = I'm, he is = he's, she is = she's, it is = it's, we are = we're, you are = you're, they are = they're
	negative contractions	is not = isn't, are not = aren't, was not = wasn't, were not = weren't, does not = doesn't, do not = don't, did not = didn't
	can	cannot = can't
B1-B2	to have	have = 've, has = 's, had = 'd, have not = haven't, has not = hasn't, had not = hadn't
	could not	could not = couldn't
	will	I will = I'll, she will = she'll, we will = we'll, etc.
C1-C2	would	I would = I'd, she would = she'd, we would = we'd, etc.
	would have, could have	I would have = would've, she could have = she could've

对雅思口语考试而言, 强调缩略语(Contractions)的重要性具有多重益处。首先, 熟练运用缩略语可以提高口语的自然度和流利度, 符合日常口语交流的语音特征。其次, 考官通常重视考生是否能够理解和运用英语中的常见口语缩略语, 这与实际语境中的语言使用更为贴近。因此, 培养学生对缩略语的敏感度和熟练运用能力有助于提升雅思口语成绩。但是在真实教学中, 不少初级教师会完全忽略缩略语教学, 有一定经验的教师也未能仔细思考缩略语的分层教学。缩略语的另一难点在于它需要和时态(一般现在时, 现在完成时, 过去完成时, 一般将来时等)、情态动词、语气(如虚拟语气)其他语法特征结合教学。以下分层可供参考[12], 见表 7。

### 3. 口语句子的教学启发

希望在雅思教学中加入口语特征的教师, 需要考虑以下几个问题: 第一, 如何将口语特征和雅思考试进行结合? 第二, 什么水平的英语学习者适合学习口语特征? 第三, 口语特征适用于何种教学方法? 第四, 何时是教授口语特征的最佳时机?

首先, 真实的口语材料能够更好地反映日常生活中的语言使用情境, 使学生更好地适应实际考试环境。通过引入相对真实的语音样本, 学生将更容易理解口语特征在雅思不同话题中的应用, 提高他们的语感和流畅度。Cullen 和 Kuo 的调查显示, 24 本主流的英语教学教材对口语语法有部分或不完整的覆盖, 并且强调的重点是短语块而不是对话中常见的句法结构[2]。在我们的雅思教学中, 很多语音样本都是教师提前录制的内容, 这有利于结合课堂教学目标。但同时也应该包含短语块和语篇标记词, 尤其是分句结构、头尾句、省略结构等句法结构, 以免表达过于书面化。另一种引入真实样本的教学方式就是教师现场即兴回答雅思口语问题。这一方法容易操作, 也有利于学生观察到教师自然运用出来的口语特征。

其次, 什么水平的英语学习者适合学习口语语法特征? 由于口语语法是更符合口语习惯的表达方式, 所以口语语法教学应该贯穿于学习者的各个能力阶段。针对口语的分句结构、头尾句、省略结构等, 应该鼓励各个能力阶段的学习者使用, 因为此类句型有利于信息的传递和交流; 针对口语的词汇特征, 如语块和语篇标记词, 应提升初级水平阶段学生的意识, 鼓励中高级段学生在场景中使用; 针对情态表达等用法, 应根据表达的对应难度分层教学。

第三, McCarthy and Carter 提出了一种用于教授口语语法的三个“1”的方法论[7]。这三个“1”分别代表“Illustration”(举例说明), “Interaction”(互动)和“Induction”(归纳)。首先呈现口语数据并加以突出, 然后鼓励学习者观察, 并培养他们注意口语英语特征的能力, 具体可见表 3 的教学方案设计。

第四, 由于雅思口语教学周期相对较短, 教师可以通过“口语锦囊”的方式, 灵活地选择口语语法的教学时机。口语锦囊是指教师提前准备好对应不同的口语特征的短时间(5 至 10 分钟)教学方案, 在学生出现疑惑或在教学观察后的反馈环节进行相应知识点教学。

### 4. 总结

雅思官方今年提出的“spoken sentences”概念意味着对口语能力的更高要求。注重培养学生真实生活中的口语应用能力变得至关重要。在这个人工智能时代, 培养具备真实口语表达能力的学生也将更有竞争力。因此, 口语特征的教学成为了达到这一目标的有效手段。口语特征培训不仅包括基本语法和词汇, 更涉及对真实对话中的头部、尾部、省略等特征的敏感性培养。这使得学生在口语表达中更富有表现力、更自然流利。在教学中, 我们需要注重实际对话的模拟和实践, 使学生更好地适应日常生活和雅思考试中的口语场景。因此, 作为雅思口语教育者, 我们应该不断更新教学理念, 将口语特征融入教学中, 以提供更为人性化和实用的口语培训。



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