

胡敏雅思教材第5代

全新版

雅思考试
高分作文
IELTS

胡敏 主编

Mark Griffiths 编著

胡敏雅思教材第5代

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(第11卷)

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做中国最好的雅思培训

(丛书序)

由于多方利好消息,2006年雅思考试高歌猛进,全线飘红,已呈现与托福势均力敌之态,这应验了七年前我在伦敦面对当时的英国文化委员会雅思总裁肖恩·海德时所说的一句话:“雅思考试具备巨大的市场潜力,肯定会异军突起。”说这句话之前,我刚刚开完第一个雅思班,带着教学心得以及对雅思进一步了解的愿望,来到了伦敦,来到了肖恩·海德面前。在聊到竞争对手托福考试时,肖恩·海德说了一句话:“TOEFL is an empire. (托福是一个帝国。)”言下之意雅思无法与之抗衡,我则充满信心地回应了开始的那一句话。而今,风云际会,天时具矣。

当年我从英国回到国内立刻着手研发了一套系统的雅思教材,这套教材是国内第一套正式出版的真正意义上的雅思考试培训教材。两年后,经过不断总结教学经验,我又率领研发团队开发了拥有完全自主知识产权的第二代雅思教材。由于教材的独创性、可操作性和高效度,很快在学员当中赢得了巨大的知名度和认可度,许多已经在海外读预科班的学员,纷纷向国内求购这套教材,因此学员和同行给了我“胡雅思”这个称呼。对我来说,这个称呼更多地意味着一种期待和激励。为了不辜负大家的期望,我不断对这一教材进行升级,新航道成立之后研发出的已经是第五代雅思教材了,而七年来使用过这套教材的学员也接近五十万人。在新航道,我再次组织了一批优秀的中外语言培训专家,投入巨资,利用一年多的时间研发了中国第一套基础版雅思培训教材,填补了又一项国内雅思培训领域的空白。同时,北京新航道学校所采用的教学模式,也是我和新航道同事们在多年教学经验的基础上,经过科学研究设计而成,许多培训机构纷纷模仿。这些附带大量学术和技术含量、拥有自主知识产权、凝结了我和大批中外语言培训专家心血的研发成果,使得北京新航道学校在北京乃至全国建立了为广大学员和同行所承认的学术形象。多年生聚,地利得矣。

新航道的理念和理想聚集了一大批在雅思培训界从业多年的精英,其中不乏巨擘大腕,也屡见年轻新锐,既有外籍专家和留学人士的加盟,也有多年纵横于讲台的国内培训精英的支持。千金难求的人才,给了新航道千载难逢的机会,更造就了我为之自豪的新航道顶级雅思培训团队——雅思梦之队。这个团队的弟子桃李满英伦,学员遍布英联邦各国大学,当我在英国、澳大利亚等国的街头、校园漫步时,经常会有年轻朋友迎面走来:“胡老师,我是新航道的学员……”他们亲切自信的问候常常使我欣慰怡然。人心所向,人和备矣。

天时、地利、人和,三者俱全,终于让新航道有机会实现自己的梦想——做中国最好的雅思培训!

这个梦想让我在雅思培训领域坚持七年、不断进取!

这个梦想让我和新航道的全体同事卧薪尝胆、厚积薄发!

这个梦想让大批优秀人才在新航道构筑的崭新平台上齐心协力、共同创业!

这个梦想会让新航道不断为学员贡献最好的教材、最好的课程、最好的教师,最终将梦想变为现实!

北京新航道学校校长

Preface

Having taught IELTS preparation courses in China for four years, I am familiar with the main problems students face when preparing to take the writing module. This book aims to help students deal with these problems. Chapter 1 examines the format of the writing module, the assessment criteria, and the common problems that students face. Chapter 2 looks at the requirements of the writing module in terms of the use of grammar and various parts of speech. The next three chapters demonstrate how to write reports, letters, and essays for the IELTS writing module. They also contain sample answers with critiques, as well as model answers, for each type of writing task.

One thing that students often say to me is that they do not know what to write about in Task 2. I believe this is often a result of a lack of extensive reading. Students need to take responsibility for finding out what is going on in the world and why things are happening. I have met many students who are studying, or want to study, international trade, yet know hardly anything about how WTO membership will affect China. People living in Chinese cities often complain about traffic problems, but the only solution they offer is to use cars less, without thinking how this could actually be achieved. Students need to read newspapers and find information on the Internet, which could help them with the issues they may have to write about in Task 2. Remember that the ideas and vocabulary in this book need to be supplemented with others.

It is clear to me that students usually leave things until the last minute. Students do not give themselves sufficient time to prepare for the test. Also, they often do not practise enough by writing reports, letters, and essays. Unless you are using your English every day to do a variety of writing tasks, you can't improve your English by much in less than three months. UCLES, which developed the IELTS test, says that it takes *3 months of study, in an English-speaking environment*, to improve by *one band score*. If going abroad is so important, you need to devote more time to actually preparing for IELTS in an intelligent manner.

Students find it so easy to blame others or complain about their difficult situation when they have problems preparing for the IELTS test. Students love to get online after their tests and complain about the cruel examiners. They need to remember that *ultimately* the responsibility lies with *the student*. Get out and meet people and start *using* your English rather than blaming everyone and everything else for your inability to do well. If you don't want, or don't like, to go out and use your English, then it is clear that you need to rethink your plans to go to live and study abroad.

Introduction for Teachers

(Students should read this, too!)

As a teacher myself, I was eager to produce a book which would be 'teacher-friendly'. The book is laid out in such a way that teachers will probably be happy to work through the contents of the book in the same order that they are presented.

All the structures that students need for the IELTS writing module are presented in the second chapter of the book. Remember that this is not a grammar book and that the grammar and structures contained in that section are really designed to serve as a reminder for students. Students who cannot manage the structures to a reasonable standard simply shouldn't be in the class!

Deal comprehensively with the test format and criteria so that students know exactly what they are facing. The first chapter (hopefully!) contains the answers to any questions students may have. The pages devoted to grammar and structures are designed to ensure that students know what level of English is expected of them in the test. As I mentioned above, students who struggle with these pages shouldn't be in the class.

The three chapters dealing with report, letter, and essay writing approach the task from the standpoint of a student sitting the examination—from understanding the question through to writing the conclusion.

Encourage students to be imaginative and thoughtful. The Task 2 topics give students plenty of scope for original, highly individual answers. Writing in class gives students the feel of working in a controlled environment, whereas working at home allows them to explore new ideas and check new vocabulary. Students should also be encouraged to debate issues. Debating issues before meeting them in the test allows students to test ideas and arguments.

Acknowledgements

Thanks to everyone who helped with the sample essays. It doesn't matter if the essays were good or bad—they have all helped!

I'd also like to thank John at New Channel for making the publishing of this book possible, Jared, Steve, and Simon for their support here in Beijing, and my father for his close support, even though he's several thousand miles away.

The opinions expressed in the sample answers and model answers are not necessarily my own or even similar to my own.

Good luck to all the students who truly wish to learn English and help promote international relations through educational and cultural exchange!

Mark Griffiths

前言

我在中国教授雅思备考课程已有4年时间,因此对于中国学生在准备雅思写作时所面临的主要问题十分熟悉。本书旨在帮助学生解决这些问题。第1章讲述了雅思写作的考试形式、评分标准以及学生普遍面临的问题;第2章讲述了雅思写作在语法和用词方面的具体要求;接下来3章则讲述了如何撰写雅思写作部分的报告、书信和议论文。此外,每一类写作任务都有带评语的例文和范文。

学生常常对我讲他们不知道 Task 2 应该写些什么,我想这主要是因为他们的阅读面太窄。学生必须独立自主地去了解国际时事以及背后的种种原因。我遇到的学生中有许多人在学习(或者想去学)国际贸易,却连入世对中国的影响都说不上来。居住在中国各大城市的人常常抱怨交通问题,可他们能提出来的解决方案只有一个,即减少汽车使用量,从不思考这一方案在现实中该如何实现。学生必须阅读报纸,在英特网上查找信息,这样才能有效完成 Task 2 的写作。请记住:光靠本书中的观点和词汇还不够,必须多读多记。

学生通常都喜欢“临时抱佛脚”,这一点我非常清楚。他们不会拿出充分的时间来备考,而且练习报告、书信和议论文写作的次数也不够。除非你每天会练习各种各样的英文写作任务,否则就无法在短短三个月内显著提高英文水平。雅思考试的设计者剑桥大学地方考试委员会(UCLES)这样说:雅思分数要增加1分,考生就需要在讲英语的环境中连续学习3个月。如果出国如此重要,你就必须拿出更多的时间踏踏实实地准备雅思考试,而且要勤动脑筋。

学生在备考中遇到问题时,很容易将责任推给别人,或是抱怨自己处境不佳。学生在考试结束后喜欢上网抱怨考官多么多么残酷。但学生必须记住:最终的责任都在自己身上。走出去,与他人会面,开始用英语交流;不要因为自己英语不佳而埋怨所有人或是抱怨所有问题。如果你不想或是不喜欢大胆地使用英语,那么显然,对于出国生活学习的计划你应该三思而后行。

教师必读

(学生也应该读!)

我本人就是教师,因此十分盼望能出版一本方便教师使用的书。本书的章节安排正是如此,教师上课时依次讲解书中内容即可,不用调整章节顺序。

学生在雅思写作考试中会用到的所有句子结构已在第2章中罗列出来。请记住:本书不是语法书,第2章中总结的语法和句子结构其实是为提醒学生注意而设计。学生如果未能掌握好各类句子结构,干脆不用来上课。

书中全面讲述了雅思写作的考试形式和评分标准,这样学生就能准确把握雅思写作考试。第1章回答了雅思考生的所有疑惑(希望如此)。语法与句子结构一章旨在确保学生了解雅思考试所要求的英语水平。正如我之前提到的,在这一章上有困难的学生不具备参加雅思备考班的条件。

接下来3章从雅思考生的角度讲述了报告、书信和议论文的写作方法——从审题到写结论。

教师应鼓励学生发挥想像力,并深入思考。Task 2的话题让学生有足够的空间写出新颖、有个性的文章。通过练习课堂写作,学生可以体会到受控环境下的写作过程;而在家里练习写作,则可以开拓新观点,查找新词汇。教师还应当鼓励学生就各类问题展开辩论。在写作考试前先就考试话题展开辩论,学生便能检验自己的观点和论断是否确凿有力。

鸣谢

感谢所有在例文编写中给予我帮助的人。不论文章好与否,他们都伸出了援助之手!

我还要感谢新航道的 John,正是他使得这本书的出版成为可能;感谢 Jared, Steve 和 Simon 在北京给予我的支持;感谢我的父亲,尽管他远在千里,却给予了我密切的关怀与支持。

例文和范文中的观点非本人观点,与本人观点也不尽相同。

向所有真心想学好英语并希望通过学术文化交流来改善国际关系的学生道一声:好运!

Mark Griffiths

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Chapter 1

The Writing Module

雅思写作考试概述

1.1

The Format of the Writing Module

雅思写作考试的形式

The format of the writing module is actually very simple. The module lasts for 60 minutes. It is strongly recommended that you spend 20 minutes on Task 1 and 40 minutes on Task 2. You may do Task 1 first or Task 2 first, the choice is yours. The most important thing is to pay attention to the time remaining. Remember that this time includes time for preparation and time for checking your work.

雅思写作考试的形式其实非常简单。这一部分共 60 分钟。强烈建议用 20 分钟时间完成 Task 1, 用 40 分钟时间完成 Task 2。你可以先做 Task 1, 也可以先做 Task 2, 这由你自己选择。最重要的事情是注意还剩多长时间。请记住: 在这段时间里不仅要构思写作, 还要检查整篇文章。

Time is not the only factor you must bear in mind. Task 1 must be at least 150 words long. Task 2 must be at least 250 words long. These are the minimum lengths stated by UCLES, who developed the test.

你要牢记在心的事情不仅是时间。Task 1 文章至少要写 150 字, Task 2 至少 250 字。这是雅思考试的设计者——剑桥大学地方考试委员会规定的最低字数。

When I was teaching IELTS writing classes, I knew many students who believed that 150 and 250 words were the maximum rather than the minimum. This is completely incorrect! Based on what students produced in class and for homework, I believe that a Task 1 report or letter should be at least around 180 words long, whilst a well-developed Task 2 essay should be at least around 300 words long.

我在上雅思写作课时, 发现许多学生都以为 150 字和 250 字是最高字数要求, 而不是最低要求。这是完全错误的! 从学生课上和课下的写作情况来看, 我想 Task 1 的报告或书信至少会有 180 字, 而一篇论证充分的 Task 2 议论文则至少有 300 字。

Each candidate receives a four-page answer sheet. Pages 1 and 2 (the front page and left inside page) are for Task 1, whilst pages 3 and 4 (right inside page and back page) are for Task 2. Candidates have to write some information (name, candidate number, test centre, date, and module) on page 1 before the test begins.

每个考生会拿到 4 页答题纸。第 1 页和第 2 页(即正面和里侧左页)用来写 Task 1 文章, 第 3 页和第 4 页(即里侧右页和反面)用来写 Task 2 文章。考试开始前, 考生还必须在第 1 页上填写相关信息(姓名、考号、考试中心、日期和考试类别)。

Frequently Asked Questions about the Format of the Writing Module**有关雅思写作考试形式的常见问题解答**

Can I ask the examiner if I don't understand the question(s) in the writing test?

Several candidates report trying this and every time they have not been helped at all by the invigilators (= the people who hand out and collect the test papers). Note that these invigilators may not even be examiners!

如果我不理解写作题目,可以问考官吗?

有几名考生表示曾尝试过这一做法,但每次监考人员(即发试卷和收试卷的人)都没有出手相助。请注意监考人员不一定就是考官!

What should I do if I need extra pencils and/or paper?

Raise your hand and ask an invigilator. Do not disturb others by asking aloud.

如果我需要额外的铅笔和/或纸,该怎么办?

举手问监考人员。不要大声询问,以免打扰别人。

Can I use some paper for making notes?

You can use the question paper. You are not permitted to write on any paper, except the question paper and the answer sheet. If you do or if you try to you may be considered to be cheating.

我可以在纸上作笔记吗?

你可以在试卷纸上作笔记。你只能在试卷纸和答题纸上写字,其他纸一律不允许。如果你在其他纸上写字(或试图在其他纸上写字),可能会以作弊论处。

What happens if I write less than the minimum number of words?

You can expect to receive a lower score than if you had written the minimum. Presumably, UCLES have investigated how many words would be required to write a reasonably developed answer for Task 1 and for Task 2. If your answer is shorter than that minimum, you have probably not developed the data into a report (or information into a letter) (Task 1) or not included sufficient arguments, ideas and evidence (Task 2).

如果字数不够会怎样?

字数不够的文章一定会比达到最低字数的文章得分低。可以设想,剑桥大学地方考试委员会一定调查过写一篇内容充实的 Task 1 和 Task 2 文章大概需要多长的篇幅。如果你的文章字数达不到最低要求,就 Task 1 而言,你可能没有将所有数据写入报告,或者没有将所有信息写入书信;就 Task 2 而言,可能是论点、观点和论据不足。

1.2

Interpreting the Band Scores 雅思写作考试评分等级说明

UCLES publishes the meanings of the overall band scores given to students who take IELTS. These are available, for example, on the official IELTS website. (For a list of this and other useful websites, see Appendix 2). In the listening and reading modules, the band score is determined purely by the number of correct answers. UCLES does not publicly specify what the criteria are for the writing and speaking modules, but it is possible to get a general idea by examining the overall band scores. Whilst it is possible to receive a half band score for the listening and reading modules and also for the overall result, writing and speaking scores are given as whole bands only.

雅思总分的含义由剑桥大学地方考试委员会公布,可以在雅思官方网站和其他网站上查到(相关网址请参见附录2)。在听力和阅读部分的考试中,得分完全由正确答案的数量来确定。剑桥大学地方考试委员会没有公布写作和口语部分的具体标准,但通过研究总分的含义,还是可以获得一个大致的印象。听力和阅读部分有0.5分,写作和口语部分则没有。

Band 9—Expert User 9分—专家级语言能力

“Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.”

“能够自如地运用语言;得体、准确、流利、理解无误。”

A candidate will score band 9 for the writing module if the English they produce fulfils the required task completely. The writing will basically be perfect in terms of organization, method of expression, grammar and/or vocabulary, and it will get the message across extremely fluently, appropriately and accurately, throughout the entirety of the two tasks.

考生写出的英语如果完全能够满足写作要求,可获9分。其文章在组织结构、表达方式、语法和词汇上基本完美,而且在两部分的写作中,考生自始至终都能极其流畅、恰当并准确地传达信息。

Band 8—Very Good User 8分—语言能力很好

“Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.”

“能够自如地运用语言,只是偶尔在语言上不准确或不得体(并非习惯性)。理解偏误可能出现在不熟悉的场合。能够表达复杂、详细的观点。”

A candidate will score band 8 for the writing module if the English they produce fulfils the required tasks at a very high level. The writing will be almost perfect in terms of organization,