

慎小嶷

十天突破 雅思写作

第4版


慎小嶷◎编著



Do it in short order
Clarity counts
The chaos theory does not apply here
It pays to pinpoint authentic structures
When linear thinking comes into play

环球雅思金牌讲师多年教学实战经验
切实针对中国考生难点

纯正
英音朗读
Genuinely British



Pat's Ten-Day Step-by-Step Guide
to the IELTS Writing Test
The Fourth Edition



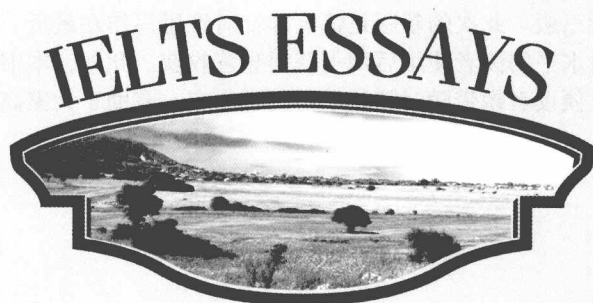
Granted, there is no unanimous consensus yet on what constitute a genuinely sound teaching methodology. Nevertheless, in the new millennium it is generally arguable that truly fruitful education shares some common characteristics: (1) Advantageous education in the 21st century invariably encourages students to think critically and empowers students to evaluate their teachers' performance openly, as opposed to force-feeds students heavy-handedly which renders them only capable of spitting back predigested ideas ...

A Message from the Author

本书中全部例句均取自英国本土出版物及剑桥官方范文



机械工业出版社
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To high-achieving test-takers, the IELTS Writing Section is, essentially, a vehicle for demonstrating their sound grasp of English and their insight into the cultures of European origin.

雅思写作 第4版

慎小嶷 / 编著

*Pat's Ten-Day Step-by-Step Guide
to the IELTS Writing Test*



机械工业出版社
CHINA MACHINE PRESS

本书是留学英语考试语言专家慎小嶷 (Pat) 老师的力作。书中富有创造性地总结出了帮助中国考生突破雅思写作瓶颈所需的全部应试技巧, 并用地道英语对大量语言点进行了深入讲解, 书中全部例句均取自英国本土出版物及剑桥官方权威范文。

本书已在全球发行三版。此次的新版是慎老师针对雅思写作在最近一年中的新趋势做出的强有力回应, 不同英语水平的读者使用后均可获得显著收获。此外, 本书还配有由两位纯英音外教朗读的光盘以及方便读者携带随时随地学习的掌中宝, 有助于大家高效利用备考时间。

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From the Author to the Reader

新版致读者

☆ 雅思的新长征

Cambridge ESOL (剑桥大学考试委员会) 开发的雅思考试在最近一年里获得了更加广泛的认可。去年9月,与哈佛仅地铁一站之隔的美国顶级名校 MIT 在众多专业的 admission requirements 一栏中都加入了下面这段话:

Effective December 2009, IELTS *is strongly preferred* as the language fluency test for *all* incoming graduate students whose native language is not English.

麻省理工学院“弃托投雅”无疑给人一种 IELTS 把(紫)红旗插到 TOEFL 大本营的感觉。更多的 top-tier 名校加入后援团给雅思考生带来了新的留学选择,但随之而来的则是校方 IELTS 录取分数线的“通胀预期”(inflation expectations)。一两年前曾经中规中矩的分数(5.5~6)在二十一世纪新的十年里则可能意味着“杯具”或者更长的语言课程。

☆ 真正的分水岭

那么对于 IELTS 写作来说,一篇一般的文章(5.5~6分)与一篇好文章(6.5~7分)之间的区别到底在哪里呢?

在北京近六年的雅思教学实践给了我一种很深刻的感觉:国内的“童鞋们”写作文时普遍重词而轻句,经常是文章里大词连篇而句子却支离破碎,甚至根本无法让人连贯地把每句话读下来。与之形成鲜明对比的却是剑4~剑7中考官评语对 sentence structure 与 linking 的高度重视。这并不是说 vocabulary 不重要,而是说在作文中是否有能力把词汇准确、自然地“串起来”、形成好句子才往往是普通考生与高分考生之间的真正分水岭。

从剑桥官方的大量评分实例我们可以明显看出 IELTS 作文对好句子的要求有三个不同的境界:

- (1) 没错或者少错;
- (2) 严密(但可以不用深刻);
- (3) 丰富多样

其中,要达到(1)的要求需要夯实考生的语法基础(其实即使剑桥考官满分作文中用到的 grammatical points 也主要是高中语法知识,但语法准确度更高,具体请看

Day 8 (下) 的分析); 达到 (2) 需要通过提高对地道英文中的连词 (linkers) 的调用能力来实现; (3) 是较高的要求, 需要对英文写作中的核心与特殊句式有深入的把握。

针对这三个境界, Pat 对第 3 版“十天”的内容进行了进一步的细化扩展。新版中的全部例句均取自最近两年内的 UK 本土出版物, 研读本书中的例句本身就是一种有效的学习过程。同时对基础和高分句型提供了近义、反义句型和用法详解, 以提高大家写句子的准确度与灵活性。另外, Pat 在新版中还为国内考生总结出了地道英文中实现句式多样化的十二种手法, 并加入了对平行结构等句法结构的讲解。

要加入对国外一流大学入场券的争夺, 国内考生必须、也终将走出“只堆单词不管连接, 只玩高难度不顾准确度, 只排主谓宾不求多样化”的误区。

帮考生树立对雅思作文词、句、段、篇的正确关系的理解, 是新版“十天”的核心任务之一。

☆ 本书的缘起

促 使我创作您手中这本书的原因很多, 包括考生的要求、环球雅思学校领导层的鼓励和亲人的催促。而导致我写这本书最直接的一个原因, 却是我收到的一封澳洲的来信。

Pat 你好:

我是您去年 9 月的学生黎媛, 现在悉尼大学预科读语言。在这一个月的学习中我发现写作在国外的学习中是这么的重要。刚到这里压力好大, 不知要怎么学。还好有您的那些资料, 最近我又开始钻研它们, 它们给了我很大的帮助。现在我是我们班的作文高手, 老师也很喜欢我的作文, 经常在班上表扬。我只想说这些全都是您的功劳, 没有您的那些资料我什么也写不出来的。老师, 真的, 太感谢您了。我刚才刚完成了一篇作文, 有感而发, 很想给您写这封信。

老师, 谢谢!

学生黎媛

(此信的原文登在环球雅思官方网页 <http://www.ielts.com.cn/vip/feedback.html>)

在一个连培训教师也需要包装、“忽悠”比实用更流行的年代里, 我却始终认为, 学生真实的英语水平和考试分数的提高, 才是衡量培训教师的最高准则。我很想说的

是，在我的教学生涯里，给我感动最多的就是我的学生们。他们/她们的信任和鼓励，是我不断前行的最大动力。

This publication is fully dedicated to my incredibly intelligent, responsive and self-motivated students.

☆ 本书的目标读者（你）应该是谁？

《十天突破雅思写作》的目标读者是距离考试只有一两个月的一群心急如焚的“烤鸭”们，特别是已经上过培训课程但仍然心里没底的考生。相信一章一章地阅读本书正文以及附录，会让您获得一种从绝望抓狂到突然豁然开朗的令人兴奋的体验。

☆ 本书的其他特色

您手里的这本书只关心一件事情，就是雅思写作考试需要什么（What counts in IELTS Writing counts here）。只是听起来好听而在考场里面却完全用不上的东西我一点都不关心。具体来说，本书在以下方面均会有所突破：

（1）明显提高你思考素材的速度。很多学生怕雅思写作，是因为看到题目后根本没有思路。因为工作的需要我自己多次进过雅思考场，每次都发现身边有很多考生拿到题目之后长时间不能动笔，这些时间如果节省下来多写一些漂亮的词汇和句子，减少一些语法错误，会是一件多么好的事情。所以，想素材一定要快。快到什么程度？一分钟搞定。可能么？本书 Day 2 的内容就要达到这个效果。

（2）真正掌握雅思写作需要的核心词汇。雅思作文到底需要多大的词汇量？这个问题很多学生考完试了心里还是没底，有的说 6000，有的说 8000，听起来很像在拍卖。我的长期教学实践告诉我，考雅思议论文集中背熟 288 个常用加分词足够了，而图表题背熟 20 个词就可以准备得很充分，再多就是鸡肋——客观地说，考场里面那么紧张的状态下你是根本想不起来用更多词的。Day 3 就专门突破词汇。

（3）提高用词的准确度与多样性。国内同学关于词汇的另一个误区是有量无质。其实对于拿分而言，用词的准确性与灵活性远比单纯的数量要重要得多。在 Day 3、附录 H 与附录 I 里我们将无情地“揪出”国内同学们笔下的高频易错词，并详解地道英文中的抽象加分词、论证用的核心动词以及在 essays 中如何真正有效替换同义词。

（4）帮助读者理性地看待模板。什么是好的模板？起码应该没有明显的错误（听起来难以置信，但网上流行的作文模板里没有中式英语错误的真的并不多）。而雅思写作更高的要求则是脱离模板，凭自己的实力去写作。Day 8（上）主要为基础相对

薄弱的同学介绍如何编写有特色的模板；而 Day 8 (下)，附录 (A) 与附录 (B) 则是针对英文功底比较好的同学们，帮你磨练出独立写原创作文的能力。

(5) “流程图” (process diagram)，仅仅听到这三个字就足以让一半以上的烤鸭们肝儿颤了。国内的孩子怕考流程图已经成为经典。好的，让我告诉您，流程图是雅思作文五种可能考的图表里最容易拿分的一种。Day 10 就告诉您写流程图的秘笈。

本书的特色还有很多，比如“语法的七宗罪”，怎样才能确保图表作文的时态不出错，写作 211 重点替换工程……接下来的十天，一定会是令人兴奋的 10 天。

对于时间特别紧迫的读者，还可以先重点研读书中边侧做了“V”字标识的部分。

☆ 致谢

本书的出版，首先要感谢的是我数以万计的学生们。他们/她们给我的大量建议和意见，让我在 5 年里得以不断完善自己的教学；他们/她们拿到考试成绩后对我的口头或者书面的致谢，让我有了不断前行的动力（环球雅思官方网站上记录了一些我收到的学生来信 <http://www.ielts.com.cn/teacher/sxy.html>）；也是他们/她们的一再鼓励和催促，让我有了最终完成这本写作书的信心和决心。

Your input definitely gave my book some extra zing. 😊

在本书的编写过程中，孟玉琴、于雷、宋朝晖、朱卫红、张静、周晖、李梅、高路、董明明、张中华、魏林、王玲、李晨光、王向雨、董倩、谢冰、高峰、袁诗宁、刘盈、毛润卿、张哲、阎密、范喻欣、刘瑾辉、陈蕲春、尹东临、郭东岚、叶彤彤、陈宏、尚彬、孔梦洋、孟若冰、冉鹏飞、苏惠心、宋文顺、袁进、杨毅、张红燕、王军、黄洋、李纲、刘菲、陈洁、闫文健、于辉、张洪霞、汪洋、陈江升、朱燕麟、沈刚、朱卡亚、李玉亚、李杰、谷明义、毕骁、董月、齐函芝、苑茜、杨欣、衡珊、陈雷、陆云、孟建章、王玉丰、王硕、董登阁、邱天、郎巍、李万博、徐彤英、刘振新、韩晚亭、谷茂云、万礼真、邱茂林、杨雅琳也参与了资料收集及部分编写工作，在此一并致谢。

I wish to thank my parents for inspiring me in practically all my areas of exploration. Without their constant love, support, encouragement and reassurance, this book wouldn't have been possible.

A special note of appreciation to Amanda, for the loving support, for the touching up of the Chinese text I wrote in the first and second drafts and for giving me hints about how to make this book more meaningful in a Chinese context.

慎小麋

英文自序 (1)

Preface

While I was on vacation this past spring, getting a brief respite from my whirlwind life as an IELTS teacher, I had a chance to reflect on the five years and to ponder how I could better help my students with the forthcoming publications.

Legions of university students and professionals throughout China had committed themselves to taking the IELTS test, which was generally considered a crucial first step on the road to educational institutions, immigration and numerous career destinations in commonwealth countries. Even so, in preparing for the IELTS writing test, they often found themselves daunted by the sheer amount of information they were supplied: the colossal word lists, the baffling grammatical quagmire, the bizarrely contorted sentences and the innumerable passages which could, purportedly, help them break through to a higher-band score if they memorized the passages word for word. These insecurities persisted even after they took the test.

In my experience, though, most of the prospective IELTS candidates were pressed for study time and worse yet, they had four modules to prepare: listening, reading, writing and speaking. None of these modules was exactly a *cinch*.

My hard work as an IELTS teacher paid off. My performance as an IELTS writing teacher was fully recognized when I won the number one ranking in the survey of students' overall teacher ratings conducted by Global IELTS School, the foremost IELTS training school in China.

I contemplated it was time that I shared my thoughts and beliefs about the IELTS writing test with candidates not in my class. Getting my own textbook published became the logical next step.

Should such a book actually be published, I decided it would go beyond what readers generally found in other IELTS textbooks, cutting to the heart of skills, techniques and the mindset needed for doing well in IELTS writing. Also, it must be nothing short of these 10 criteria:

a) Enabling the readers to recognize the complexities of the test questions and generate enough literate ideas for an IELTS essay within the time constraints.

- b) *Distilling the English writing lexicon into a very concise list of words and phrases that are most commonly used in IELTS essays. Moreover, this book should train the readers in proper diction (word choice and usage).*
- c) *Deconstructing the bewildering grammatical points for the readers in a practical, easy-to-absorb fashion, and identifying the glaring mechanical errors many candidates make.*
- d) *Instilling good sentence sense and equipping the readers with a toolkit (i. e. essential conjunctions, transitional phrases and key sentence structures) to write reasonably-complex sentences naturally, clearly and fast.*
- e) *Making an earnest attempt to train the readers to construct a tight-knit, focused IELTS essay.*
- f) *Supplying copious sample essays and paragraphs written by the author for readers to learn from but at the same time discouraging mere reproduction and the use of trite or stereotyped expressions. Besides, the phrasing of sample essays should be deliberately not-so-polished to cater to the realistic need of the majority of Chinese candidates.*
- g) *Adopting an open-ended approach to instruction and affording quality online resources from which the readers can gain knowledge of facts, data and ideas about the IELTS essay topics.*
- h) *Furnishing the readers with accompanying audio help — such as CD recordings by the author, to assist them in memorizing parts of the visual text.*
- i) *Mirroring the latest changes in the IELTS writing test and being updated in a timely manner.*
- j) *Presenting a high level of utility to candidates of other English writing tests, such as the writing test in TOEFL-iBT.*

Those were my main concerns when I conceived this book, hence a book like this in your hands and a CD like that in your CD tray.

Xiaoyi
(a. k. a. Patrick)

英文自序 (2)

Changing Lanes

It has been two years since I sat down to draft the first edition of *The Ten-Day Step-by-Step Guide to IELTS Writing*. I confess that I did not quite anticipate the rave reviews this book would receive before letting it go to press.

Back then, as today, my overriding goal was to offer a stand-alone handbook for prospective IELTS candidates who are interested in but unfamiliar with English essay writing. Still, I am most gratified to learn many IELTS training programs in China have adopted my book as their main course book, sometimes along with supplemental pamphlets.

To me, every new edition is like a new roadmap for my intellectual inquiry. Since I spent much of my time since the last edition in countries other than China, the text you will be reading reflects the ways in which these experiences have influenced my thinking on essay writing. For instance, some newly-added chapters address the issues and questions on exemplification that involves life in English-speaking countries such as Britain and Australia. Besides, many of the new sample sentences have been drawn from works published in Commonwealth countries. This new edition has also been devised as a reaction to Cambridge IELTS 7 and the corresponding changes in the test per se.

I continue to believe that acquiring the skills for the IELTS Essay Test, a test noted for the variety and complexity of its essay questions, has three dimensions: reading, writing and reflecting. Ideally, the outcomes of each can continually interact. Read widely about the IELTS essay topics. Write arduously about these topics while drawing on the reading materials. Then reflect on those topics by keeping a test-prep journal documenting your reading and writing experiences and by discussions with your mentor and peers.

What makes IELTS Writing formidable is in large part the fear of the unknown. It is my deepest hope that after reading this new edition, readers will realize that preparation for the test can actually be highly enjoyable if it is undertaken in the proper frame of mind.

For this new edition, I gleaned feedback from my incredibly responsive audiences of the past editions. I was also encouraged and inspired by them to inject substantial amounts of fresh

thought into the text. I thank them for their honesty, their patience and their insight.

Special kudos goes to Mrs. Yu-qin Meng, the CMP editor of this book, for prodding and cajoling me into revising this book as promptly as possible, with the most energy I could have possibly summoned up.

I appreciate, as always, the loving support from my parents, my sister and friends of mine, without whom I would not have embarked upon this "cottage industry".

For any sins of commission and omission that remain, the author alone is to blame.

Pat,
NYC

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Mission Statement

- 考点选择
- 写作顺序
- 难度控制
- 雅思作文的特殊性

Day 1

其实你不懂雅思写作

*Uncharted Territory
in the IELTS Writing Test*

So many candidates seem to have a whole superstructure with no foundation. It is time to focus on the basics, to get back to square one.

— Pat

