DETAILED
IELTS

低碳雅思 系列

主编 奚挺 李俊

雅思备考"技术革命"ing

剑桥7，8原声配音
真题克隆模拟战场

十字攻略 模借三部曲 三维扩词 听音辨形

写作 突破
Writing
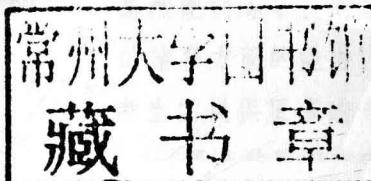
DETAILED IELTS

低碳雅思 系列

编 奚挺 李俊
委 陈斌

写作 突破 Writing

浙江教育出版社·杭州

"低碳雅思"系列

写作突破

时间悄然飞逝。

一年之前,我们推出了《低碳雅思》冲刺系列,这套丛书针对提高雅思考试临场答题技能提出了一系列行之有效的方法和建议,受到了广泛的好评,这让我们感到非常的欣慰。然而,在过去的一年中我们不断地意识到,冲刺系列丛书虽然能训练学员的答题技能,但如果想帮助他们进一步巩固和强化应对雅思考试所需的诸多方面的能力,并且"牢牢把握住"理想中的高分,我们还需要在"能力提高"上为考生们提供更多的专业性学习材料。而这,就成了我们推出《低碳雅思》突破系列的动力——帮助学员们突破自身的能力瓶颈!

虽说时间悄然飞逝,却也留下了成熟的果实:通过过去一年在教学研究上的摸索和沉淀,我们在雅思教学体系上有了更进一步的想法;在一年的时间里,通过积累,《低碳雅思》突破系列已经完成了从构思到出版的华丽蜕变。我们感谢时间,她虽冲淡了我们在取得些许成就之后的喜悦,但也正因为如此,我们才有了前进的动力。不断前进,就是因为我们始终追求更高的目标。

《低碳雅思》突破系列丛书所针对的读者群体相当广泛:刚刚开始接触雅思考试的学员,以及已经学习过《低碳雅思》冲刺系列的学员,以及已经"上场"多次却久攻不下、苦于没有"破敌"良策的学员。他们都能从突破系列中得到帮助。它的看点颇多,其中最为重要的有两项:

一、剑桥7&8团队原声配音

同《低碳雅思》冲刺系列一样，突破系列仍以历年雅思考试真题信息为基础，精选了一批试题进行"真题克隆"。而与冲刺系列不同的是，**突破系列的音频是由《剑桥雅思7&8》的原班配音团队在英国录制完成的。**高度专业化的配音团队保证了习题的高度仿真性，这是这套丛书中最值得考生们体验的内容之一。

二、各种高效攻略

攻略是这套突破系列丛书的另外一大精彩看点。如果你还在为听不懂英国腔、拼写不出单词而苦恼，"听音辨形"将会在备考听力的路上祝你一臂之力；如果你还在为口语考试时没话说而纠结，"模借三部曲"会助你建立一个足以应付口语考试的"语料库"，无论是"笑面虎"，还是"五分老太太"，整个考试过程你都能应对有方；如果你还在为考场写作的慌乱与匆忙而束手无策，"十字攻略"将会Save your time and your brain cells；如果你还在为即使每天苦苦地背单词，但是考场上依然不知如何使用加分词汇而焦虑万分，"三维扩词"将会教给你Paraphrasing(同义替换)的全套体系，扩大你的词汇效能，提升你的作文等级。

《低碳雅思》突破系列是冲刺系列的后续，它汇集了多位教师的一线教学成果，我们将这些成果转换成白纸黑字，希望和所有的雅思考生分享。这里，我们要衷心感谢钱卓为老师和杨杰老师为本系列所提供的宝贵材料，Damien Clancy先生和徐蕾老师所提供的技术支持，以及汪雅萍老师为本书所提供的插图。正是因为有了他们的帮助，本系列丛书才能克服诸多困难，高质量地得以出版。

由于中西教育的差别，雅思这门语言水平测试对很多中国学生来说是一道很难迈过去的门槛。我们真心希望，新推出的《低碳雅思》突破系列和已经推出的冲刺系列能够为雅思考生提供阶梯式的帮助，助他们迈过雅思考试这道门槛。

<div align="right">

纳思外语研发中心

2012.04.24

</div>

目录

第一章　雅思写作考试概要

本章对雅思的评分标准体系进行了详细的解析,考生可以此作为雅思写作备考的能力导向。

第一节　考试简介

雅思考试中的写作项目,完整的名称叫做"Writing of Essays",而对于"essay"这个概念,很多人的理解是不准确,甚至是错误的。

essay 在词典中的解释是"短文",而所谓"短文"又是什么呢? 难道就是短小的文章吗?

其实,这个概念与英国的教育制度有着非常密切的联系。在英国的高等教育体制里,对于学生学习成绩的审核,是由一个系统的加权统计来决定的。打个比方,一个学生能否通过每一学年的测评,学校会从多个方面进行考查,最主要的包括学年论文、期末考试和平时作业。各项权重,不同的学校之间会有不同的设定,但基本上保持 4：3：3 的比例。而这其中,平时作业就叫essay,在英国大学就读的学生,每一学年都要写大概 2～4 篇不等的 essay(单词数 2000～4000)。在这里,essay 指的是专业学术论文,一种适用于高等教育中各学科研究的学术文体。而学年论文叫做 thesis 或 dissertation,单词数要比 essay 多,一般都在 10000 个单词以上,同样秉承和 essay 相同的行文风格。期末考试最主要的题型就是 Essay Question,考生要用 essay 的行文风格来简短回答一些学术问题。说到这里,其实可以看出,所谓的 essay 写作能力其实就是在英国高等教育体系中完成学业的基本技能,而这种技能就是确保学生取得学术成就,如顺利毕业的基本素质。

当然,雅思的 essay 由于是考场作文,有自己一些独特的要求,具体如下:

	TASK 1	TASK 2
任务类型	报道文 (Report)	议论文 (Argumentation)
建议完成时间	20 分钟	40 分钟
词数要求	150 词	250 词
占总分分值	1/3	2/3

其中,任务 1(TASK 1)属于客观报道型的任务,如描述一张数据图表或产品生产流程图;而任务 2(TASK 2)属于主观论证型的任务,如辩论观点、分析问题。但无论是哪种任务,考生都应该尽量使用 essay 的风格来完成,因为雅思写作实际上考查的,就是准备接受英国高等教育的考生们是否已经具备了承担学业的基本素质。

★ essay 写作的能力,就是在英联邦国家的高质量、高要求学术环境中的基本生存技能。

第二节 评分标准体系与考查要点

既然 essay 的写作能力如此重要,那么 essay 写作的基本技能应该如何提升呢? 而更重要的是在雅思考场上,如何才能完成一篇让考官愿意给出高分的文章呢? 雅思官方设定的批卷评分标准体系就是关键。

一、评分体系的四个方面

雅思批卷的评分标准是从四个方面给出的,分别是:

* **任务的达成** -Task Accomplishment
* **连贯度与流畅度**-Coherence and Cohesion
* **辞藻资源**-Lexical Resources
* **语法广泛性与准确性**-Grammatical Range and Accuracy

按笔者的理解,前两项主要关注于文章信息的组织编排,而后两项关注的焦点在于语言输出的质量。

一)任务的达成

这一项上,如果考生能够充分且合理地达成题目中的任务要求,便可获得理想的分数。

如 TASK 2 中有一道考题为"是否同意科技发展利大于弊",考生就需要对这个话题给出自己的意见,并且组织若干论据进行充分的论证,同时,论据自身的有效性又必须通过若干论证细节使用合理的论证方法来证明——Supporting details → Arguments → Opinion 是三者间的逻辑关系。(详见第二章)

二)连贯度与流畅度

这一项上,考生需要将论证信息进行合理的分段以及编排,以期给阅卷者一种结构连贯紧凑、信息联系流畅的感觉。

如对 TASK 1 中的一张数据表格的描述,通常需要把文章分为 3 个段落:引言、主体和结论,且每个段落都有自己清晰的功能。同时,文章的各条信息之间要注意比较和联系,如数据大小、排列顺序等。(详见第三章)

三)辞藻资源

"辞藻"概念,不同于"词汇"概念,它不片面局限于词汇数量的多寡,而是非常计较词汇质量的优劣:对一个单词各种特性的把握(时态、单复数、语态、搭配等)是一篇文章对词汇的把握度的最有效体现。

如要对"经济危机破坏了社会体系"这句话进行英文表达,有以下几个表示"破坏"的单词可以使用:damage, ruin, demolish, devastate。

现有以下 3 个英文表达的范例:

1) The economic crisis devastated the social system.

2) The damaging effects of economic crisis ruined the social system.

3) The devastating effects of economic crisis ruined the social system.

从评分的角度来说,1)和2)的水平相差无几,因 1)中的 devastate 属于较难词汇,对它进行使用体现了对词汇数量的掌握程度;而2)中,虽然选择的是较为简单的 damage,但具体使用时,将其变为分词形式进行使用,体现了对单词特性的把控。而 3)则综合了 1)和2)的优点,将 devastate 这一较不常见的词用成分词形式(越难的词使用起来越难驾驭),体现了词汇的数量和质量两个方面的能力,所以 3)无疑是三者中最好的表达。(详见第四章)

四) 语法的广泛性与准确性

考生可以将语法广泛性和准确性理解为,在用英语句子进行书面表述时,不但要求句型使用的准确,还要求会使用多种多样的句型。

如表达下面这句话的时候就可以运用多种句型:我认为现代科技是一种兼具明显利弊的选择;不过,尽管它存在缺陷,我们还是应该尽量尝试去最大限度地发挥它的作用。

1) ①I tend to hold that modern technology is an option ②which possesses both obvious benefits and drawbacks, ③but still we should try to make the best use of it ④in spite of its disadvantages.

2) ①' I would like to agree with the view that modern technology is an option ②which bears both obvious benefits and drawbacks, ③but still we should try to make the best use of it ④despite its disadvantages.

①为宾语从句,①'则为同位语从句,都达到了相同的目的,即表达个人观点。②为定语从句,对 option 进行修饰,④为状语从句,表达让步逻辑,而③则体现了对最基本的并列句型结构的掌握。(详见第五章)

二、评分标准-Benchmark

雅思的评分标准体系中,从四个方面列出了 1~9 分的描述,其中 Task 1 和 Task 2 除第一项"任务的达成"上有区别(Task 1 为任务的完成 -Task Achievement,而 Task 2 为任务的回复 - Task Response),另外三个方面基本相同。

一）雅思官方评分体系

IELTS Task 1 Writing band descriptors (public version)

Band	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	▪ fully satisfies all the requirements of the task ▪ clearly presents a fully developed response	▪ uses cohesion in such a way that it attracts no attention ▪ skilfully manages paragraphing	▪ uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'	▪ uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	▪ covers all requirements of the task sufficiently ▪ presents, highlights and illustrates key features / bullet points clearly and appropriately	▪ sequences information and ideas logically ▪ manages all aspects of cohesion well ▪ uses paragraphing sufficiently and appropriately	▪ uses a wide range of vocabulary fluently and flexibly to convey precise meanings ▪ skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation ▪ produces rare errors in spelling and/or word formation	▪ uses a wide range of structures ▪ the majority of sentences are error-free ▪ makes only very occasional errors or inappropriacies
7	▪ covers the requirements of the task ▪ (Academic) presents a clear overview of main trends, differences or stages ▪ (General Training) presents a clear purpose, with the tone consistent and appropriate ▪ clearly presents and highlights key features / bullet points but could be more fully extended	▪ logically organises information and ideas; there is clear progression throughout ▪ uses a range of cohesive devices appropriately although there may be some under-/over-use	▪ uses a sufficient range of vocabulary to allow some flexibility and precision ▪ uses less common lexical items with some awareness of style and collocation ▪ may produce occasional errors in word choice, spelling and/or word formation	▪ uses a variety of complex structures ▪ produces frequent error-free sentences ▪ has good control of grammar and punctuation but may make a few errors
6	▪ addresses the requirements of the task ▪ (Academic) presents an overview with information appropriately selected ▪ (General Training) presents a purpose that is generally clear; there may be inconsistencies in tone ▪ presents and adequately highlights key features / bullet points but details may be irrelevant, inappropriate or inaccurate	▪ arranges information and ideas coherently and there is a clear overall progression ▪ uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical ▪ may not always use referencing clearly or appropriately	▪ uses an adequate range of vocabulary for the task ▪ attempts to use less common vocabulary but with some inaccuracy ▪ makes some errors in spelling and/or word formation, but they do not impede communication	▪ uses a mix of simple and complex sentence forms ▪ makes some errors in grammar and punctuation but they rarely reduce communication

Band	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
5	■ generally addresses the task; the format may be inappropriate in places ■ (Academic) recounts detail mechanically with no clear overview; there may be no data to support the description ■ (General Training) may present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate ■ presents, but inadequately covers, key features / bullet points; there may be a tendency to focus on details	■ presents information with some organisation but there may be a lack of overall progression ■ makes inadequate, inaccurate or over-use of cohesive devices ■ may be repetitive because of lack of referencing and substitution	■ uses a limited range of vocabulary, but this is minimally adequate for the task ■ may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader	■ uses only a limited range of structures ■ attempts complex sentences but these tend to be less accurate than simple sentences ■ may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
4	■ attempts to address the task but does not cover all key features / bullet points; the format may be inappropriate ■ (General Training) fails to clearly explain the purpose of the letter; the tone may be inappropriate ■ may confuse key features / bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate	■ presents information and ideas but these are not arranged coherently and there is no clear progression in the response ■ uses some basic cohesive devices but these may be inaccurate or repetitive	■ uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task ■ has limited control of word formation and/or spelling; ■ errors may cause strain for the reader	■ uses only a very limited range of structures with only rare use of subordinate clauses ■ some structures are accurate but errors predominate, and punctuation is often faulty
3	■ fails to address the task, which may have been completely misunderstood ■ presents limited ideas which may be largely irrelevant/repetitive	■ does not organise ideas logically ■ may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas	■ uses only a very limited range of words and expressions with very limited control of word formation and/or spelling ■ errors may severely distort the message	■ attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
2	■ answer is barely related to the task	■ has very little control of organisational features	■ uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling	■ cannot use sentence forms except in memorised phrases
1	■ answer is completely unrelated to the task	■ fails to communicate any message	■ can only use a few isolated words	■ cannot use sentence forms at all
0	■ does not attend ■ does not attempt the task in any way ■ writes a totally memorised response			

BRITISH COUNCIL · IELTS AUSTRALIA · UNIVERSITY *of* CAMBRIDGE ESOL Examinations

IELTS Task 2 Writing band descriptors (public version)

Band	Task Response	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	▪ fully addresses all parts of the task ▪ presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas	▪ uses cohesion in such a way that it attracts no attention ▪ skilfully manages paragraphing	▪ uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'	▪ uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	▪ sufficiently addresses all parts of the task ▪ presents a well-developed response to the question with relevant, extended and supported ideas	▪ sequences information and ideas logically ▪ manages all aspects of cohesion well ▪ uses paragraphing sufficiently and appropriately	▪ uses a wide range of vocabulary fluently and flexibly to convey precise meanings ▪ skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation ▪ produces rare errors in spelling and/or word formation	▪ uses a wide range of structures ▪ the majority of sentences are error-free ▪ makes only very occasional errors or inappropriacies
7	▪ addresses all parts of the task ▪ presents a clear position throughout the response ▪ presents, extends and supports main ideas, but there may be a tendency to over-generalise and/or supporting ideas may lack focus	▪ logically organises information and ideas; there is clear progression throughout ▪ uses a range of cohesive devices appropriately although there may be some under-/over-use ▪ presents a clear central topic within each paragraph	▪ uses a sufficient range of vocabulary to allow some flexibility and precision ▪ uses less common lexical items with some awareness of style and collocation ▪ may produce occasional errors in word choice, spelling and/or word formation	▪ uses a variety of complex structures ▪ produces frequent error-free sentences ▪ has good control of grammar and punctuation but may make a few errors
6	▪ addresses all parts of the task although some parts may be more fully covered than others ▪ presents a relevant position although the conclusions may become unclear or repetitive ▪ presents relevant main ideas but some may be inadequately developed/unclear	▪ arranges information and ideas coherently and there is a clear overall progression ▪ uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical ▪ may not always use referencing clearly or appropriately ▪ uses paragraphing, but not always logically	▪ uses an adequate range of vocabulary for the task ▪ attempts to use less common vocabulary but with some inaccuracy ▪ makes some errors in spelling and/or word formation, but they do not impede communication	▪ uses a mix of simple and complex sentence forms ▪ makes some errors in grammar and punctuation but they rarely reduce communication
5	▪ addresses the task only partially; the format may be inappropriate in places ▪ expresses a position but the development is not always clear and there may be no	▪ presents information with some organisation but there may be a lack of overall progression ▪ makes inadequate, inaccurate or over-	▪ uses a limited range of vocabulary, but this is minimally adequate for the task ▪ may make noticeable errors in	▪ uses only a limited range of structures ▪ attempts complex sentences but these tend to be less accurate than simple sentences

	conclusions drawn ▪ presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail	use of cohesive devices ▪ may be repetitive because of lack of referencing and substitution ▪ may not write in paragraphs, or paragraphing may be inadequate	spelling and/or word formation that may cause some difficulty for the reader	▪ may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
4	▪ responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate ▪ presents a position but this is unclear ▪ presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported	▪ presents information and ideas but these are not arranged coherently and there is no clear progression in the response ▪ uses some basic cohesive devices but these may be inaccurate or repetitive ▪ may not write in paragraphs or their use may be confusing	▪ uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task ▪ has limited control of word formation and/or spelling; errors may cause strain for the reader	▪ uses only a very limited range of structures with only rare use of subordinate clauses ▪ some structures are accurate but errors predominate, and punctuation is often faulty
3	▪ does not adequately address any part of the task ▪ does not express a clear position ▪ presents few ideas, which are largely undeveloped or irrelevant	▪ does not organise ideas logically ▪ may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas	▪ uses only a very limited range of words and expressions with very limited control of word formation and/or spelling ▪ errors may severely distort the message	▪ attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
2	▪ barely responds to the task ▪ does not express a position ▪ may attempt to present one or two ideas but there is no development	▪ has very little control of organisational features	▪ uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling	▪ cannot use sentence forms except in memorised phrases
1	▪ answer is completely unrelated to the task	▪ fails to communicate any message	▪ can only use a few isolated words	▪ cannot use sentence forms at all
0	▪ does not attend ▪ does not attempt the task in any way ▪ writes a totally memorised response			

二）雅思考生的三道坎

考生们的水平参差不齐,但是总体而言,短时间内,都需要越过 5 分、6 分和 7 分这三道坎中的一个,现详细解读如下:

1. 第一道坎,7 分
   1）任务的达成
   ①任务的完成(TASK 1)
   * 完成任务要求;
   * 呈现关于趋势、区别或阶段的概况;
   * 明确呈现和强调关键特征或要点,但可以拓展得更全面。

   ②任务的回复(TASK 2)
   * 涉及任务的所有部分;
   * 全文体现明确的观点;
   * 能够呈现、拓展和论证论据,但可能存在过于笼统或指向不清的论证。

   2）连贯度与流畅度
   * 信息与论据的组织体现严谨清晰的逻辑;
   * 合理使用多种连接词语,虽偶有不足;
   * 每个段落有清晰主题(仅适用于 Task 2)。

   3）辞藻资源
   * 充足的词汇量保证表达的灵活性(内容性词汇不要重复)和准确性;
   * 使用不常见词汇,并能体现一定的风格上的控制能力;
   * 词汇搭配、拼写和词形方面偶尔出现错误。

   4）语法的广泛性和准确性
   * 使用多种复杂句型结构;
   * 能稳定保持句子的准确性;
   * 语法和断句方面都能有良好的控制,虽偶有错误。

2. 第二道坎,6 分
   1）任务的达成
   ①任务的完成(TASK 1)
   * 涉及任务要求;
   * 合理选择信息,并呈现其概况;
   * 呈现和强调关键特征或要点,但细节上存在不相关、不合理和不准确的地方。

   ②任务的回复(TASK 2)
   * 涉及任务的所有部分,但某些部分可以拓展得更加全面;
   * 能呈现相应观点,但结论可能不清晰或存在重复的情况;
   * 呈现相应论据,但存在不充足或不清晰的论证。

2）连贯度与流畅度

　　＊ 信息与论据的安排总体上具有连贯性；

　　＊ 有效使用连接词语,但也存在错误或机械化(总是用同一个连接词语)；

　　＊ 有时指代不清晰或不合理(如过多使用代词 it)；

　　＊ 分段可能不合逻辑(仅适用于 TASK 2)。

3）辞藻资源

　　＊ 具备足够的词汇量以完成任务；

　　＊ 尝试使用不常见词汇,但用得不精确(关键看态度)；

　　＊ 存在词汇搭配、拼写和词形方面的错误,但不影响理解。

4）语法的广泛性和准确性

　　＊ 简单句和复杂句混合使用；

　　＊ 语法和断句方面都存在失误,但不影响理解。

3. 第三道坎,5 分

1）任务的达成

①任务的完成(TASK 1)

　　＊ 总体涉及任务要求,形式存在不合理的地方；

　　＊ 机械地罗列细节,而没有描述概况；描述可能缺乏数据支持；

　　＊ 对关键特征和要点的呈现不够,可能过于关注某些细节。

②任务的回复(TASK 2)

　　＊ 仅是部分涉及任务的要求,形式存在不合理的地方；

　　＊ 表达了观点,但没有进行充分论证,可能缺乏结论；

　　＊ 呈现了一些论据,但比较有限,并且论据没有得到足够论证,存在无关细节。

2）连贯度与流畅度

　　＊ 存在一定信息的组织,但推论缺乏整体性；

　　＊ 连接词语的使用不够、不准确或过度重复；

　　＊ 指代技能不足,造成不断重复信息(如一篇文章里用了 10 次 China)；

　　＊ 缺乏明显的段落安排(仅适用于 TASK 2)。

3）辞藻资源

　　＊ 词汇量较为缺乏,仅仅能够勉强完成任务；

　　＊ 在词汇拼写和词形方面存在明显错误,造成理解困难。

4）语法的广泛性和准确性

　　＊ 句型结构单一；

　　＊ 尝试使用复杂句,但不如使用简单句时准确；

　　＊ 语法和断句方面都存在失误,并造成理解困难。