

IELTS

INTERNATIONAL ENGLISH
LANGUAGE TESTING SYSTEM

雅思考官写作

IELTS Writing

(第三版)

[英] Vivienne Thompson [美] Andrew Westwood 贾若寒 编著

PROVEN TOOLS TO HELP YOU SCORE HIGHER!

◆ 独家雅思考官原创作文 ◆ 详细雅思写作技巧分析 ◆ 涵盖近期雅思考试原题 ◆ 雅思写作高分必备模板



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内容提要

《雅思考官写作》通过特邀雅思考官对雅思写作进行权威细致的分析,从评分标准入手,阐述中国学生在雅思写作方面的弱点和问题,同时给出考生在考试中的写作实例和评判范例。国内目前的雅思写作辅导教材都是中国人的范文,导致考生在考试中的分数偏低,而且学生总体的写作能力也偏差,《雅思考官写作》对于即将参加雅思考试和已经参加过雅思考试但分数偏低的学生都很有帮助。特别是对于那些想要申请海外名校的学生来说尤其如此。

《雅思考官写作》是独家雅思考官原创作文,详细分析雅思写作技巧,涵盖近期雅思考试原题、雅思写作高分必备模板。本书为两岸三地最权威雅思教材、全亚洲最顶尖雅思考官力作、中国大陆考区雅思考试最精准预测、雅思考试技巧最完整总结。

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再版前言

雅思考试最近几年来发生了比较大的变化。首先是话题的类型变多了,另外话题本身的难度也有所增加。这种变化在雅思口语和写作两个科目中体现得尤为突出。为了应对雅思考试的这种变化,本书特别作了修订,邀请前雅思考官创作了针对新话题、新考题的 Sample Answers。这些新的参考答案在内容上和语言上尽可能符合西方人的思维方式,让中国考生在学习这些参考答案之后了解考官所偏好的高分样式,从而获得高分。

中国考生的传统学习方式是背诵套句或者是模版,但是这种学习方式却不适合雅思口语和写作的备考。对于雅思考试来说,考生的备考方式是学习地道的词组搭配以及学习英美人士的思维方式。所以本书的改版去除了一些模版化的套句和模板,最大程度上突出雅思口语和写作的思维方式。

各位考生在学习本书时,尽量从词组和逻辑思维两个层面去备考。另外,就是要从扣题角度出发,看考官如何从扣题的方面来展开文章。论证方式也需要掌握。

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Chapter 1 IELTS Writing Analysis

第一章 雅思写作考试解析

第一节 IELTS Writing Description 雅思写作考试简介

1. IELTS Academic Writing Description 雅思 A 类写作考试简介

Paper format	There are two Writing tasks and BOTH must be completed.
Timing	60 minutes
No. of questions	2
Task types	In Task 1, test takers are asked to describe some visual information (graph/table/chart/diagram) in their own words. They need to write 150 words in about 20 minutes. In Task 2, they respond to a point of view or argument or problem. They need to write 250 words in about 40 minutes.
Answering	Answers must be given on the answer sheet and must be written in full. Notes or bullet points are not acceptable as answers. Test takers may write on the question paper but this cannot be taken from the examination room and will not be seen by the examiner.

2. IELTS General Training Writing Description 雅思 G 类写作考试简介

Paper format	There are two Writing tasks to complete.
Timing	60 minutes
No. of questions	2
Task types	In Task 1, test takers are asked to respond to a situation, for example, by writing a letter requesting information or explaining a situation. In Task 2, test takers write an essay in response to a point of view, argument or problem.
Answering	Answers must be written in full in the answer booklet. Notes or bullet points in whole or in part are not acceptable as answers. Test takers may write on the question paper but this cannot be taken from the test room and will not be seen by the examiner.

第二节 IELTS Writing in Detail

雅思写作测试流程详解

1. IELTS Academic Writing in Detail 雅思 A 类写作详解

Task 1

Task type and format	<p>In Writing Task 1, test takers may be asked to describe facts or figures presented in one or more graphs, charts or tables on a related topic; or they may be given a diagram of a machine, a device or a process and asked to explain how it works. They should write in an academic or semi-formal/neutral styles and include the most important and the most relevant points in the diagram. Some minor points or details may be left out.</p> <p>Test takers should spend no more than 20 minutes on this task. They are asked to write at least 150 words and will be penalised if their answer is too short. While test takers will not be penalised for writing more than 150 words, they should remember that a longer Task 1 answer may mean that they have less time to spend on Task 2, which contributes twice as much to the Writing band score.</p> <p>Test takers should also note that they will be penalised for irrelevance if the response is off-topic or is not written as full, connected text (e.g. using bullet points in any part of the response, or note form, etc.). They will be severely penalised for plagiarism (i.e. copying from another source).</p> <p>Test takers must write their answers on the answer booklet.</p>
Task focus	<p>This task assesses the ability to identify the most important and relevant information and trends in a graph, chart, table or diagram, and to give a well-organised overview of it using language accurately in an academic style.</p>
No. of questions	<p>1</p>

Task 2

Task type and format	<p>In Writing Task 2, test takers are given a topic to write about an academic or semi-formal/neutral style. Answers should be a discursive consideration of the relevant issues. Test takers should make sure that they read the task carefully and provide a full and relevant response. For example, if the topic is a particular aspect of computers, they should focus on this aspect in their response. They should not simply write about computers in general.</p> <p>Test takers should spend no more than 40 minutes on this task. They are asked to write at least 250 words and will be penalised if their answer is too short. While test</p>
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续 表

Task type and format	<p>takers will not be penalised for writing more than 250 words, if they write a very long answer they may not have time for checking and correcting at the end and some ideas may not be directly relevant to the question.</p> <p>Task 2 contributes twice as much to the final Writing band score as Task 1. Therefore, test takers who fail to attempt to answer this task will greatly reduce their chance of achieving a good band.</p> <p>Test takers will be penalised for irrelevance if the response is off-topic or is not written as full, connected text (e.g. using bullet points in any part of the response, or note form, etc.). They will be severely penalised for plagiarism (i.e. copying from another source). Finally, test takers should make sure that they do not copy directly from the question paper because this will not be assessed.</p> <p>They must write their answers on the answer booklet.</p>
Task focus	This task assesses the ability to present a clear, relevant, well-organised argument, giving evidence or examples to support ideas and use language accurately.
No. of questions	1

2. IELTS General Training Writing in detail 雅思 G 类写作详解

Task 1

Task type and format	<p>In Writing Task 1, test takers are presented with a situation and required to write a personal response in the form of an informal, semi-formal or formal letter of at least 150 words in the answer booklet provided. The situations they are asked to write about are common, everyday ones such as: writing to a college accommodation officer about problems with accommodation, writing to a new employer about time management problems they are having, writing to a local newspaper about a plan to develop a local airport, writing to a renting agency to sort out problems with the heating system in their house.</p> <p>Test takers are told what kind of information (in the form of three bullet points) they must include in their response. They may be required to request or give information and/or explain a situation. To do this, they may need to do some of the following: ask for and/or provide general factual information, express needs, wants, likes or dislikes, express opinions or complaints, make requests or make suggestions/recommendations.</p> <p>The style of writing that test takers use depends who they are asked to write to (i.e. the audience) and how well they are supposed to know them. They need to write in a style that is appropriate for their audience and that will help them to achieve their purpose for writing, e.g. writing to a friend (informal) or writing to a manager</p>
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续 表

Task type and format	<p>(semi-formal or formal). Test takers do not need to include any addresses at the head of their letters.</p> <p>Test takers should spend no more than 20 minutes on this task. They are asked to write at least 150 words and will be penalised if their answer is too short. While test takers will not be penalised for writing more than 150 words, they should remember that a longer Task 1 answer may mean that they have less time to spend on Task 2, which contributes twice as much to the Writing band score.</p> <p>Test takers should also note that they will be penalised for irrelevance, if the response is off-topic or is not written as full, connected text (e.g. using bullet points in any part of the response, or note form, etc.). They will be severely penalised for plagiarism (i.e. copying from another source).</p>
Task focus	<p>This task assesses the ability to follow English letter-writing conventions (i.e. what order to put information in, what style to use, how to start and finish a letter), to use language accurately and appropriately and to organise and link information coherently and cohesively.</p>
No. of questions	1

Task 2

Task type and format	<p>In Writing Task 2, test takers write a semi-formal/neutral discursive essay of at least 250 words in the answer book provided.</p> <p>The task instructions give information about a point of view, argument or problem. They then tell test takers how to discuss this, which may involve providing general factual information, outlining and/or presenting a solution, justifying an opinion, evaluating evidence and ideas.</p> <p>Topics are of general interest — such as: whether children's leisure activities should be educational, why families are not so close as they used to be and how they could be brought closer, how environmental problems can be solved, who should pay for the care of old people, whether smoking should be banned in public places.</p> <p>Test takers should make sure that they complete the task carefully and provide a full and relevant response. They should organise their ideas clearly and make sure to support their argument with relevant examples (including from their own experience where relevant) or evidence. For this task, test takers need to be able to communicate more abstract and complex ideas and use a range of vocabulary and grammatical structures. Task 2 contributes twice as much to the final Writing band score as Task 1. Therefore, test takers who fail to attempt to answer this task will greatly reduce their chance of achieving a good score.</p> <p>Test takers are asked to write at least 250 words and will be penalised if their answer</p>
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续 表

Task type and format	<p>is too short. They should spend no more than 40 minutes on this task.</p> <p>Test takers should also note that they will be penalised for irrelevance if the response is off-topic or is not written as full, connected text (e.g. using bullet points in any part of the response, or note form, etc.). They will be severely penalised for plagiarism (i.e. copying from another source).</p>
Task focus	<p>This task assesses the ability to follow English discursive writing conventions (i.e. what order to put information in, what style to use, how to start and finish discursive writing, how to paragraph), to organise and link information coherently and cohesively and to use language accurately and appropriately.</p>
No. of questions	1

第三节 IELTS Writing — How it's marked 雅思写作考试评分

1. IELTS Academic Writing 雅思 A 类写作评分

(1) Marking and assessment

Each task is assessed independently. The assessment of Task 2 carries more weight in marking than Task 1.

Responses are assessed by certificated IELTS examiners. All IELTS examiners hold relevant teaching qualifications and are recruited as examiners by the test centres and approved by the British Council or IDP; IELTS Australia.

Scores are reported in whole and half bands. Detailed performance descriptors have been developed which describe written performance at the nine IELTS bands. They apply to both IELTS Academic and IELTS General Training versions and are based on the following criteria.

Task 1 responses are assessed on:

- Task achievement
- Coherence and cohesion
- Lexical resource
- Grammatical range and accuracy

Task 2 responses are assessed on:

- Task response
- Coherence and cohesion
- Lexical resource
- Grammatical range and accuracy

(2) Performance descriptors

Task 1

● Task achievement

This assesses how appropriately, accurately and relevantly the response fulfils the requirements set out in the task, using the minimum of 150 words. Academic Writing Task 1 is a writing task which has a defined input and a largely predictable output. It is basically an information-transfer task that relates narrowly to the factual content of an input diagram and not to speculative explanations that lie outside the given data.

● Coherence and cohesion

This concerns overall clarity and fluency: how the response organises and links information, ideas and language. Coherence refers to the linking of ideas through logical sequencing. Cohesion refers to the varied and appropriate use of cohesive devices (for example, logical connectors, pronouns and conjunctions) to assist in making the conceptual and referential relationships between and within sentences clear.

● Lexical resource

This refers to the range of vocabulary used and its accuracy and appropriacy in terms of the specific task.

● Grammatical range and accuracy

This refers to the range and accurate use of grammar as manifested in their sentence writing.

Task 2

● Task response

In both IELTS Academic and IELTS General Training versions, Task 2 requires test takers to formulate and develop a position in relation to a given prompt in the form of a question or statement. Ideas should be supported by evidence, and examples may be drawn from the test takers' own experience. Responses must be at least 250 words in length. Scripts under the required minimum word limit will be penalised.

● Coherence and cohesion

This assesses the overall clarity and fluency of the message: how the response organises and links information, ideas and language. Coherence refers to the linking of ideas through logical sequencing. Cohesion refers to the varied and appropriate use of cohesive devices (for example, logical connectors, pronouns and conjunctions) to assist in making the conceptual and referential relationships between and within sentences clear.

● Lexical resource

This criterion refers to the range of vocabulary used and its accuracy and appropriacy in terms of the specific task.

● Grammatical range and accuracy

This assesses the range and accurate use of grammar, as manifested in their test takers' writing at sentence level.

2. IELTS General Training Writing 雅思 G 类写作评分

(1) Marking and assessment

Writing responses are assessed by certificated IELTS examiners. All IELTS examiners

hold relevant teaching qualifications and are recruited as examiners by the test centres and approved by the British Council or IDP: IELTS Australia.

Each task is assessed independently. The assessment of Task 2 carries more weight in marking than Task 1. Scores are reported in whole and half bands. Detailed performance descriptors have been developed which describe written performance at the nine IELTS bands. The descriptors apply to both the Academic and General Training versions and are based on the following criteria.

Task 1 responses are assessed on:

- Task achievement
- Coherence and cohesion
- Lexical resource
- Grammatical range and accuracy

Task 2 responses are assessed on:

- Task response
- Coherence and cohesion
- Lexical resource
- Grammatical range and accuracy

(2) Performance descriptors

Task 1

● **Task achievement**

This assesses how appropriately, accurately and relevantly the response fulfils the requirements set out in the task, using the minimum of 150 words. General Training Writing Task 1 is a writing task with a largely predictable output in that each task sets out the context and purpose of the letter and the functions the test taker should cover in order to achieve this purpose.

● **Coherence and cohesion**

This assesses the overall clarity and fluency of the message; how the response organises and links information, ideas and language. Coherence refers to the linking of ideas through logical sequencing. Cohesion refers to the varied and appropriate use of cohesive devices (for example, logical connectors, pronouns and conjunctions) to assist in making the conceptual and referential relationships between and within sentences clear.

● **Lexical resource**

This refers to the range of vocabulary the test takers have used and the accuracy and appropriacy of use in terms of the specific task.

- **Grammatical range and accuracy**

This refers to the range and accurate use of grammar, as manifested in the test takers' sentence writing.

Task 2

- **Task response**

In both IELTS Academic and IELTS General Training versions, Task 2 requires test takers to formulate and develop a position in relation to a question or statement. Ideas should be supported by evidence, and examples may be drawn from the test takers' own experience. Responses must be at least 250 words in length. Scripts under the required minimum word limit will be penalised.

The other three assessment criteria (Coherence and Cohesion, Lexical Resource, Grammatical Range and Accuracy) are the same for Task 1 and Task 2.

Writing Task 1 Descriptors 雅思写作小作文评分细则表

Band	Task achievement	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	<ul style="list-style-type: none"> ● full satisfies all the requirements of the task ● clearly presents a fully developed response 	<ul style="list-style-type: none"> ● uses cohesion in such a way that it attracts no attention ● skilfully manages paragraphing 	<ul style="list-style-type: none"> ● uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as "slips" 	<ul style="list-style-type: none"> ● uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as "slips"
8	<ul style="list-style-type: none"> ● covers all requirements of the task sufficiently ● presents, highlights and illustrates key features/bullet points clearly and appropriately 	<ul style="list-style-type: none"> ● sequences information and ideas logically ● manages all aspects of cohesion well ● uses paragraphing sufficiently and appropriately 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● uses a wide range of structures ● the majority of sentences are error-free ● makes only very occasional errors or inappropriacies
7	<ul style="list-style-type: none"> ● covers the requirements of the task ● (A) presents a clear overview of main trends, differences or stages ● (GT) presents a clear purpose, with the tone consistent and appropriate ● clearly presents and highlights key features/bullet points but could be more fully extended 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● uses a variety of complex structures ● produces frequent error-free sentences ● has good control of grammar and punctuation but may make a few errors

Band	Task achievement	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
6	<ul style="list-style-type: none"> ● addresses the requirements of the task ● (A) presents an overview with information appropriately selected ● (GT) 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 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● uses a mix of simple and complex sentence forms ● makes some errors in grammar and punctuation but they rarely reduce communication
5	<ul style="list-style-type: none"> ● generally addresses the task; the format may be inappropriate in places ● (A) recounts detail mechanically with no clear overview; there may be no data to support the description ● (GT) 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 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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