

IELTS



www.IELTS.com.cn

环球雅思精品丛书

雅思 写作

8 分 解决方案

孙肇春 编著



天津大学出版社
TIANJIN UNIVERSITY PRESS

雅思写作 8 分解决方案

An Integrated Solution to IELTS Writing

编著 孙肇春

策划 吕 蕾

主任 张永琪

编委 杨 春 陈婷婷 孙肇春

刘宝珍 张晓飞



天津大学出版社

TIANJIN UNIVERSITY PRESS

图书在版编目(CIP)数据

雅思写作 8 分解决方案/孙肇春编著. —天津:天津
大学出版社, 2004. 3
ISBN 7-5618-1907-2

I. 雅… II. ①孙… III. 英语 - 写作 - 高等学校 -
入学考试, 国外 - 自学参考资料 IV. H315

中国版本图书馆 CIP 数据核字(2004)第 012404 号

出版发行 天津大学出版社
出 版 人 杨风和
地 址 天津市卫津路 92 号天津大学内(邮编:300072)
网 址 www.tjup.com
电 话 发行部:022-27403647 邮购部:022-27402742
印 刷 河北省昌黎县人民胶印厂
经 销 全国各地新华书店
开 本 170mm × 240mm
印 张 8.75
字 数 192 千
版 次 2004 年 3 月第 1 版
印 次 2004 年 3 月第 1 次
印 数 1 - 5 000
定 价 19.80 元

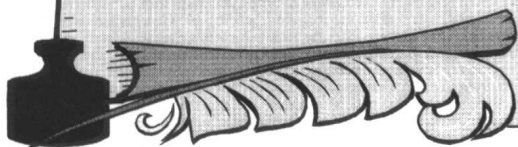
序

随着雅思考试的蓬勃发展,写作的题目越来越多,也越来越难。许多考生开始发愁——有那么多的话题要准备,许多新题似乎让人无从下手,可是复习的时间有限。如何才能提高写作的复习效率,达到好的复习效果呢?

根据笔者多年的教学经验,应对现在的雅思写作考试应该遵循下述原则:

1. 学会分析题目

新题的来源有三种:第一种就是将“旧题”改变表述方式或者提问角度,然后润色而成。2002年2月考的“children spend too much time watching TV”就与2002年7月考的“limit the hours children watching TV and playing computer games”非常接近;第二种就是将旧题的范围缩小,例如2002年3月和6月考过的“watching TV decreases children's creativity”就是2002年2月的“children spend too much time watching TV”的其中一方面;还有一种新题就是全新的写作题目了,但是大体的提问范围也无外乎是以前题目所涉及的内容。因此,大家不必害怕“新题”。事实上,只要把典型话题做以充分的准备,就能够在考场上从容应对各类题目。本书中所选择的范文基本上涉及到了各类常考的话题,可供考生参考。



2. 学习好的范文

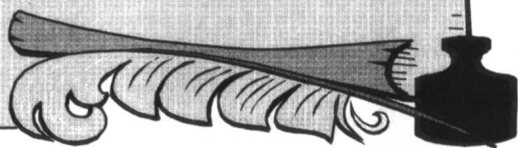
仅仅分析清楚题目还是不够的,更重要的工作是不
断模仿和坚持练习。因此,所选择的模仿对象应该是有
经验的英语写作专业人士。这样考生的模仿才会有针对
性,才会有好的效果。

3. 加强写作训练

写作并不是在短期内就能取得飞跃的。但是经过技
巧训练和充分准备短期内是可以在原有基础上有所提高
的。但是教师所教授的写作技巧和范文中所提供的清晰
的思路、优美的文笔都需要考生确实练习才能够真正领
会。更重要的是,只有经过练习才能够帮助考生把握时
间,顺利通过考试。

最后,祝愿广大考生心想事成!

笔者



Preface

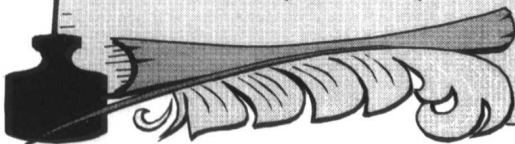
Building upon my experience as an IELTS writing teacher and professional writer, I have collected abundant writing materials authentic from test centers and other media. This book is the result of a combination of two years of teaching experience and the research of IELTS writing skills, building upon equally as many hours creating original writing samples to students preparing to take their IELTS test. This book has been developed to be used in the classroom and for self-study.

The book covers both the General Training and Academic Test. Using a step-by-step approach, a detailed explanation of how to approach writing in IELTS is given, with each unit concentrating on one particular aspect of the writing test. The exercises are designed to teach the required skills, focusing on practical application of knowledge. Model answers are also included for students to compare their own writing against, thereby gradually guiding students in writing articles that fully meet the requirements of the IELTS writing test in each section.

The materials in this book are all authentic, keeping the original style and content. The book is very helpful for the students who are planning to take the IELTS test. The book also gives a prediction of the IELTS in 2003, covering any possible topics which are commonly seen in the test.

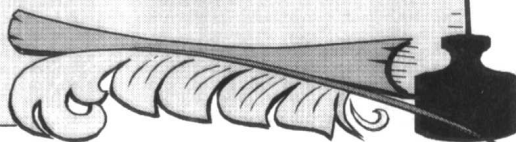
This book consists of two parts:

The first part is composed of four lectures. Lecture One gives



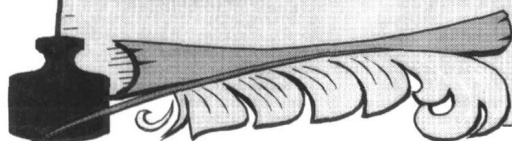
an overall requirement for writing and depicts an outlook of English grammar, concentrating on complex sentences and the skills of cohesion and fluency. Lecture Two dedicates to the candidates who are to take the General Model Test. This lecture imparts the necessary vocabulary and model sentences commonly seen in Task 1. Lecture Three focuses on task 1 for Academic candidates. This lecture includes twenty more words and expressions, which are the basis of chart description. Lecture Four presents an overview of Task 2 for both General Training and Academic candidates, guided by the booklet issued by Cambridge University. The second part of the book is composed by the authentic topics from every test stretching from 2001 till now in 2003.

My thanks go to Professor Liu Yanfeng, who always gives me enlightening ideas and suggestions. My special thanks should also be given to Mr. Yang Zhenting, who is a very diligent and active student in my class. He contributes a lot to this book. And Miss Angel who is one of my net friends has also offered selfless helps to me. Without the persons mentioned above and other friends around me, this book would not be a success.

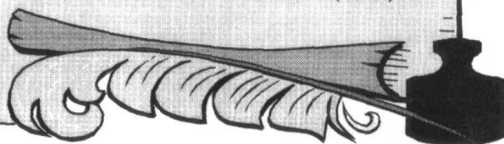


目 录

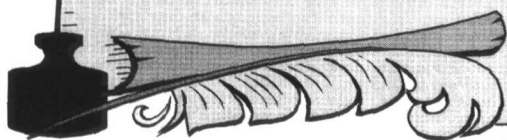
序	(1)
Preface	(1)
目录	(1)
Lecture One	(1)
Lecture Two(Letter Writing)	(13)
Lecture Three(Chart Description)	(27)
Lecture Four (Argumentation)	(39)
2002 年雅思写作仿真试题及范文欣赏	(57)
Version 80	(58)
Version 81	(59)
Version 82	(60)
Version 83	(61)
Version 84	(62)
Version 85	(63)
Version 86	(65)
Version 87	(66)
Version 88	(67)
Version 89	(68)
Version 90	(69)
Version 91	(70)
Version 92	(72)
Version 93	(73)

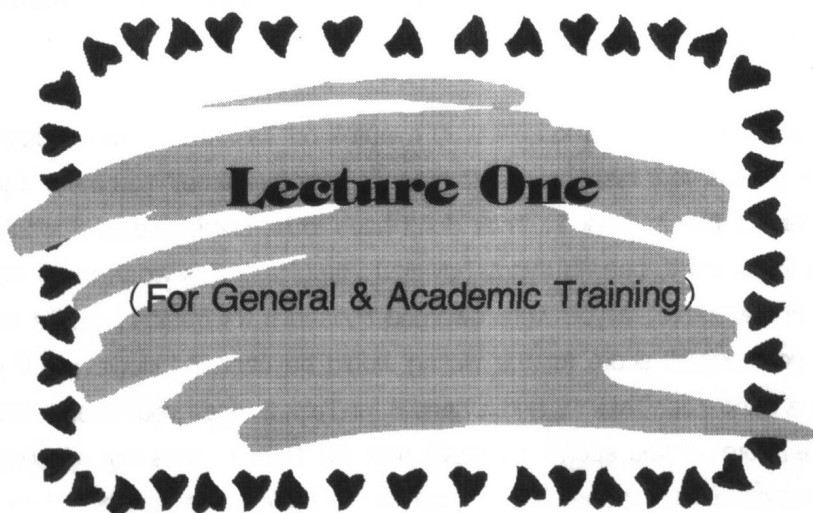


Version 94	(75)
Version 95	(76)
Version 96	(77)
Version 97	(78)
Version 98	(79)
Version 99	(80)
Version 100	(83)
Version 101	(84)
Version 102	(85)
Version 103	(87)
2003 年 1 - 11 月雅思写作仿真试题及范文(G 类)	(89)
Version 99	(90)
Version 100	(92)
Version 101	(94)
Version 102	(95)
Version 103	(96)
Version 105	(97)
Version 113	(98)
Version 116	(99)
2003 年 1 - 11 月雅思写作仿真试题及范文(A 类)	(101)
Version 104, 105, 106	(102)
Version 107	(103)
Version 108	(104)
Version 109	(106)
Version 110	(109)



Version 111	(110)
Version 112	(111)
Version 113	(112)
Version 114	(113)
Version 115	(114)
Version 116	(116)
Version 117	(117)
Version 118	(118)
Version 119	(119)
Version 120	(120)
Version 121, 122	(121)
附录 雅思历年考试真题及练习	(123)
附录 1 雅思历年写作真题实录(A类)	(124)
附录 2 雅思历年写作真题实录(G类)	(126)







General Introduction to IELTS Writing

The writing part of the IELTS is a one-hour test consisting of two tasks. Each task is awarded a band score, and the two separate band scores are converted into a final, or overall band score for the writing part.

You are recommended to spend 20 minutes on Task 1 and 40 minutes on Task 2. However, it is your responsibility to manage your own time. You may, if you wish, attempt Task 2 before Task 1. They don't have to be completed in chronological order. It is important to bear in mind, however, that Task 2 is worth more marks than Task 1. For example, if you were awarded a band 6 for Task 1, and a band 7 for Task 2, your overall score for the writing would be band 7. However, if you were awarded a band 7 for Task 1, and a band 6 for Task 2, then your overall score would be 6. Therefore, if you spend too much time on Task 1, thus not allowing yourself time to complete Task 2 adequately, your overall band score may be affected.

You must use a pencil for the writing test. You cannot use a pen. You can use the question paper to make notes if you wish, but test papers cannot be taken out of the room. You are not allowed to use a dictionary in the test.

■ General Training Test

In the general training test, Task 1 is to write a letter. This may be an informal letter to a friend or a formal letter requesting information or making a formal complaint, for instance. You therefore need to be familiar with different writing styles. The word length is restricted to 150 words. If you write too few words, it will affect your band score. To leave sufficient time for Task 2, it is therefore important that you practise writing Task 1 questions in 20 minutes.

Task 2 is to write a 250-word essay on a topic of general interest. You are expected to present an opinion or a point of view in a style appropriate for the purpose.





Therefore, you are expected to support and evaluate your ideas. You should spend about 40 minutes on this task.

■ Academic Test

Task 1 is to write a report. You are required to describe information from a given set of data. The data are presented as either a chart or table of figures, and you have to write a report for a university lecturer. To leave sufficient time for Task 2, it is therefore important that you practise writing Task 1 questions in 20 minutes.

Task 2 is to write a 250-word essay on a topic of general interest. However, you should aim for a more academic style of writing in that you should present an argument to evaluate and support your opinions. This may involve comparing and contrasting different points of view. You should adopt a more critical approach than in the general training test, and aim for a more balanced essay. You are expected to write in appropriate style for a college lecturer. The essay titles are intended to be of general interest to university students. You should spend about 40 minutes on this task.

■ Scoring Criteria

Score 9 The reader finds the essay completely satisfactory. A point of view is presented and developed, either arguing for and supporting one position or considering alternative positions by presenting and discussing relevant ideas and evidence. The argument proceeds logically through the text with a clear progression of ideas. There is plentiful material. A wide range of vocabulary is used appropriately. The reader sees no errors in word formation or spelling. A wide range of sentence structures is used accurately and appropriately.

Score 8 This answer does not fully achieve level 9 in communicative quality, arguments, ideas and evidence. There is a good range of appropriate vocabulary. The reader sees no significant errors in word formation or spelling. The range of sentence structures used is good, and is well controlled for accuracy and appropriateness.

Score 7 The reader finds this a satisfactory essay which generally communicates flu-





ently and only rarely causes strain. A point of view is presented, although it may be unclear at times whether a single position is being taken or alternative positions being considered. The argument has a clear progression overall although there may be minor isolated problems. Ideas and evidence are relevant and sufficient but more specific detail may seem desirable. The range of vocabulary is fairly good and vocabulary is usually used appropriately. Errors in word formation are rare and, while spelling errors do occur, they are not intrusive. A satisfactory range of sentence structures occurs and there are only occasional, minor flaws in the control of sentence structure.

Score 6 The reader finds this a mainly satisfactory essay which communicates with some degree of fluency. Although there is sometimes strain for the reader, control of organizational patterns and devices is evident. A point of view is presented although it may be unclear whether a single position is being taken or alternative positions are being considered. The progression of the argument is not always clear, and it may be difficult to distinguish main idea from supporting material. The relevance of some ideas or evidence may be dubious and some specific support may seem desirable. The range of vocabulary sometimes appears limited and is accompanied by the inappropriateness of its use. Minor limitations of, or errors in, word choice sometimes intrude on the reader. Word formation and spelling errors occur but are only slightly intrusive. Sentence structures are generally adequate but the reader may feel that control is achieved by the use of a restricted range of structures or, in contrast, that the use of a wide variety of structures is not marked by the same level of structural accuracy.

Score 5 This is an essay which often causes strain for the reader is aware of an overall lack of fluency, there is a sense of an answer which has underlying coherence. The essay introduces ideas although there may not be many of them or they may be insufficiently developed. Arguments are presented but may lack clarity, relevance, consistency or support. The range of vocabulary and appropriateness of its use are limited. Lexical confusion and incorrect word choice are noticeable. Word formation and spelling errors may be quite intrusive. There is a limited range of sentence structures and the greatest accuracy is achieved in short, simple sentences. Errors in such areas as agreement of tenses and of subjects and verbs are noticeable.





一、词汇必备

对写作来说,考生不需要使用太复杂、太难的词汇,因为考官不会因为你用的词汇比别人难而给你加分。最重要的是要把你的意思表达清楚。但你的最低词汇量要达到 4000 个,即:大学英语四级词汇(会写、会用)。在复习词汇方面,考生应该采用“快速多遍”的策略,坚持每天记忆几百个单词,多重复几次。

复习巩固词汇时,不要孤立地记忆单词。因为最终的目的是要把词汇运用到文章中,因此要特别注意词汇之间的习惯搭配以及同义表达。

1. 名词与动词之间的搭配

achieve success 获得成功

gain a reputation 赢得声誉

develop one's talents 培养才能

relieve distress 减轻压力

work a miracle 创造奇迹

deserve blame, credit, praise, punishment, reward 应受责备,值得信任,值得表扬,应受惩罚,应得回报

spread infection, a report, a rumor, a sail 传播传染病,展开报道,散布谣言,起航

cultivate a taste for 培养情趣

levy a tax on 征税

check a tendency 阻止趋势

exert effort, control, influence, strength, pressure 加强努力(控制,影响,力量,压力)

field a question, a phone call 现场解决问题,回复电话

invite danger, criticism, comments 招致危险(批评,评论)

incur a danger, expense, a loss, criticism 招致危险(代价,损失,批评)

overcome, relieve, solve, sweep away **difficulty** (克服,减轻,解除,消除)困难
curtail, lavish, meet, reduce, restrict **expenditure** (缩减,加大,满足,减少,限制)消费

2. 名词与形容词的搭配

account: accurate(精确的), appropriate(恰当的), authentic(真实的), clear





(清晰的), distorted(扭曲的), entertaining(有趣的), exhaustive(详尽的), faithful(忠实的), full(全面的), graphic(生动的), systematic(系统的), true(真实的), vivid(生动的)

analysis: careful(仔细的), cold(冷静的), deep(深层的), detailed(详细的), elaborate(详尽的), intelligent(聪明的), penetrating(一针见血的), sober(冷静的)

argument: cogent(有说服力的), conclusive(总结性的), convincing(令人信服的), flimsy(站不住脚的), coercible(有说服力的), groundless(无根据的), irrefutable(不可反驳的), logical(逻辑的), opposing(相反的), powerful(有力的), solid(坚实的), sound(合理的), telling(有说服力的), valid(有效的), well-grounded(合理的), well-knit(严密的)

belief: complete(完整的), deep-rooted(根深蒂固的), fanatic(狂热的), firm(坚实的), prevailing(流行的), unalterable(不可改变的), unshakable(不可动摇的), widespread(广泛流行的)

co-operation: fruitful(有成果的), harmonious(和谐的), helpful(有帮助的), perfect(完美的), wholehearted(全心的), willing(情愿的)

effort: assiduous(刻苦的), ceaseless(不停的), collective(集体的), concerted(一致的), considerable(巨大的), consistent, (一致的) constant(连续的), individual(个人的) persistent(不懈的), redoubled(加倍的), renewed(重新), successive(连续的)

Imagination: active(活跃的), brilliant(辉煌的), creative(有创造性的), fertile(丰富的), unbounded(无止境的), vivid(生动的)

Investigation: close(仔细的), elaborate(详细的), exhaustive(详尽的), extensive(广泛的), fruitless(毫无结果的)

knowledge: ample(丰富的), basic(基础的), broad(宽泛的), close(详细的), comprehensive(综合的), elementary(基本的), extensive(广泛的), fragmental(支离破碎的), intimate(详尽的), practical(实用的), professional(专业的), universal(广泛的), wide(广泛的), working(工作的)

3. 同义词的使用

解决: solve, resolve, deal with, cope with, handle, tackle

消除: get rid of, eradicate, eliminate

依赖: rely on, depend on, count on

十分: very much, immensely, hugely, largely, greatly, enormously, tremendously





损害: damage, hurt, injure, harm, impair

给予: give, offer, render, impart, provide

发展: develop, cultivate, foster

优势: advantage, merit, virtue, benefit

缺陷: disadvantage, detect, demerit, drawback



写作的用词原则

1. 不需要难词偏词。
2. 避免用词的重复。
3. 尽量使用级别高一点的词。
4. 注意习惯搭配。

二、语法必备

雅思写作需要学生掌握基本的复合句型。因为7分和6分的评分标准要求具备 **a good range of sentence structure**。如果你的作文里全是简单句,你的作文成绩通常不会超过5分,所以学生需要掌握一些必要的从句知识,如:名词性从句、定语从句、状语从句等。下面是对从句知识的一些回顾,课后附有练习。

三、名词性从句

1. 主语从句: It is + *adj./v.-ed* + *that clause*

- 1) 从图表中我们可以清楚地看到,8月份水的使用量是最高的。
- 2) 上图表明,4个国家和地区石油的生产多于消耗。
- 3) 从上图可以清楚的看到,私家车的数量从1990年到2000年在逐年增加。
- 4) 学生在课堂上所学到的只是理论知识和基础知识,这些知识对他们未来的成功是非常有帮助的。
- 5) 学校应该做的不仅是教给学生基础知识,而且要教他们辨明是非。
- 6) 学生是否应该做兼职是一个颇有争议的问题。

2. 宾语从句: S + V + *that/wh-clause*

- 1) 生物学家和环境专家指出,如果这种趋势不被禁止,人类将会失去他们最亲

