



高中英语水平雅思考生必读

技能培养·循序渐进·基础确立

IELTS WRITING

雅思写作 基础教程

刘洪波 主编
Kirk Kenny 编著

中国  广播电视出版社
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出生于加拿大，Saskatchewan大学英语文学专业毕业，加拿大国家广播电台中国专栏作家。2000年来到中国，精通汉语及中国文化。曾以相声《国际一担挑》获得中央电视台外国人才艺比赛大奖。主讲雅思口语和写作，曾应邀出任新浪教育频道“雅思口语考场”考官。

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刘 薇：北京雅思学校副校长

北京大学传播学硕士，雅思天后。原北大附中急速英语听力部分开发与推广总监，加拿大旅游学院中国校区商务英语首席主讲，空中美语网络主持人。课堂内容实用性极强，秉承让学生“轻松复习，事半功倍”的教学理念，实现雅思口语教学应试技巧与能力提升的完美结合。

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Norman Ng：现代教育首席国际英语导师

现代教育国际英语课程总监，于美国考取专业资格及攻读硕士课程，在学术英语方面能力显赫，曾任职于英国跨国机构。他不断精研华人学习英语的有效方法，并获颁教学证书。曾接受香港电台、《壹传媒》、有线电视及《招职》等媒体的访问，教学成绩卓越，深受学生欢迎。

Alvin Li：知名英语教科书作者

香港大学法律系荣誉学士及英语教育硕士，是全球首位获 Discovery Channel 邀请合著英语教科书的华人，同时也是最年轻的 Macmillan 畅销英文教科书作者。曾接受香港商业电台、有线电视、《香港经济日报》及 The Standard 访问其教学及应试心得。

Emily Rose：专业外籍教师

出生于美国迈阿密，操纯正英语。自2000年到香港定居，考取专业教师资格，曾在多家语言中心执教，对各行业所需的常用英语都了如指掌，并深入了解华人学习英语的主要障碍及弱项，做出针对性指导。

与读者分享

关于人性化的阅读，我们的编辑团队所做的努力：

关键词：绿色环保——轻型纸是纯木浆纸，在生产过程中不添加荧光增白剂，造纸时对制浆的漂白、蒸煮处理会减少，更多的是打浆处理，因而废液排出会相应减少，在使用过程中挥发出的有害人体的化学因子也会大幅减少。从环保与健康的角度考虑，我们更愿意采用轻型纸。

关键词：保护眼睛的原色调——国际上提供纸张的白度不高于 84 度，色泽为原色调，本书使用的纸张白度在 80 度左右，这样可以使因长期阅读导致眼睛疲劳、酸胀的读者在阅读时有舒适感，不刺眼、不疲劳，即便长时间阅读也不会造成视力损伤。

关键词：科学设置的字体字号——我们所使用的字体、字号和行距是基于读者需求来设置的，每页设计的字数可以在阅读疲劳周期的低谷到来之前，使您稍作停顿，减轻阅读疲劳，舒适的阅读感油然而生。

关键词：舒适的手感——轻型纸成书后，切口有毛边，正是这些小毛边提供了柔软的手感，而铜版纸和胶版纸有像小刀一样锋利的纸边，容易划伤手。

关键词：昂贵的轻型纸——我们使用了近年来在欧美流行的轻型纸来印刷图书内文，用其印刷的图书比普通胶版纸或铜版纸印刷的图书重量轻 1/3~1/2，方便您随身携带、随时阅读，减轻您的学习负担。

一切为了您的成功和阅读体验……

丛书序

雅思考试落户中国已二十余年。

纵观雅思考试在中国的发展，从1987年第一次雅思考试在北京语言大学国外考试中心进行，当时只有不到50人，到2007年全年预计考生15万人，雅思已经成为远超托福的出国留学第一考试。雅思考试正以惊人的速度流行。

雅思考试发展迅猛的根本原因，是雅思考试本身的科学性。其主要体现在三大方面：

一、雅思分为听说读写四项单独评分，考试的分数能清晰反映考生的各项语言技能的优劣势。

二、雅思的测试理念以强调交流为主，题目内容来源于国外的留学生活。也就是说，考生在学习准备雅思考试的同时，其实就是在提升将来在国外学习生活时所需要的英语技能。

三、雅思考试题型众多，大大区别于其他英语考试，如：原来的大学四六级英语考试以及老托福考试等。在这些考试中，多项选择题一统天下，而在雅思考试中，多项选择题比重很小，在听力阅读中，另有是非判断题、搭配题、填空题、填图题等。各种题型的设置意味着考生要学会处理各种形式的问题，培养各种逻辑推理技能。

正是基于雅思考试本身的上述优势，雅思在近年的推广发展中出现了三大趋势：

一、世界各国高校对雅思考试的广泛认可。

二、各类英语考试融合雅思考试的特点进行了深度变革：如新托福考试、国内的新四六级考试、考研英语等。

三、雅思考试本身体现了强大的稳定性。近几年关于雅思考试本身的改进有：

- 2004年2月，雅思考试在国内开通网上报名；
- 2005年1月，雅思写作推出新的评分标准；
- 2005年7月，雅思官方网站上公布了雅思评分细则；
- 2006年1月，雅思作文的题目要求中的部分措辞有一些变化；
- 2006年5月，取消考生3个月内不能重复参加考试的规定；
- 2007年7月，雅思口语和写作部分推出0.5分制度。

我们可以看到，上述变化和其他英语考试的变动相比很细微，这些改动使雅思考试趋于完善，但却没有对雅思考试内容本身伤筋动骨。雅思考试体系的稳定性对全球考生的复习备考，对考试本身的持续发展和普及都有莫大裨益。

中国雅思教材的不断进步也同样得益于雅思考试的稳定性。最早的是讲解写作和口语的单行本,发展到基础教材、强化教材;又从听说读写主体教材派生出专门针对雅思的词汇、语法教材,配合《剑桥雅思真题集》的教辅题解,基于真题研发的《雅思真经》系列,以及直接对考试真题回忆编辑的《雅思机经大全》等。仅雅思阅读一项,公开出版物就有近一百种。表面上真是百家争鸣,一片繁荣。当考生面对教材的众多选择时,我强烈建议一定要慎重,一定要花时间和同类型的教材多加对比。考生一旦选择了一本书,看得到的付出是金钱,看不到的是接下来复习备考时将为它付出几个月的精力和时间。

这套《雅思基础教程》是雅思标准培训体系中的重要部分,听说读写每本都以培养考生英语基础技能和提升雅思考试实力为主,很少涉及解题技巧。参加这套丛书编写的作者团队由北京各大雅思培训机构的一线名师和香港雅思培训名师组成。他们把多年的教学精华和对材料选择的心得沉淀在了这套教程中,我们的几位现任中国雅思考官朋友也参与了策划和编校工作;此外,内容的选编囊括了国内外高质量的雅思考试素材,特别是在文章的代表性和难度上进行了严格的测试和筛选。教学性很强,同时也适合考生循序渐进自学。

但我还是要强烈建议读者在选择这套教材之前考虑三点:一、这套教材是否适用于自己现在的英语水平;二、这套教材是否适应于自己雅思考试的时间计划;三、是否已经认真对比了其他同类教材之后才决定选择本书。

祝大家学习进步,考试成功。

刘洪波

2009年夏

《雅思写作基础教程》特点

1. 本书专门针对高中英语水平的雅思备考学生编写,学习者英语词汇量在3500左右。
2. 人编本书的文章是雅思写作真题的重现,几乎每篇文章都能在近年雅思考试中找到极其类似的真题。本书囊括了历年雅思写作考试的四大类热点——环保、教育、社会科技与文化和政府机构职能,并设置了范文阅读与专项练习,练习按照知识的习得过程设置:辨析文章观点→划分句子成分→拆分长难句→汉译英→核心短语背诵。
3. 本书各章节间以及各章节内的内容均由易到难递进呈现。练习前配有该练习目的中文说明。教师能一目了然理解各部分内容的编写目的,轻松授课,同时也降低了雅思基础写作的教学难度。
4. 本书文章贴近热点真题,练习十分具有针对性,融入了北京雅思名师多年来对雅思考试本质的洞察和学员写作具体问题的把握,熟悉本书文章并认真总结练习题目,将使您的学习事半功倍!

雅思写作考试官方指南

An Overview of IELTS Academic Writing

Module format

IELTS Academic Writing lasts a total of 60 minutes. It consists of 2 tasks (Writing Task 1 and Writing Task 2) and candidates must answer BOTH tasks.

Answer format

Candidates write their answers in pen or pencil on Answer Sheets provided.

Timing

Students are advised to spend 20 minutes on Task 1 and 40 minutes on Task 2. They must complete both tasks in one hour.

Task 1

For Writing Task 1 candidates are given some visual information which may be presented in the form of one or more related diagrams, charts, graphs or tables. Candidates are asked to describe the information or data. They must write at least 150 words on this task.

Writing Task 1 assessment is based on the following criteria:

- 1) Task Achievement
- 2) Coherence and Cohesion
- 3) Lexical Resource
- 4) Grammatical Range and Accuracy

Task 2

For Writing Task 2, candidates are presented with an opinion, problem or issue which they must discuss. They may be asked to present the solution to a problem, present and justify an opinion, compare and contrast evidence or opinions, or evaluate and challenge an argument or idea. Candidates must write at least 250 words and are advised to spend 40 minutes on this task.

Writing Task 2 assessment is based on the following criteria:

- 1) Task Response
- 2) Coherence and Cohesion
- 3) Lexical Resource
- 4) Grammatical Range and Accuracy

Each of the tasks is assessed separately by a trained and qualified examiner and given a score. Writing Task 2 is worth more marks than Writing Task 1 so candidates should be sure to leave plenty of time to complete Writing Task 2. Academic Writing band scores are reported in whole bands or half bands.

Frequently Asked Questions (FAQs)

How is Academic Writing different from General Training Writing?

The table shows that the first tasks in General Training Writing and Academic Writing are different. The differences in these tasks mean that candidates are required to produce different kinds of writing. The second tasks are quite similar in that they are both discursive and candidates may need to present a solution to a problem, present and justify an opinion, or evaluate and challenge ideas, evidence or arguments. However, the topics in General Training Writing are topics of general interest which tend to be more concrete and personal than those in Academic Writing. The topics and instructions in General Training Writing require candidates to provide general factual information and usually do not require the same degree of comparison and contrast of evidence, opinion or implication as Academic Writing does. The second task in Academic Writing also assumes an academic context and should therefore be formal in style.

	General Training Writing tasks	Academic Writing tasks
Task 1	Writing an informal, semi-formal or formal personal letter	Presenting information from a chart, table, graph or diagram in the candidate's own words
Task 2	Writing a discursive piece of writing	Writing a discursive piece of writing that involves consideration of more abstract issues

Is Academic Writing Task 1 always a bar chart?

No, the information students are given to interpret and describe may be in the form of one or more diagrams, charts, graphs or tables on a related theme.

Do my students need to write a separate introduction and conclusion for Academic Writing Task 1?

In Task 1 candidates are asked to describe the visual information and are expected to present this information in an organised, coherent way. This necessarily requires an introductory statement, however brief. Similarly, a statement summarising the main trends or features would be an appropriate ending. Speculation about the information or attempt to explain it are not required by the task.

What genre is Academic Writing Task 2?

Writing Task 2 has no specific genre although it always requires a discursive response and you should advise your students to read each question carefully and respond appropriately to the indi-

vidual task they are given. For Writing Task 2 students may be asked to: present a solution to a problem; present and justify an opinion; compare and contrast opinions and evidence; evaluate and challenge an idea, argument or opinion. Their answer should always be in the form of a short formal essay for a tutor or examiner.

Will my students lose marks if they do not write a formal introduction and conclusion for Academic Writing Task 2?

There are no separate marks given for introductions and conclusions. However, one of the assessment criteria for Writing Task 2 is “Task Response”. If ideas are presented without an appropriate introduction and conclusion they may not be effectively argued or organised and so marks may be lost in this area.

Is the marking equally weighted for the two tasks?

Task 2 carries more marks than Task 1.

How is Academic Writing assessed?

The IELTS writing scripts are assessed by IELTS examiners. All IELTS examiners are fully trained in how to assess IELTS writing and speaking performances. Examiners’ training is kept up to date by regular standardisation sessions and by a process called “certification”. This requires the examiners to demonstrate that throughout their examining they continue to adhere to the required assessment procedures and standards.

What criteria are used to assess the answers?

These are the assessment criteria used:

Task 1: Task Achievement; Coherence and Cohesion; Lexical Resource and Grammatical Range and Accuracy

Task 2: Task Response; Coherence and Cohesion; Lexical Resource and Grammatical Range and Accuracy

Are marks deducted for untidy handwriting?

No, marks are not deducted for handwriting specifically but, obviously, an illegible script cannot be marked. However, clear handwriting by candidates allows their message to be more easily understood by the examiner. Clear handwriting also helps students to communicate their ideas more effectively, so you should encourage your students to write as clearly as possible.

Developing Academic Writing Skills

- You can help to improve your students' writing skills by focusing on writing when you are working on other skill areas. For example, when looking at a reading passage, encourage your students to notice how the text or the argument has been organised. You can point out new vocabulary and focus on cohesion or referencing. This will help to make your course a truly integrated one. When you are working on listening and speaking skills, you can draw your students' attention to the difference in style between the spoken and the written form of the language.
- It also helps to vary the focus of your writing lessons. You may want to focus on any of the following areas at different times: fluency in writing; accuracy in writing; using new vocabulary; paragraphing; introductions and conclusions; organising your ideas; planning an essay; using the correct style; checking and correcting your own work.
- Another way to vary the focus of your lessons is to achieve a balance between i) writing at the sentence level, ii) paragraph building and iii) producing whole texts. Train your students to actively participate in their own learning by telling them which areas they will be working on and why. Point out what they can gain from practising a particular activity.

What are the main skills these two kinds of writing require?

1. General writing skills

- Matching the piece of writing to its audience and purpose
- Structuring writing
- Coherence and cohesion
- Clarity of expression
- Accuracy of language

2. Skills specific to Task 1

- Choosing the most relevant information
- Organising information
- Describing data correctly and clearly
- Writing in the correct style and register

3. Skills specific to Task 2

Following discursive writing conventions:

- Appropriate style
- Appropriate order of information

What do the above terms mean? Try to define them yourself, then read the definitions below.

Matching the piece of writing to its audience and purpose

All writing is written for a reason and to a particular audience.

Your reason for writing influences what you write (e.g. an email or a letter or a report): the contents and style.

Your audience also influences the contents of what you write and the style in which you write.

Structure of writing

Different kinds of writing follow different conventions for the order in which they structure information (For example, introduction → body → conclusion in essays).

Structure is also given to a piece of writing through the use of paragraphs, topic sentences and signalling phrases.

We use paragraphs to signal that we, the writer, are moving on to a new point or new type of information. Paragraphs help the reader to understand our message because they show that one point has ended and another is just beginning. It is also much easier to read small chunks of text than long, continuous ones.

Topic sentences contain the theme of the paragraph. They make the theme of the paragraph clear to the reader and so help to give the text coherence. The rest of the paragraph is usually elaboration and/or exemplification of the theme.

Signalling phrases are phrases we include in our writing (and speaking) to signal to the reader what we are going to talk about next e.g. I'd now like to discuss the advantages ...; my second argument against this statement is ...; finally I would like to ... They are used particularly in longer and more formal kinds of writing.

Coherence and cohesion

Coherence involves following expected sequences of discourse e.g. a greeting is usually followed by a greeting in spoken language, or in essay writing the introduction is followed by the body then the conclusion. This linking is achieved through using our shared knowledge of these conventions and our knowledge of the world rather than through explicit language linkers. Relevance and comprehensiveness of ideas are further examples of coherence.

Cohesion involves using language to mark the links in a stretch of text. Examples of cohesive devices are conjunctions, pronouns, lexical sets, articles, possessive adjectives e.g. in the sentences "The girl left the room. This surprised her friend", "This" is a pronoun linking back to the whole of the previous sentence, and "her" is a possessive adjective linking back to "the girl".

Clarity of expression

Expressing yourself clearly involves using language accurately and with an appropriate range, writing coherently and cohesively, following the conventions of the particular kind of writing (e.g. a letter or an essay), and writing relevantly and comprehensively.

Accuracy of language

This means using the correct forms of language i.e. language which contains no mistakes of grammar, punctuation, spelling or vocabulary use.

Report Writing for IELTS Academic Writing Task 1

- **Comprehension of data** — make sure you spend a couple of minutes at the beginning of the text examining the data to make sure you understand it. You cannot describe it if you don't understand what it is trying to convey to you.
- **Choosing data** — make sure that you have included a summary of the trends that are apparent in the data as well as giving detailed information.
- **Organising the report** — make sure that you present your report in an organised manner so that the reader can easily follow what you want to say.
- **Appropriate style** — make sure your style is neutral and unbiased.

Discursive writing conventions for IELTS Academic Writing Task 2

- **Appropriate style** — in discursive writing this is usually a neutral or slightly formal style of writing.
- **Appropriate order of information** — essays in English follow the pattern of introduction → body → conclusion. There are also common patterns within the body of the writing. The pattern used depends on the kind of discursive writing (e.g. discussing advantages and disadvantages, evaluating evidence, giving your opinion).



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