



环球雅思教材全新版

环球雅思学校指定

全新版

# 组合式作文

颜炜 编著

# IELTS

# 写作



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**环球雅思教材全新版**

# 组合式作文

颜 炜 编著

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本书体现了全新的应试写作技巧——四为论。简而言之，组合式作文就是以“题目为重心，逻辑为纲要，词汇为亮点，句型为基础”的“四为论”。这也正是雅思作文的评分标准所在。根据这样的方法学习写作不仅能够有的放矢，更可以事半功倍。同时本书还包括了大量实用、新颖的句型和词汇。

本书不仅适用于参加雅思考试的考生，而且可作为参加其他出国考试考生的参考用书。

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## 丛 书 序

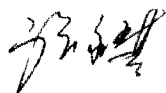
自 1997 年建校至今，我校已成为拥有 43 所分校和多家子公司的集团化外语教育机构。多年来的发展使我校拥有庞大的名师队伍，“雅思教学委员会 (ITC)” 汇聚了各地名师，独创了数十种环球教学法，这些教学成果是我校最宝贵的财富。

环球雅思学校图书事业部携手旗下百位名师潜心研究，力求把多年积累的教学成果通过图书这种载体为莘莘学子所用。正值 2006 年雅思改革之际，为帮助广大考生增强英语实力和提高备考效率，环球雅思的资深专家们再度强强合作，不遗余力，精益求精，联手打造了这套“环球雅思教材全新版”。

这套教材是环球雅思学校多年教学经验和研究成果的系统总结，是多位名师集体智慧的结晶。正是他们多年教学和研究经验的沉淀、他们近于苛刻的求索精神、他们夜以继日的努力和坚持，才使本套丛书终于得以问世。

“都言作者痴，谁解其中味！”亲历了他们创作的全过程，我被深深地感动，并郑重地向广大读者推荐这套高品质的教材。是为序。

环球雅思连锁学校校长



# 前 言

长期以来，雅国考试之写作总是处于这样一种状态：一方面，很多海外的学校明确提出 6~7 分的写作要求，因此，对于广大考生而言，写作成绩的好坏直接关系到他们能否如愿以偿；另一方面，考生虽然大量背诵篇章，拼命练习写作，外加分析、总结，但在长期不懈的努力后却收效甚微，有些考生甚至还产生了放弃出国的想法。

“雅思写作，我恨死你了”，这是某位考生在看到成绩单时说出一句话。总成绩达到了院校的录取标准，但写作只得了 5 分，这与学校要求的写作单项不得少于 6 分的标准仅有一分之差，却需要再等上一年。难道雅思写作真的让国内学子束手无策吗？

## 对考生的分析

在众多水平不同的考生中，一般存在如下 3 种问题：

(1) 很多考生从未写过大篇幅的英语作文，因此对于议论文、图表写作或书信写作的基本结构、常用语言、场景词汇知之甚少。笔者建议这类考生先仔细阅读本书的第 5 章“遣词造句”部分，首先把握住最有效的句型和使用词汇的规则，夯实备考的基础。

(2) 还有的考生有一定的遣词造句能力，但是不知道如何在文章中有效地使用词句。除此以外，还缺少谋篇布局的知识。建议这类考生重点阅读本书的第 1、3、4、6 章。通过学习，相信考生一定能够对以往的词、句知识有新的认识，并且积累更多的有效句型及高分词汇。

(3) 对于水平较高的学生而言，尽管不存在上述问题，可以正确地使用不同句型，也知道如何谋篇布局，但由于不了解雅思考试的出题原则以及缺少备考经验，在考试失利后会觉得很冤枉。常常听到考生这样抱怨：

考生甲：我写得挺好，题目也是曾经见过的，怎么才得这么点儿分？

究其原因，是审题上出现了问题。

考生乙：题目不难，就是没写完。考试的时间怎么这么少？

究其原因，是考前的准备不够充分，没有进行一定数量的练习及缺乏对固定作文模式的应用。

因此，对于高水平学员，笔者建议一定仔细研究本书的第 1、2 章。这样的话成功近在咫尺！

## 本书的几大特点

本书的内容为原创，其中包括了作者对于应试作文的全面剖析以及适应我国考生情况的写作解决方案，更包括了大量实用、新颖的句型和词汇。

### ● 全新的应试写作技巧——四为论

简而言之，组合式作文就是以“题目为重心，逻辑为纲要，词汇为亮点，句型为基础”的“四为论”。这也正是雅思作文的评分标准所在。根据这样的方法学习写作不仅能够有的放矢，更可以事半功倍。考生在一个月内攻克雅思作文是完全可以实现的。

### ● 高分的关键——审题

“题目要看清楚，否则答案看起来再有道理也是错误的。”

笔者认为审题是能力，考生花一定的时间了解题目特征和审题技巧，并进行一定数量的练习是绝对值得的。千万不要等到“蓦然回首，那题却在灯火阑珊处”。

### ● 独特的视角——万用角度和思路

写作时，绝大多数考生都有这样的困扰，即不知如何论述一个问题，如何打开一个话题以及如何丰富一个话题。这些都与缺少写作角度以及思路有关。作者结合雅思考试的思路以及西方人思考问题的方式，选取了几个具有代表性的“万用角度与思路”，帮助考生突破这一难关。

更重要的意义在于，因为考试时间很有限，考生如果在寻找思路方面花费太多时间，是非常不值得的。因此，万用思路的提出有利于考生在最短的时间内程序化地找到论述角度，再结合论证方法，写出内容充实、逻辑清晰的好文章。

### ● 高分的要素——高效句型和亮点词汇

为了实现“四为论”，本书在第 3、4、5 章分别通过大量的实例帮助考生在最短的时间内获得组合式作文的素材和内容。建议广大考生对于书中所列出的例句和重要句型进行反复练习，认真分析，真正做到举一反三、灵活运用。

## 笔者的心里话

本书整理了笔者从事雅思教学工作的研究讲义，经过了众多雅思考生及英语教学专家的检验，取得了良好的效果。现应广大同学要求，整理成书。全书分为 8 章，全面分析了雅思的写作特点，最大程度地为考生提供了实用的写作素材和参考范文，并新增了笔者对于真题的最新研究成果。

考生切记：对于写作题目，不论你是写过，还是没有写过，都不重要，重要的是一定要弄清楚这本书中所讲授的灵魂——测试作文的组合。不论对于雅思考试还是其他的国外考试，亦或是国内英语考试，本书所讲的技巧都是适用的。只有真正把本书的每一句讲解、每一个例句记住，每一篇例文吃透，才能做到融会贯通。在遇到下一个写作题目时，就不会内心一片茫然，而是胸有成竹，一切都在预料之中了。

我相信，读者只要懂得如何使用此书，掌握本书的要旨，并踏实地付出努力，必将在雅思考试中胜出，实现自己的人生理想！

颜 炜  
2006 年 6 月

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# 第1章 总 述

## 第1节 雅思写作介绍

### 1. 考试要求及分类

#### (1) 考试分类

移民类考试	General Training	(包括: Task1 书信写作 & Task2 议论文)
学术类考试	Academic	(包括: Task1 图表写作 & Task2 议论文)
书信写作	投诉信、感谢信、询问信、致歉信、说明信、求职信	
图表写作	曲线图、柱形图、条形图、饼形图、表格、流程图、地图	
议论文	分析及建议、观点及原因、优点及缺点	

#### (2) 考题要求

在总共1个小时内,完成两篇任务式作文。具体字数要求如下:

Task 1	推荐 20 分钟内	要求字数必须为 150 字以上
Task 2	推荐 40 分钟内	要求字数必须为 250 字以上

#### (3) 评分系统

$\text{Task1 (满分 9)} \times 1/3 + \text{Task2 (满分 9)} \times 2/3 = \text{总分 (超过 0.5 进 1; 无半分)}$

例: 甲同学得分情况 (Task1: 5 分; Task2: 6 分) = 6 分

乙同学得分情况 (Task1: 6 分; Task2: 5 分) = 5 分

#### ★ 重点提示

建议考生在考试中先写第二篇,再写第一篇。此外,时间的把握也是极其重要的。很多考生就是因为没有控制好时间,才与高分失之交臂。最后,在考场上一定要听清考官的指令。当听到“Stop!”的时候一定要停笔,否则将会受到扣分甚至取消考试资格的惩罚。

### 2. 问题范例及回答

#### (1) 书信写作 (G 类)

*You borrowed some books from your school or college library. Unfortunately, you*

*have to go away to visit a sick relative and cannot return the books in time.*

*Write a letter to the library. Explain what has happened and tell them what you want to do about it.*

*You should write at least 150 words. You do **NOT** need to write your own address. Begin your letter as follows:*

Dear Sir or Madam,

I am writing to you to say apology and explain why I have been unable to return the books I borrowed on schedule, which would be due yesterday.

Actually, just after taking all of the books out 3 weeks ago, I received an urgent phone call from the hospital my grandpa was in. They informed me about the deterioration of my grandpa's health and required me to take good care of him. I love my grandpa, one of my dearest relatives across the world, so deeply, so I did not hesitate to go and look after him immediately. Before I left, I felt I would stay with him about 2 weeks, however, he did not get over until the day before yesterday. When I was back on the road, unfortunately, I was also stuck in the serious traffic accident on the motorway. So I arrived at the campus at 3 o'clock this morning.

Bearing in mind the circumstances or situation I am under, I sincerely expect that you will generously reduce any fines caused and accumulated. Additionally, sincerely appreciate of any of your work done for me.

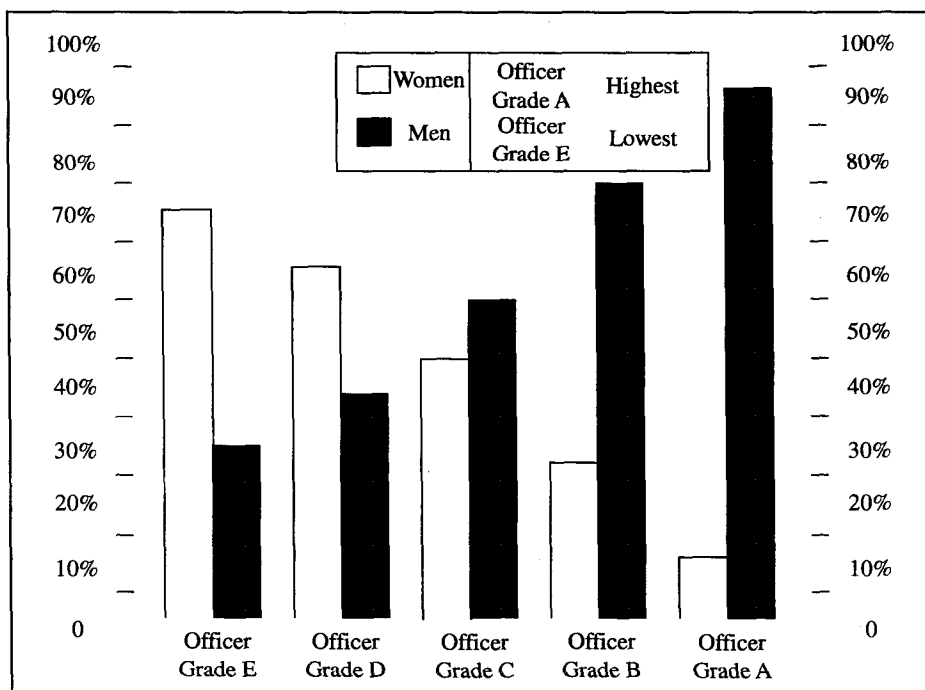
Yours faithfully,

## (2) 图表写作 (A 类)

*The graph shows the percentage of men and women employed in executive positions in ACME Oil Company from July 1993 to June 1994.*

*Write a report for a university lecturer describing the information shown in the graph.*

The column diagram compares the percentages of the male and the female executives at all grades of the ACME Oil Company for 12 months to June 1994.



Approximately 72% of workers in the lowest executive positions of Officer Grade E are women. This is the highest percentage of women in any executive job category in the ACME Oil Company. In contrast, the lowest proportion of men is found in this category. As the executive position increases to a higher Officer Grade, the percentage of women decreases and the percentage of men increases. This trend continues throughout the graph. The least difference between the percentage of men and women found in a job category exists in the category of Officer Grade C, which is a middle executive position. Here women represent 45% and men represent 55% of workers in this category.

In the highest executive position of Officer Grade A, women represent only about 8% of workers. This stands in marked contrast to the 92% of men represented in this job category.

In conclusion, men occupy a greater percentage of high executive positions in the ACME Oil Company. In fact, the higher the executive position, the higher the percentage of men represented in the category. In comparison, women's representation is inversely proportional to the men's so that the higher the executive job category, the lower the percentage of women to be found.

### (3) 议论文

*You should spend about 40 minutes on this task, and present a written argument or*

*case to an educated reader with no specialist knowledge of the following topic.*

*In many countries, children are engaged in some kind of paid work. Some people regard this as completely wrong, while others consider it as valuable work experience, important for learning and taking responsibility.*

*You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence. You should write at least 250 words.*

The issue of children doing paid work is a complex and sensitive one. It is difficult to say who has the right to judge whether children working is “wrong” or “valuable”. Opinions will also differ as to “learning” benefits: no doubt teachers and factory owners, for example, would have varying concerns.

An important consideration is the kind of work undertaken. Young children doing arduous and repetitive tasks on a factory production line, for example, are less likely to be “learning” than older children helping in an old people’s home. There are health and safety issues to be considered as well. It is an unfortunate fact that many employers may prefer to use the services of children simply to save money by paying them less than adults and it is this type of exploitation that should be discouraged.

However, in many countries, children work because their families need the additional income, no matter how small. This was certainly the case in the past in many industrialized countries, and it is very difficult to judge that it is wrong for children today to contribute to the family income in this way.

Nevertheless, in better economic circumstances, few parents would choose to send their children out to full-time paid work. If learning responsibilities and work experience are considered to be important, then children can acquire these by having light, part-time jobs or even doing tasks such as helping their parents around the family home, which are unpaid, but undoubtedly of value in children’s development.

## 第2节 雅思写作要求及评分变化

下图展示了“旧评分标准”与“新评分标准”之间的关系。改变的关键是考试更倾向于对考生实际的英语水平以及能力进行评测。以下评分标准仅讨论了 Task 2。

旧评分标准	新评分标准
Arguments, Ideas and Evidence	Task Response
Communicative Quality	Coherence and Cohesion
Vocabulary and Sentence Structure	Lexical Resource
	Grammatical Range and Accuracy

旧评分标准共分 3 项, 即论点论据以及论证, 表达质量和词汇句型结构。而新评分系统分 4 项: 回答问题、连贯性及一致性、词汇量和文法的范围及准确性。阅卷人将针对考生的文章, 依据每一个标准评分。4 个标准在评分当中具有同等重要的地位。

为了方便考生更清楚地了解评分细则, 下面的表格展示了细化后的评分标准。其中, 每个单项均有 0~9 分的对应标准。

Band	Task Response	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	<ul style="list-style-type: none"> <li>fully addresses all parts of the task</li> <li>presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas</li> </ul>	<ul style="list-style-type: none"> <li>uses cohesion in such a way that it attracts no attention</li> <li>skillfully manages paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as "slips"</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as "slips"</li> </ul>
8	<ul style="list-style-type: none"> <li>sufficiently addresses all parts of the task</li> <li>presents a well developed response to the question with relevant, extended and supported ideas</li> </ul>	<ul style="list-style-type: none"> <li>sequences information and ideas logically</li> <li>manages all aspects of cohesion well</li> <li>uses paragraphing sufficiently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary fluently and flexibly to convey precise meanings</li> <li>skillfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation</li> <li>produces rare errors in spelling and / or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures</li> <li>the majority of sentences and error-free</li> <li>makes only very occasional errors or inappropriacies</li> </ul>

7	<ul style="list-style-type: none"> <li>■ addresses all parts of the task</li> <li>■ presents a clear position throughout the response</li> <li>■ presents, extends and supports main ideas, but there may be a tendency to over-generalise and / or supporting ideas may lack focus</li> </ul>	<ul style="list-style-type: none"> <li>■ logically organizes information and ideas; there is clear progression throughout</li> <li>■ uses a range of cohesive devices appropriately although there may be some under- / over-use</li> <li>■ presents a clear central topic within each paragraph</li> </ul>	<ul style="list-style-type: none"> <li>■ uses a sufficient range of vocabulary to allow some flexibility and precision</li> <li>■ uses less common lexical items with some awareness of style and collocation</li> <li>■ may produce occasional errors in word choice, spelling and / or word formation</li> </ul>	<ul style="list-style-type: none"> <li>■ uses a variety of complex structures</li> <li>■ produces frequent error-free sentences</li> <li>■ has good control of grammar and punctuation but may make a few errors</li> </ul>
6	<ul style="list-style-type: none"> <li>■ addresses all parts of the task although some parts may be more fully covered than others</li> <li>■ presents a relevant position although the conclusions may become unclear or repetitive</li> <li>■ presents relevant main ideas but some may be inadequately developed / unclear</li> </ul>	<ul style="list-style-type: none"> <li>■ arranges information and ideas coherently and there is a clear overall progression</li> <li>■ uses cohesive devices effectively, but cohesion within and / or between sentences may be faulty or mechanical</li> <li>■ may not always use referencing clearly or appropriately</li> <li>■ uses paragraphing, but not always logically</li> </ul>	<ul style="list-style-type: none"> <li>■ uses an adequate range of vocabulary for the task</li> <li>■ attempts to use less common vocabulary but with some inaccuracy</li> <li>■ makes some errors in spelling and / or word formation, but they do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>■ uses a mix of simple and complex sentence forms</li> <li>■ makes some errors in grammar and punctuation but they rarely reduce communication</li> </ul>
5	<ul style="list-style-type: none"> <li>■ addresses the task only partially; the format may be inappropriate in places</li> <li>■ expresses a position but the development is not always clear and there may be no conclusion drawn</li> </ul>	<ul style="list-style-type: none"> <li>■ presents information with some organization but there may be a lack of overall progression</li> <li>■ makes inadequate, inaccurate or over-use of cohesive devices</li> </ul>		

	<ul style="list-style-type: none"> <li>■ presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail</li> </ul>	<ul style="list-style-type: none"> <li>■ may be repetitive because of lack of referencing and substitution</li> <li>■ may not write in paragraphs, or paragraphing may be inadequate</li> </ul>		
4	<ul style="list-style-type: none"> <li>■ responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate</li> <li>■ presents a position but this is unclear</li> <li>■ presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported</li> </ul>	<ul style="list-style-type: none"> <li>■ presents information and ideas but these are not arranged coherently and there is no clear progression in the response</li> <li>■ uses some basic cohesive devices but these may be inaccurate or repetitive</li> <li>■ may not write in paragraphs or their use may be confusing</li> </ul>	<ul style="list-style-type: none"> <li>■ uses only basic vocabulary which may be inappropriate for the task</li> <li>■ has limited control of word formation and / or spelling; errors may cause strain for the reader</li> </ul>	<ul style="list-style-type: none"> <li>■ uses only a very limited range of structures with only rare use of subordinate clauses</li> <li>■ some structures are accurate but errors predominant, and punctuation is often faulty</li> </ul>
3	<ul style="list-style-type: none"> <li>■ does not adequately address any part of the task</li> <li>■ does not express a clear position</li> <li>■ presents few ideas, which are largely undeveloped or irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>■ does not organize ideas logically</li> <li>■ may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas</li> </ul>	<ul style="list-style-type: none"> <li>■ uses only a very limited range of words and expressions with very limited control of word formation and / or spelling</li> <li>■ errors may severely distort the message</li> </ul>	<ul style="list-style-type: none"> <li>■ attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning</li> </ul>
2	<ul style="list-style-type: none"> <li>■ barely responds to the task</li> <li>■ does not express a position</li> <li>■ may attempt to present one or two ideas but there is no development</li> </ul>	<ul style="list-style-type: none"> <li>■ has very little control of organizational features</li> </ul>	<ul style="list-style-type: none"> <li>■ uses an extremely limited range of vocabulary; essentially no control of word formation and / or spelling</li> </ul>	<ul style="list-style-type: none"> <li>■ cannot use sentence forms except in memorized phrases</li> </ul>
1	<ul style="list-style-type: none"> <li>■ answer is completely unrelated to the task</li> </ul>	<ul style="list-style-type: none"> <li>■ fails to communicate any message</li> </ul>	<ul style="list-style-type: none"> <li>■ can only use a few isolated words</li> </ul>	<ul style="list-style-type: none"> <li>■ cannot use sentence forms at all</li> </ul>



0	<ul style="list-style-type: none"> <li>■ does not attend</li> <li>■ does not attempt the task in any way</li> <li>■ writes a totally memorized response</li> </ul>
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随着新标准的制定，雅思 Task 2 的写作难点由原来的对结构和思路的依赖，转变到了对题目的把握以及对句子、词汇的使用上来。对于考生，特别是较少练习作文的中国考生而言，难度确实有所增加。从另一方面来看，准备的重点也变为对审题、遣词和造句的练习。

## 第 3 节 什么是组合式作文

### 1. 组合式作文的前提

对于中国考生而言，在英文写作方面，特别是应试写作方面有很多问题。总结起来有这样的几个“缺少”：

- 1) 缺少对于英文作文的基本了解。很多考生甚至在考试前没有写过一篇完整的英文文章，或是完全自由地写作 (free writing)，没有达到学术写作的要求。
- 2) 缺少对于语言逻辑的认识。写作的特点在于语言的严谨、思路的条理化以及清晰化。一篇具有很强逻辑性的文章能够使读者在阅读的时候感到非常轻松。这也是为什么在大多数的雅思写作 7 分范文的评语中能够出现“论述容易阅读”(The account is easy to follow.) 的原因。
- 3) 缺少丰富、实用的句型积累。由于没有进行专门的准备或从阅读中汲取养分，很多考生所使用的句型过于简单。很多考生甚至连一个正确的复合句或并列句也不会使用。此外，一些考生确实准备了很多句子，但是却不能善加利用。其原因在于不了解这些句型的使用方法，不能活学活用，举一反三。
- 4) 缺少正确、匹配的词汇积累。词汇的使用一直是衡量考生写作水平的标准之一，但是有的考生疏于使用它们，以至于在说到“产生缺点”的时候，仅能用 give short point，而没有使用非常地道的 pose risks。当这些不规范的表达过多时，阅卷考官自然就会判断考生的词汇使用水平为不合格。

由于考试迫在眉睫，而且基于考生的具体情况，很多考生希望在 1 个半月甚至更短的时间内突破写作，于是他们病急乱投医，使用了很多不佳的解决方法。根据笔者的总结，常见的有以下几种：

- 1) 背诵若干篇与以往考试有关的范文，在考试中直接进行誊写。
- 2) 准备一些范文中的长难句，在考试中将自己写的句子与长难句进行结合。
- 3) 将一些范文的段落按照一定的顺序进行组装，形成新的文章。

无论使用上述方法中的哪一种都无异于作茧自缚。因为考试的阅卷人全部都是具有丰