

IELTS

雅思写作

基础版

胡 敏 主 编
徐卡嘉 郑庆利 编 著



高等教育出版社
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胡 敏 简介

胡敏教授，新航道国际教育集团总裁、北京新航道学校校长，留英学者。曾任国际关系学院英语系副主任、硕士生导师，原新东方总裁兼校长。2004年创办北京新航道学校。作为中国英语培训领军人物，胡敏教授不仅是中国雅思培训产业化的开创者和领路人，同时，还成功打造了“中国雅思梦之队”。因此，他被媒体尊称为“中国雅思之父”，学生们亲切地称他为“胡雅思”。他曾多次应邀赴英联邦国家、日本、韩国等世界知名大学和国际语言培训机构进行访问和讲学。其在英语培训业内率先开发大量拥有自主知识产权的培训教材及专著逾百部，培训学员逾百万人次；由其开创的雅思、四六级、考研等英语培训理念及教学模式在全国得到广泛应用。

1998年荣获北京市第五届哲学社会科学优秀成果二等奖；2005年9月荣获教育部中国成人教育协会和陈香梅教科文奖办公室联合颁发的“中国民办教育创新与发展论坛暨陈香梅教科文奖表彰活动特殊贡献奖”；2006年荣获“北京教育特别人物奖”；2006年至2007年，由他领导的北京新航道学校分别荣获“中国民办教育创新与发展贡献奖”及“品牌中国金谱奖——中国教育行业年度十佳品牌”等多项殊荣。

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导 读

《雅思写作》(基础版)是“新航道学校雅思系列丛书”之一,是专为广大雅思学员编写的基础写作教材。

英文写作向来是中国学生较为头疼的部分,许多人反映背过多篇网络流传的范文,但实际收效甚微,其中除了语法和词汇上的问题,更多的学生抱怨面对作文题目毫无头绪,空有满腹例句,但不知如何排列,因而无从下笔。显然,他们面临的不仅是“写不好”,更是“不会写”。在编写本书的过程中,作者曾对大量学生进行访谈,发现其中很多人没有养成良好的写作习惯,写作流程极不科学,写作技能有所缺失。

针对学生中普遍存在的问题,本书在设计上面向雅思成绩在7分及以下的学生提供以下帮助:

1. 强化科学的写作流程:

从审题到构思、到拟提纲,直至最后检查全文,详细分解每一步过程,手把手解决学生关于作文“怎么写”、“从何开始”以及每一步要“干什么”的疑问。

2. 进行针对性技能训练:

雅思写作考试的技能导向是极为明显的,两篇作文,分别考查了不同的写作技能,例如描写数据、分析对比、提出观点、证明观点等等,因此,经详细分析官方范文、考官评语及官方评分说明,编者将雅思写作测试所考查的技能按难度分为三级,由浅入深,循序渐进,带领学生步步向前。

3. 场景话题贯穿全书:

本书以技能训练为核心,辅以大量课堂及课后练习,并通过场景和话题将全部课程串联起来,力求使学生通过对本书的学习,能做到对各类作文题目(如家庭类、环保类等)有话可说、有理可论,使学生在轻松有趣的场景中了解雅思写作考点并迈向高分。

本书既可以充当教学用书,同时也是一本很好的自学读物。全书共分为两大部分:课本与练习册。课本既包含技能讲解,也含有课堂练习,而练习册可作为课后的补充和提高。二者均以单元为单位,共计18个单元。其中1-3单元为第一级,4-7单元为第二级,8-18单元为第三级。

课本各单元结构如下:

1. 课前热身。

这一部分通常是一些供学生思索讨论的小问题,或是一篇学生习作,其目的在于激活学生的背景知识,引起学生兴趣,或引入该单元教学内容。

2. 单元重点。

这一部分是单元的主体,又分为两大部分——技能知识点与课堂练习/活动。其中技能知识点是本单元学生应该掌握的部分,而课堂练习/活动正是为帮助学生快速掌握、消化课堂内容而设计。在一个单元内,技能知识点与课堂练习/活动将交替出现,使课堂节奏张弛有度,学习效率得以提高。

本书使用的练习及课堂活动形式灵活多样，在保证效果的基础上强调了趣味性，力求调动学生的积极性、主动性，轻松从容备考雅思。除了生动有趣的课堂活动，如造句竞赛、纸牌答题等，以及对技能知识的专项练习，如遣词造句、逻辑衔接等，还有大量仿真作文题供考生演练，真正做到“知己知彼，百战不殆”。

本书突破传统的写作教学方法，从句子开始，从构思开始，逐一击破学生写作过程中的难点，提出了写作学习的全新思路。根据本书的特点和结构，我们建议采用以下方式进行学习：

★热身：请学生根据单元背景以及自身知识回答课本上的问题，为各单元主要内容做准备。有条件的学生可自发组织辩论会等活动，就某一题目各抒己见，进而做到对该类题目心中有数。

★学习技能知识点，认真阅读对该知识点的介绍。

★做练习题，加深对该知识点的印象。

★完成练习册题目，进一步巩固和提高。

古人云：“授人以鱼不如授人以渔。”通过对本书的学习，您将抛开对例句范文的死记硬背，充满自信地使用学习到的各种写作技能，按照科学的写作流程构筑您的英文作文大厦。

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Textbook



Level One

Unit

1



Campus

Warm up



Discuss with your classmates:

- ☀ Do you still remember your first day on campus?
- ☀ Was there anything special that happened?
- ☀ How long did it take to find your way around?

Unit focus; describing objects



I. Describing objects

Describing is to use words to give account of something, such as an object, a graph, a process, or an event. IELTS tests your ability of description mainly in Task One of writing section. In this unit we will discuss how to describe an object. To make a successful description of an object, you can begin with its outward aspects, such as colour, shape, size, etc., and try to present its most distinctive features.

Useful phrases and sentence patterns to describe an object:

It is ... (triangular, rectangular, square, round, etc.)

It looks like ...

It's red (black, white, etc.)

It's two meters long (wide, tall, etc.)

It's used for ...

EXERCISE 1

Take a look at the pictures or objects that your teacher shows you. Do you know how to describe them?

What shape is it? What's its colour? How big is it? How small is it?
What is it used for?

...

EXERCISE 2

Translate the following sentences into English.

- 1) 图书馆是一栋白色的高楼。
- 2) 图书馆有 8 层。
- 3) 数学系大楼有 50 米高。
- 4) 数学系大楼看起来像一艘帆船。
- 5) 计算机中心共有 200 台计算机。
- 6) 学生可以在计算机中心免费上网吗?

- 7) 我的宿舍是单人间。
- 8) 我宿舍房间的窗帘是紫色的。
- 9) 这张学生卡有什么作用呢?
- 10) 你可以用这张学生卡去图书馆借书, 在计算机中心上网, 还可以去健身中心健身。

EXERCISE 3

What's the object?

One of the students will be given a picture or a word, which he/she must describe to the whole class without naming it. The other students should try their best to guess what object it is.

II. Organising information

Describing in spatial order

Describing in spatial order means that you arrange the items according to their physical position or relationships. That is to say, paragraphs of spatial order follow geographical direction or move from one place to another.

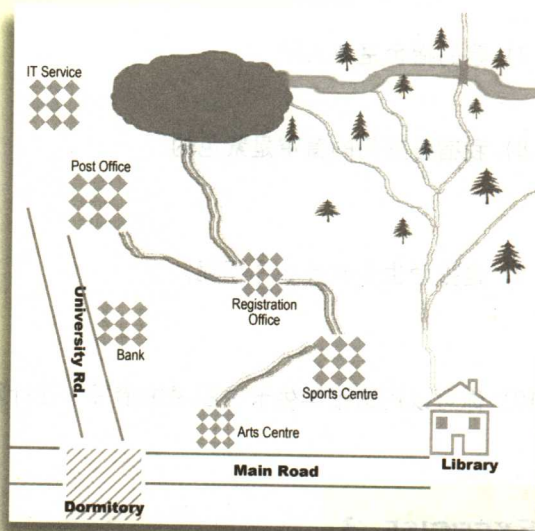
Here are some of the prepositions used in descriptive writing to signal spatial relationships. Can you think of any others?

above	below	beside
nearby	beyond	inside
outside		

EXERCISE 4

Read the following paragraph about Tim and his girlfriend. Do you understand what happened? Draw out the route Tim took.

Tim is going to date his girlfriend Alice this evening. He hurries his supper and dashes out of his dormitory. Then he walks along the main road to the east and comes to the college library where he sees the notice for films tonight. Among them, there is a film called *Lord of the Rings*. Tim is very excited, because he has just finished this story online. "But my girlfriend is more important," he says to himself. So he walks on. He goes around the library and heads to the north. There is a path leading to a thick green wood. There is a river through the wood and a small beautiful bridge over the river. He is to meet Alice right there. But when he arrives, she is not there. "Is she wandering by the side of the lake?" He thinks to himself. So he decides to look for her along the path around the lake which is on the west of the wood. But he does not find her. Just then, his cell-phone rings. "Honey, this is Alice. I'm here waiting for you at the film centre of our library. Come on!"



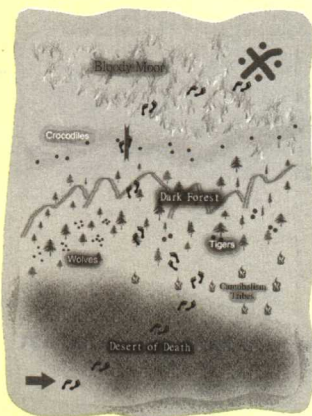
EXERCISE 5

Can you retell the route Tim went through based on what you've drawn? Remember to use words that signal spatial order.

EXERCISE 6

Take a look at the treasure map below.

Part One:



Rearrange the sentences according to the treasure map. Why have you put them in that order?

1. It is hunting time for the tigers. No one could escape from their sharp claws.
2. There is only one way to cross the river — through the tumbledown single log bridge.
3. No one has ever survived the Desert of Death, not even a bird.
4. Once entering the black forest, men lose their way and will never get through.
5. Waiting for their snacks, the crocodiles flow like dead trunks in the river.

6. Gold, diamond, silver coins ... Invaluable treasure is waiting for its master. Come and find it.
You will be the richest man in the world!
7. The wolves are always hungry. They will tear their prey into pieces.
8. Full of poisonous gas and deadly traps, the bloody moor has killed thousands of animals and men who dared to step into it.
9. Anyone caught by the cannibal tribes will be eaten.

Part Two:

Please write down the route you will take to find the treasure.

I will go through the desert.

Part Three:

Work in groups. Come up with your group's treasure-hunting story and be prepared to share it with your classmates. You can use the sentences in Part One, but do not let them restrain your imagination.