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# IELTS WRITING

# 雅思写作真经

刘洪波 主编 曹旻炜 编著

大师讲解 如临课堂

真题汇总、权威点评、技巧讲解、观点论据、高分范文融于一炉  
全面解决写作问题，过关、高分首选用书

中国  广播电视出版社  
CHINA RADIO & TELEVISION PUBLISHING HOUSE

IELTS 写作真题

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## 序

海水朝朝朝朝朝朝落；

浮云长长长长长长消。

在民办英语培训界多年，经过许多潮涨潮落，读过很多教材著作。

想说的事很多，但要认真讲，又不知如何措辞。再一想，往事也不过是浮云海潮，最后只留一笑，心态已老。

单说这套书。在二零零四年我取名为『真经』，表达『真题机经』之意，希望能研发出完全贴近雅思考试真题的听说读写教材。三年后，这个愿望终于实现。相信这套书能真地给您带来帮助。

没有了。

刘洪波

二零零七年九月

## 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质变,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,用其印刷的图书比用普通胶版纸或铜版纸印刷的图书重量轻 $1/3 \sim 1/2$ ,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……*

写作机经早已有之，我教过的学生里很多人都人手一份，在课下津津乐道之际，总矍然仿佛一份在手，雅思无忧。然而不久以后这些熟悉的名字就出现在我的邮箱里，伊人依旧而风采不复，困惑无奈地问：雅思写作，我该怎么办？

这些同学的经历说明：写作的难度在于即便预知考题，也不一定能写出高分作文。原因很简单——写作是“写”出来的。不知论点论据，没有精彩词句，仅仅知道题目又有何用？

这本《雅思写作真经》之所以堪称真经，也正因为此。我在这本书里要告诉你的不仅仅是已经考过了哪些题目、最近在考哪些题目，以及将来可能会考些什么题目——需要了解这些的同学，你应该先看一看旁边的书架另一本叫做《雅思机经大全》的书。但是，如果你需要的已经不仅仅是知道考题，而是更进一步想要知道怎么去写才能得到高分，那么你就必须在阅读《雅思机经大全》的同时仔细研读这本《雅思写作真经》，双剑合璧，才能所向披靡，也就能真正做到“雅思无忧”。

我希望拿到这本书以后，你会从下面两个方面去加以利用：

### 一、写作技巧练习

借助每个真题后面罗列的正反双方观点论据，再加上范文的一些观点，你的考前写作练习就可以跨过观点论据缺乏的门槛，而集中全力在文章的谋篇布局或者段落的论证展开等高级技巧方面。给这些观点论据加以不同的排列组合以及某些衔接过渡后，就能变换出各种不同写法。比如：

1. 用正方或者反方中的一方就可以写出观点倾向相反的两篇“一边倒”型作文；
2. 以一方观点为主，另一方为辅，又可以写出兼顾双方又主次分明的“让步型”作文；
3. 把正反两方相提并论，可以写出双方兼顾的“折中型”作文；
4. 把一方观点作为批判对象，用另一方的观点针对性地去逐一反驳，又可以写出

“驳斥型”作文……

## 二、升级英语表达

本书英文部分的语言经过外籍专业人士润色，非常纯正和地道，所以语言表达上还存有不足的同学就可以用这本书来进行升级语言表达的练习。

具体方法是——比较写作。仔细阅读观点和范文后把书合上，用自己的语句去复述原文。然后打开原文进行对比，你就可以非常明显地发现自己表达上幼稚、浅显和不纯正的地方，并加以改进。

经过以上这两方面的练习，我相信你会有不同凡响的收获。

这本书在编辑、出版的过程中，得到了很多同事、朋友的帮助：无忧雅思网为本书的编写提供了大量写作真题信息，北京海纳领域语言文化传播公司对本书的编辑、出版工作提供了大力支持，于莉老师和她带领的编辑团队、刁玉敏老师带领的发行人员，都为这本书的面世做出了大量具体而琐碎的工作，在此我对你们表示衷心的感谢！

关于本人，我只想说一句：我是一个追求完美的人，所以这是一本用心写成的书。

真诚祝愿大家阅读愉快，考试顺利！

曹叆炜

2007年11月



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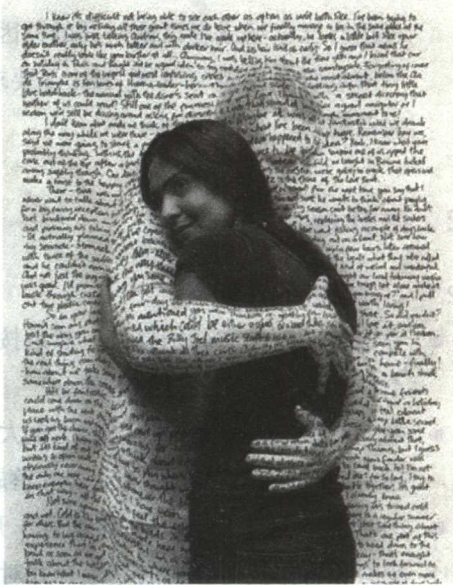
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# 雅思写作高分策略

雅思写作是雅思考试中最重要的一项。查一查大学招生条件，你会发现很多大学除了要求总分 6.5 以上，还特别要求写作单科成绩不低于 6 分。原因很简单，6 分以下的成绩在雅思里意味着不及格、一个好大学是绝不可能招收一位写作能力不合格，将来完成作业和论文都会有问题的学生的。所以雅思写作的高分对申请国外大学将会很有说服力。

雅思写作要得到高分，除了要了解基本考试形式以外，更重要的是研究和熟悉考官的评分标准，然后以这些标准为标尺，通过大量训练强化技能，渐进这些标准的要求，从而带来写作实力的全面提升。



## 1. 考试形式

### ◆ 学术类和移民类写作

雅思写作分为两类：学术类写作——Academic Writing (A 类)，和移民类写作——General Training Writing (G 类)。

#### 1.1 A 类写作

- 针对海外留学的考生。考试时间 60 分钟，包含两个写作任务：two tasks——Writing Task 1 and Writing Task 2，考生要写两篇作文。
- Task 1——第一篇作文，根据题中包含的图表（一个或多个）写出一篇说明文，要求描述图表中的信息。官方建议考生 20 分钟完成，文章篇幅不得低于 150 字。
- Task 2——第二篇作文，根据题中给出的讨论话题写出一篇议论文，要求进行讨论并比较不同观点，表达自己立场或者辩驳对方观点，以及讨论问题的原因并建议相应解决措施。官方建议考生 40 分钟完成，文章篇幅不得低于 250 字。



## 1.2 G 类写作

- 针对海外工作或定居的考生。考试时间 60 分钟，包含两个写作任务：two tasks——Writing Task 1 and Writing Task 2，考生要写两篇作文。
- Task 1——第一篇作文，根据题中设定的场景写出一封书信，并完成题目指定的三个交际任务。官方建议考生 20 分钟完成，文章篇幅不得低于 150 字。
- Task 2——第二篇作文，根据题中给出的讨论话题写出一篇议论文，要求进行讨论，表达自己立场或者讨论问题的原因并建议相应解决措施。行文并不要求鲜明立场和严密逻辑（这是与 A 类 Task 2 要求上最大的不同点）。官方建议考生 40 分钟完成，文章篇幅不得低于 250 字。

## 2. 评分标准

### 2.1 写作总分的计算

- 考官对两篇作文分别打分，然后按比例折算出一个总分，成绩单上只出现总分，而不显示两篇作文各自的得分。
- 第二篇作文在总分中占据的比重大于第一篇作文，所以 Task 1 的写作时间千万不能超出 20 分钟而影响到 Task 2 的答题。
- 2007 年 7 月 1 日开始，雅思写作开始引入半分制，以便更精确地体现考生在语言能力和写作技巧方面的差距，并对语言能力较好的考生进行嘉奖和鼓励。

### 2.2 每篇作文的评分

- 考官依据下列四个标准来评判每篇作文：  
Task Response (for Task 1) / Task Achievement (for Task 2)  
Coherence and Cohesion  
Lexical Resource  
Grammatical Range and Accuracy
- 4 项标准所占比重相当，各占这篇作文总分的 1/4。

### 2.3 高分作文的标准

下面是雅思官方公布的 7 分作文评分标准，从中我们可以知道一篇高分作文在各方面都应该达到的水准：

*The reader finds this a satisfactory essay which generally communicates fluently 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.*

- 更详细的各分数段标准请参照附录：

### IELTS Task 1 Writing Band Descriptors

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>• skilfully 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>• skilfully 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 are 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 organises 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 conclusions drawn</li> <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>presents information with some organisation but there may be a lack of overall progression</li> <li>makes inadequate inaccuracy or overuse of cohesive devices</li> <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>	<ul style="list-style-type: none"> <li>uses a limited range of vocabulary, but this is minimally adequate for the task</li> <li>may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a limited range of structures</li> <li>attempts complex sentences but these tend to be less accurate than simple sentences</li> <li>may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader</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 used repetitively or 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 predominate, 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 organise 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 organisational 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 memorised 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 memorised response</li> </ul>			





IELTS Task 2 Writing Band Descriptors

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>skilfully 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>skilfully 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 are 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 organises 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 conclusions drawn</li> <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>presents information with some organisation but there may be a lack of overall progression</li> <li>makes inadequate inaccuracy or overuse of cohesive devices</li> <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>	<ul style="list-style-type: none"> <li>uses a limited range of vocabulary, but this is minimally adequate for the task</li> <li>may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a limited range of structures</li> <li>attempts complex sentences but these tend to be less accurate than simple sentences</li> <li>may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader</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 used repetitively or 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 predominate, 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 organise 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 organisational 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 memorised 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 memorised response</li> </ul>			

### 3. 考查技能

#### 3.1 A类 Task 1

考查考生准确选择以及清晰描述图表中关键信息的能力，包括：

- 对图表信息进行区分和筛选，突出重点信息并兼顾一般；
- 对图表信息进行合理组织，描述信息逻辑清晰条理分明；
- 准确运用语言对信息进行描述，并体现一定的词汇量和句法的多样性；





- 掌握和运用学术写作文体 (academic writing style), 描述信息的语言规范得体。

### 3.2 A/G 类 Task 2

考查考生展开论述以及运用论据和事例论证观点的能力, 包括:

- 根据题目要求展开论述, 观点论据切合题意;
- 对文中所举的观点充分展开, 进行充足的论证;
- 合理分层分段, 论述展开条理清晰, 观点与论据之间衔接紧密;
- 准确运用语言进行论述; 并体现一定的词汇量和句法的多样性;
- 运用半正式文体进行写作 (semi-formal writing style), 论证中使用的语言规范得体。

### 3.3 G 类 Task 1

考查考生根据题目设定场景、以书信方式展开交流、并按照题目要求完成指定交际任务的能力, 包括:

- 根据题目设定的场景和收信人确定书信写作中运用的文体和语言 (正式、半正式、非正式);
- 按照英文书信惯例进行写作, 包括如何依次展现信息, 如何开头和结尾, 以及书信的格式要求;
- 信息的连贯与衔接;
- 语言的准确与得体。

## 4. 写作实力提升

### 4.1 词汇

雅思高分作文对用词的要求是: 词汇丰富, 运用灵活、准确而得体。

要达到这些要求, 可以从以下三方面入手:

首先, 要扩大单词量。除了记忆单词手册, 还要注意多读高分范文, 并对其中的语言进行分析和体会, 比较高分范文与自己在运用单词上存在的差异, 这样就可以很明显地感觉到自己在单词运用上存在的差距。比如, 当表达“不可缺少的”时, 一般考生会首选 *necessary* 这个词, 而高分作文中用的往往是 *inalienable, indispensable* 等词。

其次, 必须大量积累同义词。同义词的交替使用能展现考生的单词量, 并可以避免单词大量的重复运用使考官觉得考生单词贫乏的情况。比如, 一般考生在文章中多次说到“重要的”这一含义时, 会重复运用 *important* 这个词, 而高分作文的做法却往往是 *significant, essential, crucial, central, vital, of utmost importance* 等单词和短语的交替使用。这在英文写作中叫做 *Elegant Variation*, 是一篇优秀作文中非常重要的一点。