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北大 IELTS 雅思

周计划之写

WRITING WEEK BY WEEK



北大雅思

周计划之写

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前言

从一个真实的故事讲起，里面的道理正是学好雅思的关键：

20世纪初，在美国，一个名叫艾维李的人给当时伯利恒钢铁公司（Bethlehem Steel Company）的创始人施瓦布先生（Charles Schwab）写了一封信，信中说：“施瓦布先生，我现在向您推荐一种绝佳的时间管理方法，请您试用三个月，然后按照您的估价给我寄回一张支票，如果您认为一文不值，那也就不需要给我寄回任何东西了。”

三个月后，艾维李收到了施瓦布先生寄来的一张25000美元的支票。

故事讲到这里，你肯定会问，这是一封怎样的信能轻而易举地得到一张在当时价值不菲的25000美元的支票呢？其实很简单，艾维李在信中仅仅为施瓦布先生写了这样四句话：

第一句：每天列出一张数目为十项左右的待办事项清单；

第二句：按照优先度给这十项任务排出先后顺序；

第三句：每天从第一项开始依次完成；

第四句：万一没有全部完成，也不要紧，因为你至少完成了当天最重要的事情，其余的事情留给明天做也无妨。

故事的主人公之一就是被后人尊称为效率大师和“世界公共关系之父”的艾维李先生，另一个主人公施瓦布先生是美国伯利恒钢铁公司的创始人，也正是因为这位聪明的老板及时地接受了艾维李加强时间管理的建议并坚持下去，才使得当时已经危机四伏的伯利恒钢铁公司能够迅速摆脱危机，并在五年之后一跃成为当时全美最大的私营钢铁企业集团。

这个故事就是管理学界著名的“价值25000美元的时间管理法”。

“时间管理”，也叫艾维李效率法，这是艾维李对提高工作和学习效率最重要的贡献。艾维李认为，每个人要想事业成功，首先要有计划，计划可能是日计划、周计划、月计划、季计划、年计划，或者更长。但他认为，在所有的计划中，“周计划”是最高效、最重要的时间管理方法。

“周计划”，也正是本套教材——《北大雅思》的突出特点之一：

本套教材特点之一：周计划

《北大雅思》全套教材包括听、说、读、写共四个分册。参与编写本套教材网上课程的加拿大专家团队刻意采用“每周”作为安排学习内容的时间单位，把同学们备考雅思需要练习的全部题型和需要掌握的内容，统一量化在以“每周”为单位的时间单元里，以此强化大家的

“时间管理”意识，保证学习效率。

我们有理由相信，怀有美好梦想的你也一定能像本套教材设计的那样，严格做好自己的“时间管理”，在你拥有本套教材的3—5个月之后（本套教材的设计学习周期为20周），你也会像故事里的主人公一样收到一份厚礼，但那不是一张支票，而是一份优异的雅思成绩单。

特点之二：让备考变得更轻松

长期以来，大班、小班、VIP班、技巧班、一对一辅导，再加上各种形式的雅思书、练习册，基本构成了广大雅思备考者的学习常态。

我们不能否认这些传统的方式是获取高分的有效途径之一，但同时也不能忽视由此给现代人带来的诸多问题：高昂的培训费用、严重的交通拥堵带来的舟车劳顿、枯燥无味填鸭式的教学、严重雷同的学习内容，应试能力之外的实际语言能力提升有限……。

把学习变得轻松，把费用降得更低，把效率提得更高，把内容与实际更接近，这无疑是广大同学的企盼。《北大雅思》全面采用西方英语国家的教育理念，从内容安排、教材形式和学习方法等各方面，全方位营造轻松的学习氛围，将给你带来看得见的改变：

内容安排：由浅入深，循序渐进。按照雅思考试的命题要求和题型方式，由浅入深地展开学习内容，避免直接接触海量的练习题或者真题，减少对雅思的恐惧感和神秘感。

教材形式：书本教材+网络课程+高手答疑+及时评估，构成典型的“立体化”教材学习模式。

学习方法：多维互动，反复训练，及时评估。本套书对应的网络课程由加拿大专家团队编写，从学习内容到学习方法完全采用西方教育理念，完美利用现代电脑技术，构建功能强大的网上网下训练平台，多维互动，反复练习，及时评测，重复性的学习效果为任何面授课堂所不能企及。正如北京大学外国语学院继续教育特聘英语教师刘强老师评价的那样：

1. 内容丰富和功能强大的网络课程与纸质图书配套，制造全方位、立体化的轻松学习场景。
2. 练习题在针对雅思题型的同时，又强调了从词到句再到篇章的自然语言习得规律，这让学习者不仅能够轻松应对考试，同时能够大大地提升英语的实际应用能力，与众多单纯提高应试技巧的图书相比，本套教材能使学习者一举两得。
3. 听、说、读、写分册讲解，针对每一项语言技能的提升进行精讲精练，对所有内容都随正文配备细致的应答策略及技巧讲解。

特点之三：“应考”和“应用”并重

应试教育，这是举世公认的中国教育的显著特色之一，随着出国热持续升温，这种以应试为目的的教育方式在雅思考试中也发挥到了极致。高分低能，这是中国应试教育下的人才状态，我们经常能够听到国外大学的教授对一些中国学生学习能力的质疑。

毫无疑问，学生需要“高分”，但大学和社会更需要“高能”的“高分”。《北大雅思》从

内容设置到学习方式，全面体现了在加强高分训练的同时，更注重了学习者语言能力的训练，做到了“应考”和“应用”并重，“高分”和“高能”并重，学习本套教材的学生不仅仅能够取得高分，也能更容易融入国外大学的学习，更容易融入西方社会。

本套教材中国编写团队的书稿统筹人侯松岩老师（侯松岩老师曾担任吉林大学英语系讲师，在英国学习生活3年，长期担任英国Open University中国首席代表），不仅参与了本套纸质教材编写的全过程，并亲身学习了网上课程。结合自己在英国的求学经历和在中国的教研经验，她的体会是本套教材不仅仅是在训练学生如何应对雅思考试，更主要的是在训练学生如何应对英语，尤其对新近投入雅思备考的同学们，本套教材在传递如下信息：

第一，合理应对，雅思并不可怕。相对其他雅思图书，本套教材避免了直接进入标准难度的习题或真题题海，而是由浅入深，循序渐进，书本教材和网上课程立体互动，在轻松的场景中高效学习，有效地减轻备考者的心理压力和对雅思的畏惧心理。

第二，了解西方文化。学习本书的过程也是学习西方文化的过程。比如在口语的训练中，教材除了告诉你应该怎样去应考，怎样掌握必备的口语技能和更多的表达方式，同时还告诉你在西方国家什么样的话题可以谈论，什么样的话题是禁忌话题，这对同学们日后在真正的西方环境中的生活和学习意义重大。

第三，如何适应国外大学的学习。比如，在阅读课中，课文会告诉你在西方高等教育中，阅读的类型主要有哪些，面对不同类型的阅读文章，如何用不同的方法去读，了解了这些阅读的方法，将有利于你在未来的大学课程学习中能够轻松应对海量的阅读任务；再比如，在写作课中，课文全面地介绍了任务一和任务二，任务一虽然是个说明文，但是明确告诉你什么是柱状图、什么是饼图等，由此入手，逐渐掌握英文说明文的写作方法。

特点之四：边学边测

“自我评估法”是一个可以及时检验同学们阶段性或总结性学习效果的自我评估方法。该方法基于雅思评分标准和加拿大大学一年级英语课程评分标准而设定，融实际应用与应试要点为一体，科学合理，成熟稳定。结合本套教材“周计划”的特点，本测评要求同学们依据自己的学习进度，以周课程任务的完成为评测单位，及时评测。本方法在学习过程中的持续使用，能够帮助学习者始终走在正确的备考道路上，有的放矢，一步一步走向成功。

感谢的话语

经过中国编写团队一年多的努力工作，《北大雅思》终于呈现在了广大读者面前，我们真诚地感谢参与教材编写的各位老师，是他们用高度负责的学术精神和辛勤的劳动付出才出色地完成了这套大家寄予厚望的优秀教材。

我们首先要感谢本套教材总主编、北京大学外国语学院刘树森教授，刘教授审读教材，首肯本套教材的内容、形式、理念都具有独到的新意和先进性，他认为本套教材将给中国学生的

英语学习带来实实在在的帮助。我们还要感谢教育部职业教育英语教育委员会秘书长、北京信息科技大学国际交流学院院长牛健教授，牛教授最早接触本套教材，对教材的立体化呈现形式给予了高度评价，他认为，“立体化”学习和“立体化”教学将是中国也是世界未来英语教与学的发展趋势。我们尤其要感谢教材稿件的总统筹人、加拿大AOSA教育集团中国首席代表侯松岩老师，正是侯老师严谨负责的学术态度及其优秀的英文素养，保证了教材的高质量完成。我们还要感谢北京大学外国语学院继续教育特聘英文教师刘强老师、北京大学出版社的李颖老师和刘爽老师，是他们在教材编辑过程中始终如一地秉承严谨认真质量至上的工作态度，对教材进行了严格把关。我们也要感谢教材编写之际正在加拿大做访问学者的南京审计学院的贺宁杉副教授，贺教授深入研究了本套教材的教育理念和教育方法，并实地考察了正在加拿大学习的国际学生ESL课程的实际学习效果，结合自己在国内雅思教学中的体会，用英文撰写了具有较高学术价值的专题论文，该论文对ESL课程如何帮助提升中国学生英文水平进行了深入的研究。我们同时还要感谢教材编写助理郭世楠老师、对外经济贸易大学的雅思口语和听力讲师冯建国老师、来自于英国华威大学（University of Warwick）的范璐老师、正在加拿大维多利亚大学就读的刘鑫磊同学等，他们都以不同的形式为教材的编写提供了帮助，做出了贡献，在此一并致谢。

北京大学出版社的领导们对本套教材的出版也给予了大力的支持和帮助，我们在此也一并致以最诚挚的感谢。

最后，我们也真诚欢迎并虚心接受广大同学踊跃指出教材中难免的错误和不足，我们会在未来的修订中加以改正。

现在，让我们开始吧！

周国桢

二〇一六年元月 北京

To Our Dear English Language Learners

We encourage you on your path to English fluency. This book is created to help you advance your ability in reading, writing and speaking English. Although learning a language is a lot of work, it also can be an exciting adventure. Your future life opportunities will grow because you are now developing strong English skills.

There are four important aspects to English language study: reading, writing, speaking, and listening.

Reading

When learning to read another language it is important to spend time developing basic skills. Learning about grammar and sentence construction may be time consuming, but it will allow you to fully enjoy English text. Mastery of these basic skills will make all aspects of using the language easier.

Reading longer pieces of text in English can seem confusing, but there are some tips to make it easier. Before you start reading, become familiar with how the text looks. For example you may see:

- This book is a novel.
- These pictures, graphs, and titles tell me some special scientific information.
- There are some word meanings I need to know before I start reading.

As you begin, ask yourself questions and keep asking questions as you read through the text. For example you may ask:

- What is the main idea?
- Who is the main character and what kind of person is he or she?
- What is happening in the story?
- How did the author construct this paragraph?

- Is there something I don't understand?

Read as much as you can, as often as you can. Not only will you enjoy some very good stories, but reading helps improve all English skills.

Writing

Writing can be a challenge, even for the most advanced English language learner. Do not worry. It does get easier with practice and there are some tips that will help:

- Expand your vocabulary by paying attention to words. Words are beautiful and interesting. When you are reading, take note of the words you like and the words you think may be useful. Keep a list of great words. When writing, your words allow the reader to understand your exact meaning. Although a computer is very helpful, don't rely on it to correct your spelling. Computers don't know what you really mean. Examine the words you write. Your spelling will improve as you become familiar with words.
- Remember that no one can write something perfectly the first time. It takes many attempts before a piece of writing is complete. Usually, you have to review and make changes about seven times. Read what you write aloud. This will help you identify necessary changes.
- When you are satisfied with a piece of writing, have someone else read it. Fresh eyes will find small errors that you can easily fix or tell you if something doesn't seem clear.

Speaking and listening are necessary for good communication. Although you can focus on either speaking or listening when trying to improve, it is also necessary to combine the two when having a conversation. Just think, soon you will be able to communicate in English as spontaneously as you communicate in your own language. How wonderful!

Speaking

When you are speaking English, don't be afraid to make mistakes. Take a deep breath and be brave. Think of this as an adventure and have some fun with it. Speak English as often as you can. If you don't know the right word to say, try saying other words to describe your thoughts—or even use gestures or pictures. As you gain more confidence, you will start thinking in English and your conversations will flow more naturally. It may help to have a tutor or friend that will talk with you and help improve your speaking skills. There is no need to feel nervous when you are speaking with a good friend or a tutor.

Listening

Listen to something you enjoy. Try watching English movies and television shows. Listen to

English music. Become familiar with the sounds of the English language. Talk to as many English speaking people as possible. If you don't understand what someone says, ask the person to repeat or explain. If you are not sure of the meaning, ask questions. You do not need to be shy. You are learning English and people will be happy to help. Write down any words or idioms you do not understand. You can look them up later. Listen for key words and main ideas. This is a process and you will notice improvement if you keep listening and speaking. Perhaps you have a friend who is also learning English. Why not select one day a week to speak only English to each other? It may be an excellent activity for you both.

There is no secret to solving the mysteries of English. Really, all you need to do is keep practicing and enjoy the process. Allow English to become a real communication tool. It is worth the effort! Good luck, our dear English language learners.

编写说明



《北大雅思》系列课程体系全部采用英国剑桥大学的语言标准（Cambridge Standard——在英语国家的教育体系中，该标准通常作为国际学生进入中学或大学学习的语言标准），在全世界母语为非英语的国家，每年有成千上万的国际学生通过学习该课程得以顺利通过雅思考试。

如上图所示，《北大雅思》全套课程体系共包括三个模块：基础级（Level 1-3），进阶级（Level 4），《北大雅思》（Level 5）为最高级。在学习本套课程之前需要进行英文水平测试（参加过雅思考试的同学可提供雅思成绩），根据测试结果开始适合的课程学习。

《北大雅思》是涵盖了听、说、读、写各专项训练的纸质教材，同时配有与之相对应的网上课程，各分册的纸质教材均可单独使用（和纸质教材配套的音频内容请登录www.pup.cn的课件下载页面下载）。但需要说明的是，由于纸质教材的篇幅以及展示和训练方式的局限性，网上课程的内容更加丰富多彩，学习效率更高。在此，我们建议同学们把纸质教材和网上课程结合使用，这样会达到最佳的学习效果（纸质教材定价不包括网上课程，网上课程需要单独购买，咨询可登录微信号：beidayasi，电话咨询：400-693-8155，010-62754382）。

《北大雅思》学习指导办公室

2016年7月

SELF-EVALUATION CRITERIA

	听力 Listening	阅读 Reading	写作 Writing	口语 Speaking
一颗星 ☆	Understand simple words, but feel confused about the content or the topic. Possible mark interval: 0-30%. 听懂个别单词, 但是无法听懂全部对话以及主题。大致得分区间: 0-30%。	Understand some of the words and sentences. Possible mark interval: 0-30%. 读懂并理解一些单词和句子。大致得分区间: 0-30%。	The content doesn't match up with the task requirement. Incoherent. The statement and expression are not clear. Poor spelling. 主旨与要求切合得不理想, 内容不连贯, 不能准确表达自己的意思。拼写错误很多。	Be able to manage and use simple words or sentences. 掌握并运用简单的单词和句式。
二颗星 ☆☆	Understand some of the sentences; can infer the possible topic of the conversation or paragraph. Possible mark interval: 30%-50%. 能够听懂个别句子, 大致推测谈话主题。大致得分区间: 30%-50%。	Understand some sentences and paragraphs, but unclear about the whole content. Possible mark interval: 30%-50%. 读懂并理解一些句子和段落, 但是对于整体内容不甚了解。大致得分区间: 30%-50%。	Contain some discussion about the topic, but the relationship between the content and task requirement is weak. Many grammar mistakes and spelling mistakes may exist. Incoherent. 包含部分关于题目要求的内容, 不连贯, 语法错误多。存在部分拼写错误。	Be able to express own thoughts, but some mistakes of grammar exist. Incoherent. 可以简单地表达自己的意思, 但是存在语法错误, 不连贯。
三颗星 ☆☆☆	Understand most of the content. Have a general idea of the content and topic. Possible mark interval: 50%-70%. 可以听清楚大多数内容, 能够把握整体内容和主旨。大致得分区间: 50%-70%。	Understand most of the article. Realize the internal logic and Relationship within 2-3 times reading. Possible mark interval: 50%-70%. 在2-3次阅读之后读懂大多数句子和段落, 了解文章前后关联, 逻辑顺序, 大致意思。大致得分区间: 50%-70%。	Have some moderate discussion about the required topic. Not too many grammar mistakes, coherent, have some evidence of essay or paragraph structure. Several spelling mistakes could exist. 对于题目要求有一定的讨论, 语句基本连贯, 存在部分语法错误, 有基本的段落结构。有少量拼写错误。	Respond to the required topic relatively and fluently. Some grammar or pronunciation mistakes may exist. Moderately coherent. 可以对于要求的话题做出有联系的回应, 语句较流畅, 存在部分语法错误, 相对较连贯, 存在部分发音问题。
四颗星 ☆☆☆☆	Understand the whole content or crucial conversation by listening to it only once, but some details might be missing. Possible mark interval: 70%-90%. 在第一次听力中便可听清楚大多数内容和关键对话, 但是会忽略少数细节。大致得分区间: 70%-90%。	Realize the topic and internal relationship after the first reading. Spot the details after second or third time reading. Possible mark interval: 70%-90%. 第一次阅读便可掌握文章主旨, 前后联系, 2-3次阅读之后可以掌握大多数细节。大致得分区间: 70%-90%。	All contents are based on requirement. Few grammar mistakes, Clear paragraph structure and expression. Coherent. Very few spelling mistakes. 所有内容都基于题目要求, 语句连贯, 语法错误较少, 段落结构明显, 单词运用准确。拼写错误很少。	Be able to express own thoughts clearly, logically and coherently. Manage the speed and tone well. Have some realization of the topic. Proper pronunciation. 清楚表达自己的意思, 对于话题有一定的了解, 语句通顺, 语调、语速把握较好。发音较准确。
五星级 ☆☆☆☆☆	Perfectly understand the content, topic and all details by listening to it only once. Possible mark interval: 90%-100%. 第一次听力即可掌握内容, 对细节和主题掌控很完美。大致得分区间: 90%-100%。	Understand the topic, main idea and details; can repeat the general idea without reviewing. Possible mark interval: 90%-100%. 一次阅读便可理解全文主旨, 基本没有生词, 对细节有把握, 可以大致复述内容。大致得分区间: 90%-100%。	Accurately express the topic and content. Tightly match up with the requirement. well-constructed. Coherent. Manage the words well. 准确地表述题目所要求的内容, 结构完整, 语句连贯, 单词运用熟练。	Clearly state own thoughts; can lead to the conversation to a further direction. Very few grammar mistakes. Accurately manage the tone, speed and pronunciation. 明确表达自己的思想, 可以将话题引申, 很少存在停顿和语法错误, 语速语调以及发音都很准确。

测评说明:

1. 该测评旨在客观地反映学生学习过程中的弱点并及时加以强化。
2. 该测评以周课程为单位, 应于每周课程任务完成后及时评估(按评估结果填实五星)。
3. 在听力和阅读部分有两个评价标准, 任选其一即可。

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LESSON 1

INTRODUCTION TO ACADEMIC WRITING

Academic Writing

Timing: 60 minutes

Tasks: Task 1&Task 2.

Candidates are required to write at least 150 words for Task 1 and at least 250 words for Task 2.

Test Parts: Part 1&Part 2.

Academic Writing

In Task 1, candidates are presented with a graph, table, chart or diagram and are asked to describe, summarise or explain the information in their own words. They may be asked to describe and explain data, describe the stages of a process, how something works or describe an object or event.

In Task 2, candidates are asked to write an essay in response to a point of view, argument or problem. The issues raised are of general interest, suitable for and easily understood by candidates entering undergraduate or postgraduate studies or seeking professional registration.

Responses to Task 1 and Task 2 should be written in a formal style.

Skills assessed: In both tasks, candidates are assessed on their ability to write a response which is appropriate in terms of content, organisation of ideas, and accuracy and range of vocabulary and grammar.

Academic Writing

In Task 1, depending on the task type, candidates are assessed on their ability to organise, present and possibly compare data; to describe the stages of a process or procedure; to describe an object or event or sequence of events; to explain how something works.

In Task 2, depending on the task type, candidates are assessed on their ability to present a solution to a problem; to present and justify an opinion; to compare and contrast evidence, opinions and implications; to evaluate and challenge ideas, evidence or an argument.

Marking: Candidates are assessed on their performance on each task by certificated IELTS examiners according to the four criteria of the IELTS Writing Test Band Descriptors (task achievement/response, coherence and cohesion,

在学习本书之前，请首先了解雅思写作考试的时间、内容、评分和考核技巧。

雅思写作考试包括两部分：写作一和写作二。写作一是要完成一个图表说明题，也叫说明文。写作二是一篇250字左右的议论文，一般是阐述自己对题目的观点。两个写作风格均需采用正式文体。

雅思写作所考核的语言技能：两篇作文均考核学生的文章内容、观点组织、词汇量和语法的准确程度。说明文考察对数据的组织、呈现和对比；描述过程和步骤；描述一件事的顺序或描述一个物体；解释工作流程等写作技巧。议论文考察考生解决问题的能力；判断观点的能力；比较和对比论据、观点的能力；评估观点和论据的能力。

LESSON 1

写作一的说明文要求150字，写作二的议论文要求250字。写作的总时长为一小时，因写作二的分值比例较大，建议写作一与二的时间分配为20分钟和40分钟。

基于雅思考试的基本要求，本册书进行了特别的设置以帮助学生提高写作技巧，为未来更高级的学术写作打好基础。其中2-4，13-15课练习写作一；5-8，9-12课练习写作二。16课为模拟考试练习。

研究表明对学习资料的重复和循环使用是获得信息最有效的方式，这也是本书内容设置所采用的原理。本课是对写作一和写作二的简要介绍。

lexical resource, grammatical range and accuracy).

Task 2 contributes twice as much as Task 1 to the Writing score.

The IELTS Writing examination tests your ability to produce two different pieces of writing in a set time period of one hour. For Academic Writing Task 1 you are expected to write a summary of the information provided on some graphic or pictorial diagram. You must write at least 150 words. In Writing Task 2, you are expected to discuss an issue, question or option and to give your own point of view in the form of a formal written essay. You must write at least 250 words.

Remember the entire writing test is only 60 minutes long and that Writing Task 2 is longer than Writing Task 1. Writing Task 2 is worth twice as many marks so you are advised to spend approximately 20 minutes on Task 1 and 40 minutes on Task 2.

The scores are calculated and transferred onto a Band scale of 1 – 9.

This course covers Academic Writing Task 1 in Lesson 2 – 4 and Lesson 13 – 15. Writing Task 2 and the more academic content is covered in Lesson 5 – 8 and Lesson 9 – 12. Lesson 16 is designed to give you exam practice with both Writing Task 1 and Writing Task 2 in a timed 60-minute lesson.

Research has proven that repetition and recycling of material is the most effective way to retain new information and is the rationale for including regular review sections and questions in this course.

In this lesson, you will look at both Writing Task 1 and Writing Task 2 as an introduction to what is coming in later lessons.

Section 1 Academic Writing Task 1

Content and task type

The Writing Task 1 prompt is always a type of diagram which you are asked to summarize into a written report.

Task types may involve describing information from

- a graph, chart, or table
- a flow chart or process diagram
- a plan or a map

- a diagram showing or comparing objects

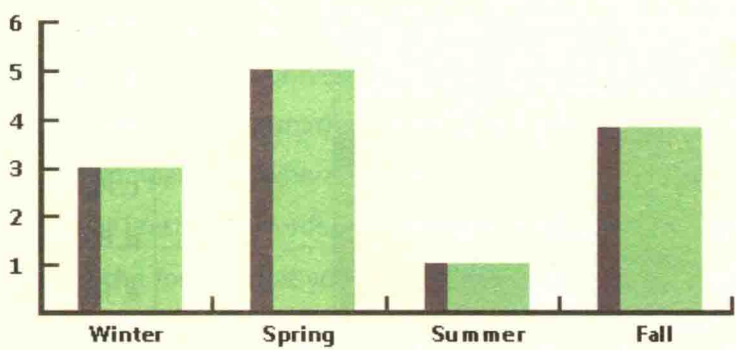
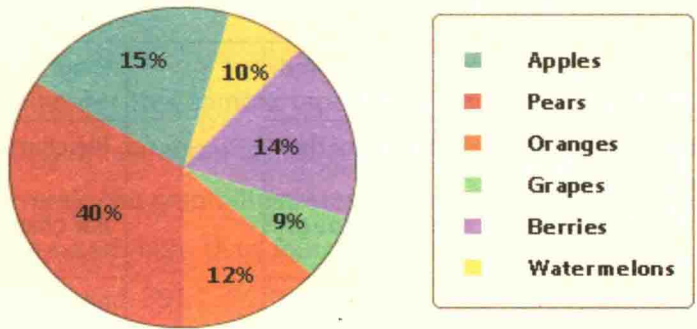
Understanding charts, tables, graphs and diagrams

Being able to interpret factual information represented in visual form such as charts, tables and diagrams is an important academic skill. If you are preparing for the Academic IELTS proficiency exam in English, you will need to be able to interpret visual data and then describe that data in a written report for the Writing Task 1 efficiently in a relatively short amount of time. You need to develop a good understanding of different ways visual data is presented to be able to interpret it precisely and accurately.

Learn to recognize the forms

Activity 1

Select the title that describes each picture.

	<p>1. ()</p> <p>a. Diagram b. Line graph c. Pie chart d. Bar chart e. Table</p>
	<p>2. ()</p> <p>a. Diagram b. Line graph c. Pie chart d. Bar chart e. Table</p>

写作一的内容和类型，包含对以下内容的说明：

- 曲线图，图表
- 流程图
- 计划或示意图
- 事物运作图

或对比物体图，能够以图表的方式诠释数据信息是一项重要的英文写作技能。要准备雅思考试，就要具备在短时间内以书面报告的形式解释可视数据的能力。同时，要能够理解不同的可视数据的形式，并简明扼要、准确无误地描述。

通过练习一了解说明文中各种图形的表达方式，熟悉了这些表达方式才能轻松地理解题目，完成写作一的文章。

diagram 图表
line graph 线形图
pie chart 饼图
bar chart 柱状图
table 表格