



新航道学校指定雅思 (IELTS) 培训教材

胡敏雅思教材第7代

雅思写作

Writing for IELTS

Anneli Williams (英) 编著



高等教育出版社
HIGHER EDUCATION PRESS



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给你高分，更给你能力！

2012年中国内地雅思考生接近40万人次，超过了全球考生人数的五分之一。中国是世界上参加雅思考试人数最多的国家。中国雅思考试市场的持续增长，应验了12年前我在伦敦时对当时的英国文化委员会雅思总裁肖恩·海德所说的一句话：“雅思考试具有巨大的市场潜力，肯定会异军突起。”当年，肖恩·海德还认为作为雅思考试竞争对手的托福（TOEFL）考试是一个“帝国（Empire）”，而今，雅思考试的市场早已超过了托福，是全球参加人数最多的国际英语水平测试。

令人感到遗憾的是，虽然中国雅思考生人数位居全球第一，但从2011年雅思官方公布的全球雅思考生成绩排名来看，中国考生的雅思成绩在全球的排名却是倒数第八。中国的学生经常被称为“全世界最会考试的学生”，但是在雅思考试中成绩却如此之低，这究竟说明了什么问题？我在这里必须认真地指出：大部分雅思考生的备考方式是错误的，而很多雅思培训机构的培训也在误人子弟。

雅思考试是对考生的语言能力和交际能力的全面考查，是一项权威性的评估考生英语实际运用能力的测试。但是许多考生并没有认识到这一点，而是按照原来准备一些国内考试的方法，希望通过短期的突击来取得满意的分数，而这样做的结果经常是“很受伤”。另外，一些雅思培训机构与教师，为了满足学生急功近利的想法，一味地强调应试技巧与方法的作用，甚至让学生只靠背诵口语答案和现成的文章去考试，导致学生在考试中一次次的失败。不夸张地说，这是在“劳命伤财”！

其实，每一道雅思题都是对一种或几种语言能力的考查。要想获得一个满意的雅思成绩，提高自身的英语综合能力才是正道。当年，我从英国回到国内，开始研发国内第一套雅思培训教材。经过这10多年的磨砺与考验，雅思系列教材已经进行了6次升级，现在这个版本已经是“胡敏雅思第7代”系列了。“胡敏雅思教材”一直秉承“正本清源，技进乎道”的宗旨，强调对学生语言技能的训练，其目的是真正提升学生的语言能力。

针对近两年雅思考试的最新情况，新航道国际教育集团的一线精英教师团队联合世界出版巨擘柯林斯集团，共同打造了这套“胡敏雅思教材第7代”系列共11本教材。“胡敏雅思第7代”系列教材突出的理念是“给你高分，更给你能力”。请同学们记住：能力是通过有效的训练方式获得的，“胡敏雅思第7代”系列教材精心设计了每个章节的练习，目的就是有效的练习提升学生的英语综合能力，让大家少走弯路。

同学们可以在教师的指导下对本书进行系统的学习。如果有雅思考生自学本套教材，

也请记住完成练习的重要性。希望“烤鸭们”能针对雅思考试，认真制定有效和实际的备考方案，相信“胡敏雅思教材第7代”定能助大家一臂之力。祝大家最终都能收获“高能高分”！

新航道国际教育集团总裁兼校长



2013年1月

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Introduction

Who is this book for?

Writing for IELTS will prepare you for the IELTS Academic Writing test whether you are taking the test for the first time, or re-sitting the test. It has been written for learners with band score 5-5.5 who are trying to achieve band score 6 or higher.

The structured approach, comprehensive answer key and model answers have been designed so that you can use the materials to study on your own. However, the book can also be used as a supplementary writing skills course for IELTS preparation classes. The book provides enough material for approximately 50 hours of classroom activity.

Content

Writing for IELTS is divided into 12 units. Each unit focuses on a topic area that you are likely to meet in the IELTS exam. This helps you to build up a bank of vocabulary and ideas related to a variety of the topics.

Units 1–11 cover the key stages of the writing process: everything from analysing the task to proof-reading a completed response. Every exercise is relevant to the test. The aims listed at the start of each unit specify the key skills, techniques and language covered in the unit. You work towards Unit 12, which provides a final practice IELTS Writing test.

Additionally, the book provides examination strategies telling you what to expect and how best to succeed in the test. Exam information is presented in clear, easy-to-read chunks. 'Exam tips' in each unit highlight essential exam techniques and can be rapidly reviewed at a glance.

Unit structure

Each of the first 11 units is divided into 3 parts.

Part 1 introduces vocabulary related to the topic as well as a selection of the most common academic words and expressions needed for the writing functions covered in the unit. A range of exercises gives you the opportunity to use the vocabulary – clearly and effectively – in a variety of contexts. The vocabulary is presented using Collins COBUILD dictionary definitions.

Part 2 provides step-by-step exercises and guidance on the key stages of the writing process. Both writing Task 1 and Task 2 are covered in each unit. There are guided questions and worked examples to show you what an effective IELTS response looks like. Useful expressions and grammatical forms are highlighted, and there are exercises to help you to develop good range and accuracy in your writing. You are encouraged to apply what you have learnt while at the same time writing your own responses to task questions.

Part 3 provides exam practice questions for Task 1 and Task 2 in a format that follows the actual exam. You can use this as a means of assessing your readiness for the actual exam.

Answer key

A comprehensive answer key is provided for all sections of the book including recommended answers and explanations for more open-ended writing tasks. There are model answers for all of the writing questions. For one of the practice exam questions in each unit, two model answers are given – one of them annotated. This shows you that a variety of approaches to each writing task can be taken.

Using the book for self-study

If you are new to IELTS, we recommend that you work systematically through the 12 units in order to benefit from its progressive structure. If you are a more experienced learner, you can use the aims listed at the start of each unit to select the most useful exercises.

Each unit contains between three and four hours of study material. Having access to someone who can provide informed feedback on writing practice exercises is an advantage. However, you can still learn a lot working alone or with a study partner willing to give and receive peer feedback.

Ideally, you should begin each unit by working through the **Part 1** vocabulary exercises. Try to answer the questions without looking at a dictionary in order to develop the skill of inferring the meaning of unfamiliar words from context. This is important because dictionaries cannot be used during the actual exam. Avoid writing the answers to vocabulary exercises directly into the book so that you can try the exercises again once you have completed the unit.

Work through the **Part 2** writing exercises from beginning to end. It is important to study the examples given in order to become familiar with the type of writing required. Doing this will also help you become a perceptive – and critical – reader of your own work. The grammar points covered should be thoroughly mastered so that during the actual exam you can focus on the higher order skills of planning and effectively communicating your response. All learners, including those who are working on their own, should attempt the writing tasks as writing is a skill that can only be improved through extensive practice. At the same time, you should aim to become well-informed about a wide variety of subjects, not just those covered in the book. The IELTS Writing test can cover almost any topic considered to be within the grasp of a well-educated person.

Part 3 contains exam practice with timed questions. This gives you the opportunity to practise writing to a time limit. If you find this difficult at first, you could focus first on writing a high-quality response of the correct length. Then you could start to reduce the time allowed gradually until you are able to write an acceptable answer within the time limit. You should become familiar enough with your own hand writing so that you can accurately estimate the number of words you have written at a glance. Model answers should be studied to identify the underlying approach and effect on the reader. Try not to memorise essays or reports or to attempt to fit a pre-existing response around another exam question. If you work systematically through the book, you should develop the skills and language to effectively express your own responses to unseen exam questions on the day.

The International English Language Testing System (IELTS) Test

IELTS is jointly managed by the British Council, Cambridge ESOL Examinations and IDP Education, Australia.

There are two versions of the test:

- Academic
- General Training

Academic is for students wishing to study at undergraduate or postgraduate levels in an English-medium environment.

General Training is for people who wish to migrate to an English-speaking country.

This book is primarily for students taking the Academic version.

The Test

There are four modules:

Listening 30 minutes, plus 10 minutes for transferring answers to the answer sheet

NB: the audio is heard *only once*.

Approx. 10 questions per section

Section 1: two speakers discuss a social situation

Section 2: one speaker talks about a non-academic topic

Section 3: up to four speakers discuss an educational project

Section 4: one speaker gives a talk of general academic interest

Reading 60 minutes

3 texts, taken from authentic sources, on general, academic topics. They may contain diagrams, charts, etc.

40 questions: may include multiple choice, sentence completion, completing a diagram, graph or chart, choosing headings, yes/no, true/false questions, classification and matching exercises.

Writing Task 1: 20 minutes: description of a table, chart, graph or diagram (150 words minimum)

Task 2: 40 minutes: an essay in response to an argument or problem (250 words minimum)

Speaking 11–14 minutes

A three-part face-to-face oral interview with an examiner.

The interview is recorded.

Part 1: introductions and general questions (4–5 mins)

Part 2: individual long turn (3–4 mins) – the candidate is given a task, has one minute to prepare, then talks for 1–2 minutes, with some questions from the examiner.

Part 3: two-way discussion (4–5 mins): the examiner asks further questions on the topic from Part 2, and gives the candidate the opportunity to discuss more abstract issues or ideas.

Timetabling Listening, Reading and Writing must be taken on the same day, and in the order listed above. Speaking can be taken up to 7 days before or after the other modules.

Scoring Each section is given a band score. The average of the four scores produces the Overall Band Score. You do not pass or fail IELTS; you receive a score.

IELTS and the Common European Framework of Reference

The CEFR shows the level of the learner and is used for many English as a Foreign Language examinations. The table below shows the approximate CEFR level and the equivalent IELTS Overall Band Score:

| CEFR description | CEFR code | IELTS Band Score |
|---|-----------|------------------|
| Proficient user (Advanced) | C2 C1 | 9 7–8 |
| Independent user (Intermediate – Upper Intermediate) | B2 B1 | 5–6.5 4–5 |

This table contains the general descriptors for the band scores 1–9:

| IELTS Band Scores | | |
|-------------------|--------------------------|---|
| 9 | Expert user | Has fully operational command of the language: appropriate, accurate and fluent with complete understanding. |
| 8 | Very good user | Has fully operational command of the language, with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well. |
| 7 | Good user | Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning. |
| 6 | Competent user | Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations. |
| 5 | Modest user | Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field. |
| 4 | Limited user | Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language. |
| 3 | Extremely limited user | Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur. |
| 2 | Intermittent user | No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English. |
| 1 | Non user | Essentially has no ability to use the language beyond possibly a few isolated words. |
| 0 | Did not attempt the test | No assessable information provided. |

Marking

The Listening and Reading papers have 40 items, each worth one mark if correctly answered. Here are some examples of how marks are translated into band scores:

| | | |
|------------|-------------------------------|--------------|
| Listening: | 16 out of 40 correct answers: | band score 5 |
| | 23 out of 40 correct answers: | band score 6 |
| | 30 out of 40 correct answers: | band score 7 |
| Reading | 15 out of 40 correct answers: | band score 5 |
| | 23 out of 40 correct answers: | band score 6 |
| | 30 out of 40 correct answers: | band score 7 |

Writing and Speaking are marked according to performance descriptors.

Writing: examiners award a band score for each of four areas with equal weighting:

- Task achievement (Task 1)
- Task response (Task 2)
- Coherence and cohesion
- Lexical resource and grammatical range and accuracy

Speaking: examiners award a band score for each of four areas with equal weighting:

- Fluency and coherence
- Lexical resource
- Grammatical range
- Accuracy and pronunciation

For full details of how the examination is scored and marked, go to: www.ielts.org

1 Gender roles

Aims: Understanding the task | Understanding visual prompts
Overview of the writing task and process | Analysing the question

Part 1: Vocabulary

- 1 Many people believe that men and women are different in fundamental ways. Decide which words are commonly associated with men and which words with women.

- | | |
|-----------------|--------------|
| a aggressive | e gentle |
| b authoritative | f strong |
| c competitive | g vulnerable |
| d compliant | |



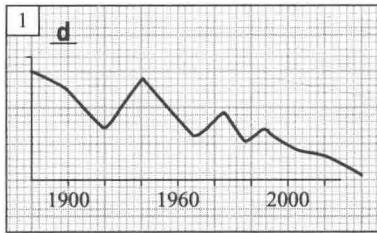
- 2 A knowledge of abstract nouns is essential for academic writing. Complete the sentences 1–6 with the noun form (singular or plural) of the adjectives in brackets.

Example: *Aggression* is commonly considered a masculine trait. (*aggressive*)

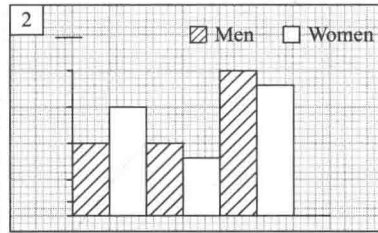
- 1 I believe that men and women have different _____. (strong)
- 2 _____ is not an exclusively feminine characteristic. (gentle)
- 3 Many men have difficulty showing _____. (vulnerable)
- 4 Some people have difficulty working with female _____ figures. (authoritative)
- 5 Women are often praised for _____, whereas men are praised for leadership. (compliant)
- 6 There is some evidence that girls are better at cooperation, while boys are happier when they are in _____ with one another. (competitive)

- 3 In IELTS Writing Task 1, you have to summarise information which is usually presented in a visual form. Match the figures 1–6 with the headings a–f. Then complete the descriptions with the words i–ix. The first one has been done for you.

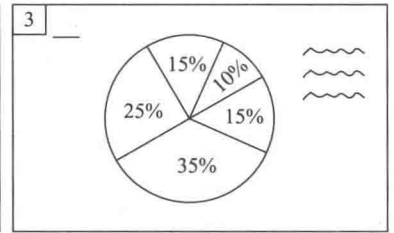
- | | | |
|---------------|---------------------|---------------|
| a bar chart | c flow chart | e pie chart |
| b diagram | d <i>line graph</i> | f table |
| i comparisons | iv <i>trends</i> | vii segment |
| ii axis | v percentage | viii features |
| iii columns | vi vertical | ix stage |



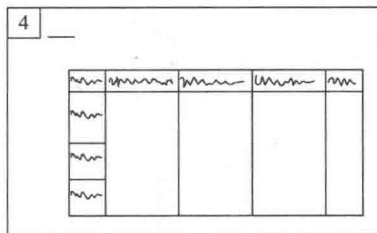
This type of figure can be used to show (7) iv. The horizontal (8) _____ often indicates time, and the (9) _____ axis often shows what changes over time.



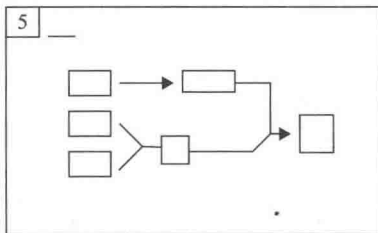
These figures are useful for illustrating (10) _____ between items or categories of items. This one compares men and women.



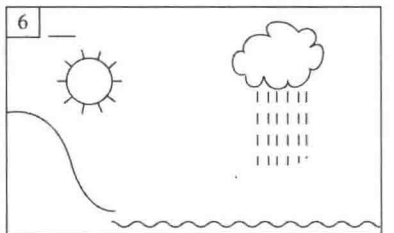
You can use a figure like this to show how a whole is composed of parts. Here, each (11) _____ indicates a (12) _____ of the whole.



You should present data like this if you need to give precise numbers. This example contains four rows and five (13) _____.



This type of figure is useful for representing a process. Each box represents one (14) _____ in the process.



Figures like this are also used to represent a process. They can also illustrate the (15) _____ of an object.

4 In IELTS Writing Task 2, you have to write an essay discussing opinions and the reasons for holding these opinions. Complete the Task 2 essay questions 1–5 with the words a–e.

- a agree b consider c feel d see e view

- Many people think that boys and girls learn better when they are educated separately. How do you _____ about this view?
- In your _____, what should be done to promote equality of opportunity for men and women?
- Do you _____ boys to be naturally more aggressive than girls?
- Many people argue that governments should intervene in the labour market to ensure that more women are promoted to positions of power. To what extent do you _____ with this practice?
- What do you _____ as the main reasons for gender inequality in the workplace?

Part 2: Practice exercises: Task 1



Exam information:

In IELTS Writing Task 1, you have to summarise information which is usually presented in the form of a table, a pie chart, a line graph, a bar chart, a diagram, or a flow diagram.

- 1 Read the Task 1 instructions below and answer the questions 1–4.

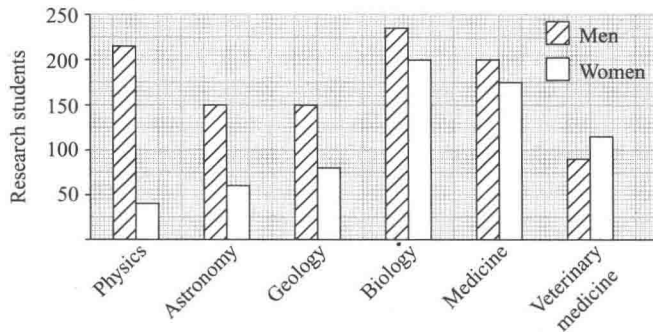
WRITING TASK 1

You should spend about 20 minutes on this task.

The chart below shows the numbers of male and female research students studying six science-related subjects at a UK university in 2009.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



- 1 How long should you spend on this task?
 - 2 How many words do you need to write?
 - 3 Will you score higher marks if you include all the information in the chart?
 - 4 Are you expected to give your opinion about the information?
- 2 Your answer to Task 1 should include a brief introductory paragraph, 1–3 body paragraphs and, if you wish, a brief concluding paragraph. Read the sample answer on page 11 and answer the questions 1–6 below.
- 1 What information does the introduction contain?
 - 2 What is the main focus of the first body paragraph?
 - 3 What is the main focus of the second body paragraph?
 - 4 What is the purpose of the first sentence in each of the body paragraphs?
 - 5 What is the purpose of the second and third sentences in each body paragraph?
 - 6 What is the purpose of the conclusion?

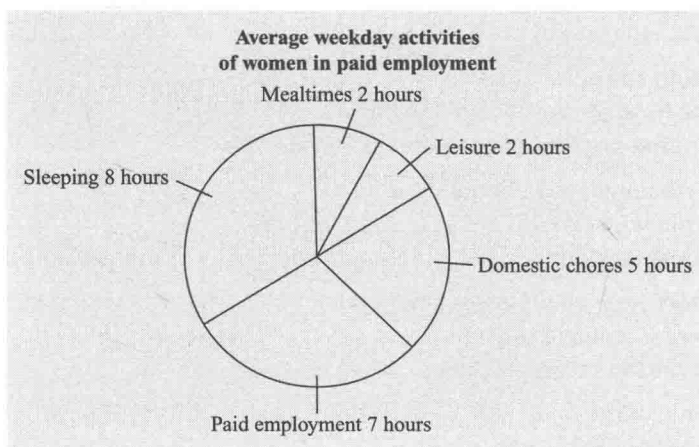
The bar chart shows the gender distribution of students doing scientific research across a range of disciplines at a UK university in 2009.

In five of the six disciplines, males outnumbered females. Male students made up a particularly large proportion of the student group in subjects related to the study of inanimate objects and materials: physics, astronomy, and geology. The gender gap was particularly large in the field of physics, where there were five times as many male students as female students.

Men and women were more equally represented in subjects related to the study of living things: biology, medicine, and veterinary medicine. In biology, there were nearly as many women (approximately 200) as men (approximately 240). This was also true of medicine. Veterinary medicine was the only discipline in which women outnumbered men (roughly 110 women vs. 90 men).

Overall, the chart shows that at this university, science-related subjects continue to be male-dominated; however, women have a significant presence in fields related to medicine and the life sciences.

- 3 Study the pie chart and read the sample answer below. Underline and correct the mistakes the writer has made.



The pie chart shows the numbers of hours devoted to various activities in the average working woman's day. Women spend the largest proportion of their waking day working in paid employment (seven hours) and doing domestic chores (five hours). Women have on average relatively little time for themselves; only two per cent of their day is devoted to leisure activities and two per cent to mealtimes. Overall, the chart shows that working women are busy every day of the week.

Exam tip: Always look carefully at what figures represent. If they represent percentages, you must use expressions such as *a large/small/higher/lower percentage of men ...* If the figures give numbers, you can write *many/more/most/few/fewer men ...*

Part 2: Practice exercises: Task 2



Exam information:

In IELTS Writing Task 2, you have to write an essay of 4–6 paragraphs in answer to a question. The question will ask you to evaluate or present an idea or solution to a problem. Your aim should be to present a strong argument supported by evidence.

4 Read the Task 2 instructions below and complete the statements 1–4 by circling a or b.

You should spend about 40 minutes on this task.

Write about the following topic:

In spite of the many advances women have made in education and employment, they continue to be at a disadvantage when it comes to pay and promotion. In your view, what should be done to promote equality of opportunity for men and women in the workplace?

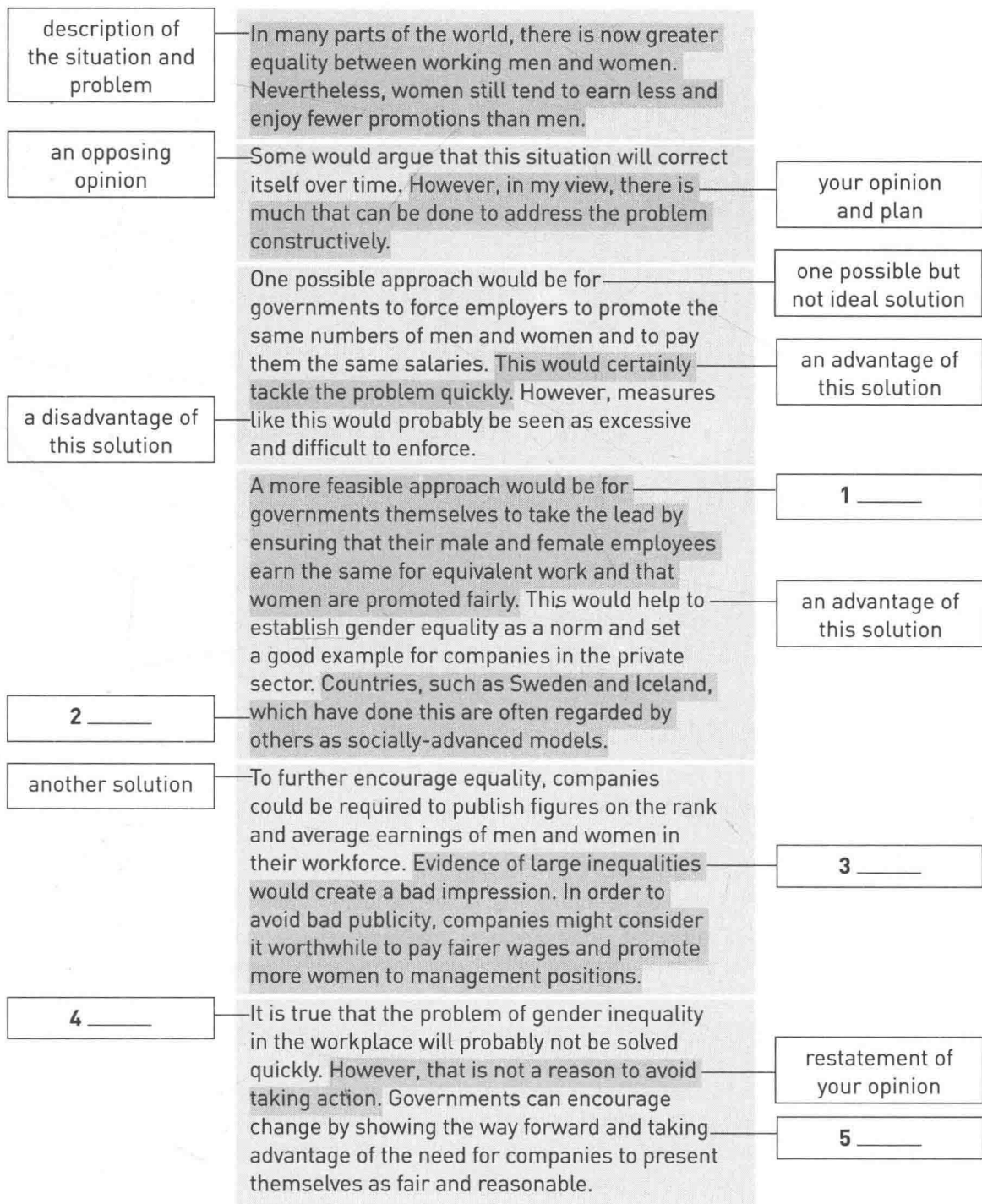
Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

- 1 You should spend
 - a more time on Task 2 than on Task 1.
 - b the same amount of time on Task 2 and Task 1.
- 2 In your response you should mainly
 - a explain why women are at a disadvantage.
 - b suggest solutions to the problem of inequality in the workplace.
- 3 To support your opinion, you should
 - a give reasons and examples.
 - b give reasons or examples.
- 4 You have to write
 - a more than 250 words.
 - b fewer than 250 words.

5 Read the sample answer on page 13 and the explanatory comments in the boxes. Complete the boxes 1–5 by adding the comments a–e. Then answer questions 1–5.

- a an example
- b summary of your main points
- c a better solution
- d an acknowledgement that there are difficulties
- e advantage of this solution



- 1 How long is the introduction?
- 2 How many body paragraphs are there?
- 3 How many main points are there?
- 4 In what order are solutions discussed: from strongest to weakest or from weakest to strongest?
- 5 What is the main purpose of the conclusion?