

IELTS IN ACTION

雅思实战

丛书总主编 杨爱英 郑 盈

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《雅思实战·写作·下》

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前言

为了帮助考生有效地提高英语能力、深入地了解雅思测试并在测试中获得高分,我们编写了《雅思实战》丛书,包括听力(配有一张光盘)、阅读、写作及口语四个分册。《雅思实战》十分重视考生的自我测试与自我提高,书中精心编选了分类练习及模拟试题供考生进行实战模拟,使考生做到考前较准确的自我定位。本丛书在编写过程中注重全面性、实践性和针对性。首先,本丛书针对雅思测试的四个方面进行了系统的介绍,全面覆盖测试中可能涉及的各种话题和领域并加以分类,做到了信息量大、内容丰富和覆盖全面;其次,本丛书针对每个要点进行了细致的分析,涵盖核心词汇、要点介绍、技巧点拨,并提供相关练习,通过由浅入深、形式多样的讲解形式和练习方法,帮助考生进行从宏观到微观、从课堂学习到自我练习的过渡和实践;最后,本丛书针对中国学生学习英语中的常见错误进行分析和指导,为考生提供了良好的练习和提高平台,希望考生能够通过本丛书的学习和实践获得理想的测试分数。

《雅思实战》写作分册共分上、下两册。本书以中文讲解、英文为例,遵循循序渐进的原则。上册从英语写作基础入手,对比英汉写作差异,讲解英语句子和段落的写作技巧及英语写作规范。下册以上册为基础,主要帮助学习者针对雅思写作考试的 Task 1 和 Task 2 进行训练和提高。在编写过程中,编者本着实战的原则,以中国的英语学习者在写作过程中的常见问题为重点来安排内容。有的学习者在备考时不写作文,他们希望通过听老师讲课,背一些所谓的“高级”词汇和句子模板,就能在写作考试中取得理想的成绩;有的学习者在学习英语时,只注重“点”(即标准化考试中选择题的选项之处的语言关键知识),而忽略了“面”(即学习者没有正确的英语句子结构的概念,更不要说英语写作的段落安排及篇章布局了);有的学习者认为英语作文就是将汉语作文逐字逐句进行翻译。本书针对以上常见错误进行了详细的分析,并配备了大量的练习。这些练习本身就是写作实践,能够从根本上解决学习者在英语写作中的常见问题。完成这些练习比背单词、记范文要花费更多的时间,但在做练习的过程中,学习者将习得英语写作必要的方法和技巧,锻炼实际习作能力,为在雅思写作考试中获得高分奠定扎实的基础。

《雅思实战》的编写人员为黑龙江大学多年从事雅思教学的教师,杨爱英、郑盈任丛书总主编,郑盈任写作分册主编,负责写作分册上册的编写工作,杜博玉负责写作分册下册的 Task 1 部分,曲洁姝负责写作分册下册的 Task 2 部分。

编者

2014 年 1 月

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第一章 雅思学术类（A类）写作考试简介

一、雅思写作考试分类

在雅思考试中，写作考试在听力、阅读部分之后出现，是笔试的最后一项。雅思写作考试分为两类：培训类（General Training Module）和学术类（Academic Module），简称G类和A类。G类考试着重考查在广泛社会及教育环境中生存的基本语言技能，适用于计划在英语语言国家参加工作或非学术类培训项目或移民的考生。A类考试是对考生的整体英语水平进行测试，评估考生的英语水平是否满足进行大学或研究生学习的要求，适用于计划申请到国外高校攻读本科或研究生课程的考生。

本书专门针对A类写作而设计。

二、雅思A类写作考试简介

学术类写作时长60分钟，分为Task 1和Task 2两部分。

Task 1以考查图表为主，要求考生根据给出的图表或表格，写出一篇150字以上的文章，并对图表或表格中的事实或数据进行描述及说明。Task 1考查考生选择主要信息，描述及分析数据的能力，以及对材料进行归纳和对比的能力。

Task 2要求考生针对某个问题或观点，写出一篇至少250字的短文，并且要求考生能够使用恰当的语气及语域（包括词汇、语法等）讨论问题及展开论证。Task 2主要考查考生概括和解决问题的能力，以及运用概念、判断和推理等方式对某一论题发表观点和主张的能力。

Task 2的分数比Task 1的分数所占比例高，因此考生应留有充足的时间完成Task 2。建议考生用20分钟完成Task 1、40分钟完成Task 2。

对于中国考生来说，雅思听说读写四项考试中，写作是最困难的部分。根据雅思官方对2012年考试结果的统计，中国考生的雅思考试各项总分的平均分为5.6，听说读三项考试的平均分分别为5.7、5.4和5.9，而写作考试的平均分仅为5.3，是四项考试中的最低分。因此，中国考生一定要加强对英文写作的重视，强化英文写作练习。

三、雅思A类写作考试评分方式

考官对Task 1和Task 2分别评分，分值从1分至9分，两部分的分数在总分中各占一个百分比。基本上Task 1占三分之一，Task 2占三分之二。从2006年7月份开始，雅思写作、口语增设半分制。考官采取总体评分法，根据总体印象给分，评分在一定程度上受考官主观看法的影响。中国考生写作分数主要集中在5—6分：

6分：文章理解起来不太困难

5分:文章勉强可以理解,但表述不清楚

其中,6分相当于及格的分。考生写作考试的总体目标应定在保6争7。

考官根据评分标准,从四个方面分别评等级分:任务完成情况(Task 1)/任务回应情况(Task 2)、连贯与衔接、词汇丰富程度、语法多样性及准确性。这四方面所占权重相同。Task 1和Task 2各有不同的写作评分标准,我们将在后面的章节给予详尽的解释。

四、雅思 A 类写作考试难点分析

1. 有两个性质截然不同的任务要完成。
2. 60分钟内要写出共计400词长度的文章,几乎是某些写作考试要求的二倍。
3. 测试标准很高,不但要求恰当地运用语言来表述,而且还要表现出在英语语言环境中有序地思考问题并解决问题的能力。

五、雅思 A 类写作考试考生常见问题

1. Task 1中,考生常见错误有:
 - a. 只列出所给数据,而没有将数据进行比较,找出图表所反映的趋势;
 - b. 发表自己的观点,有画蛇添足或凑字数之嫌,因为Task 1不要求发表个人观点。
2. Task 2中,考生常见错误有:
 - a. 不注意中西方思维模式的差异,尤其是开头部分没有直奔主题,而是“绕圈子”,造成论点不明确;
 - b. 论证不充分,只是罗列观点,没有用具体论据进行论证;
 - c. 结论缺乏实质内容,常常以口号方式结尾,空洞乏力;
 - d. Task 2中最常见的问题是考生大量运用所背范文中的段落、例句、惯用语等,甚至将整篇范文搬上考卷。
3. Task 1和Task 2的共性问题是考生常常将汉语思维逐字逐句译成英文,忽略了汉英两种语言表达方式的巨大差别。

六、雅思 A 类写作考试备考原则

1. 针对上述常见错误,本书首先提出“不抄、不背、不译”三大原则,以及“我思故我写”的应试思路。“不抄”即不要抄袭范文;“不背”即不要死记硬背套句;“不译”即不要逐字逐句进行汉译英;“我思故我写”,即用自己的头脑去思考问题,用自己的语言去表述自己的观点。
2. 雅思考试考查的是用英语思考问题与表达思想的能力,而不是仅仅检验词汇、语法和套句。背诵的句子很容易被考官识别而不计入成绩,这种所谓的“诀窍”或“捷径”会成为考生的负担,甚至可能是个“陷阱”。
3. 要注意研究中西方思维模式、语言表述方式及写作模式的差异。
4. 要进行广泛的阅读,形成对事物全面深入的理解力和判断力,能够以较成熟的思维来有序地认识事物的规律,这样才能在思考问题及发表观点时较为全面深入。一要阅读一些出色的范文,学习他人的见解。二要阅读英文报纸杂志,关心社会问题和最新动态,建

立自己的观点和拓展思路。21st Century 比较有用,许多单词有汉语译文和解释。三要看英语新闻和纪录片节目,听英语广播。四要上网,进入英语聊天室,探讨有用的话题。最后,访问雅思考试相关网站,例如 <http://www.51ielts.com>,了解雅思最新动态。

5. 不要养成使用英汉词典的习惯。一是因为汉语解释通常无法充分解释词语的用法与搭配,不能提供语言使用的语境;二是无法摆脱逐字汉译英的不良习惯,学生难以用英语进行思维。

6. 准备一个词汇本,按话题对词汇进行分类,例如教育类、体育活动类和科技与传统类等,词条后写上相关短语和搭配。

7. 练习限时写作文,提高写作速度,保证按时完成作文。

8. 进行范文分析练习。根据评分标准,比较自己的作文和范文在行文、内容、衔接等方面的差异。

总之,考生一定要针对雅思作文的评分标准备考,参照本书对 Task 1 和 Task 2 的详尽分析,按步骤、有针对性地进行思考和练习,提高用英语思维和表述的能力,真正做到有备而来,胸有成竹,胜券在握。

七、雅思 A 类写作考试重要提示

1. 绝对不要使用死记硬背的套句和段落。任何抄袭的作文将被扣分。

2. 字数必须达到最低标准,如果低于规定字数将被扣分。由于考试时间紧张而字数要求较多,因此考生对时间与字数的训练是非常必要的。方法是:以正常写作的速度与笔迹在模拟答题卡上写几行,用总字数除以行数,就会得到每行的正常字数,再看一下所用时间,则得出自己写作的速度,如每 100 字用多少分钟,或每分钟写出多少字;以总时间 1 小时来衡量,将知道自己的速度是否足够快。此外,数出完成 Task 1 和 Task 2 部分各需要多少行,在预计的段与段之间留出空行,并在最后一行做出标记,这样就知道完成 Task 1 和 Task 2 所需的长度。平时有意识地按照所需长度写作,并调整自己的速度,这样考生在考场上就不会出现因时间估计错误而手忙脚乱的情况了。

3. 字迹虽不是评分的标准之一,但不清晰的字迹会影响考官对文章内容的理解,进而影响成绩。如果考官认为考生试卷上的字迹无法辨认,其可以对评分标准中的四项内容都打 1 分。如果字迹部分可以辨认,则只根据可辨认部分评分。

4. 注意考场规则。考试时只能用铅笔,不能用钢笔。考试中没有打草稿的时间,也不准带草稿纸进考场,试题不许带出考场。考试中不得携带或使用任何电子设备,不许换座,不许交头接耳。考试进行 20 分钟、30 分钟以及结束前 5 分钟时,考官会提示时间。考试结束,考官叫停笔时,考生务必停笔,并把所有试卷、试题及答题卡一并交回,不得早退,否则考生的准考证号将被记下,影响成绩的评定。

八、雅思作文需要注意的几个问题

1. 雅思作文是正式文体,写作中不应使用缩写形式。要把 I'm, can't, don't 改成 I am, can not, do not, 等等。

错误: Wealthy parents shouldn't spoil their children. Otherwise, their children will become too dependent on them.



正确: Wealthy parents should not spoil their children. Otherwise, their children will become too dependent on them.

2. 雅思作文尽量使用第三人称。使用第一人称和第二人称会使文章失去客观性,所以在文章中不宜大量使用。尽量使用第三人称,或把句子变成被动语态,去掉原来作为主语的 I, we, you。

错误: If you do not pay attention to environmental problems, you would suffer huge loss sooner or later.

正确: If environmental problems are not given enough attention to, the whole human race would suffer huge loss sooner or later.

3. 避免使用非正式口语化词汇,尽量使用书面语。雅思作文是正式文体,所以要使用比较正规的书面语。在平时的英语学习中,考生应注意书面语的积累,逐渐替换掉口语词汇。例如,如果修饰可数名词,可以用 a great/ vast/ considerable/ huge number of, numerous, a host of 等代替 many, a lot of; 如果修饰不可数名词,可以使用 a great deal of, a considerable amount of 等。

错误: Today newspapers report lots of crimes in horrible detail.

正确: Today newspapers report a considerable number of crimes in horrible detail.

正式文体的标志一般包括:

- 使用单个词语而不是词组。

A primary education system was set up throughout Ireland as early as 1831.

→ A primary education system was established throughout Ireland as early as 1831.

- 使用被动语态。

主动语态: In my essay I will discuss the role of the ombudsman.

被动语态: In this essay, the role of the ombudsman will be discussed.

- 使用“the essay”作主语。

In this essay, I will consider the question of immigration control.

→ This essay will consider the question of immigration control.

4. 避免英美单词拼写混淆。在雅思考试中,英式和美式拼写都可以被接受,但不要混搭使用。雅思考试是英联邦考试,考官一般习惯于看到英式拼写,所以考生可以重点记忆英式拼法。

	American English	British English
-or vs -our	color favorite	colour favourite
-ze vs -se	urbanize industrialize	urbanise industrialise
-ll vs -l	fulfill skillful	fulfil skilful
-er vs -re	center theater	centre theatre
-ense vs -ence	defense license	defence licence
-ling vs -lling	quarreling traveling	quarrelling travelling

错误: The impact of tourism on these traditional neighborhoods must be analysed.

正确: The impact of tourism on these traditional neighbourhoods must be analysed.

The impact of tourism on these traditional neighborhoods must be analyzed.

5. 注意标点的正确使用, 尽量避免使用问号或感叹号。在英语议论文写作中, 问号和感叹号非常少见。

错误: What can we do to solve this problem?

正确: There are many measures one can take to solve this problem, and some of them deserve immediate attention.

6. 避免过度使用简单句和复杂句。中国人习惯于使用简单句和并列句, 但仅使用这两种句式得不到理想的分数。复杂句可以体现作者的语法语言能力, 但也不是要求通篇都是长长的句子。写作文时, 考生应交替使用简单句、并列句与复杂句, 把长短句均衡地放在文章各处。如果写作文时连续使用简单句, 就应考虑用衔接手段把相邻的句子合并成复合句; 如果一句话有两个从句, 可以把这句话分成两句话来表达。

以上是关于雅思 A 类写作考试的简要说明及注意事项。本书将从 Task 2 开始, 带领考生进行雅思 A 类写作的全面学习与准备, 不仅是因为 Task 2 所占分值大、时间长、字数多, 更是因为 Task 2 的写作比 Task 1 更能全面地反映运用英语进行书面表达的综合能力。在 Task 2 的备考过程中, 考生将学习到全面、丰富的写作技巧, 进行系统、完整的写作训练, 这样不仅使考生在完成两项写作任务时感到游刃有余, 更会为考生今后在英语语言环境中进一步学习英语写作打下坚实的基础。

PRACTICE 1

Please improve the following sentences in formal writing.

1. Let's solve this problem together!
2. The advantage of space research is more than its disadvantage.
3. Our world is becoming more and more reliant on modern technology.
4. The environment is becoming worse. We must work together to deal with this situation.
5. So, we should make sure that globalization does not harm our own traditional culture!
6. I would like to discuss the advantages and disadvantages of advertising.
7. Lots of rivers and lakes have been severely polluted.
8. This will cut down the amount of drug required and so the cost of treatment.
9. The press reflected the living culture of the people; it could influence opinion and reinforce existing attitudes but it did not come up with new forms of entertainment.
10. Dieters often feel that they should totally get rid of high-fat and high-sugar foods.
11. I have divided my report into five sections.
12. You can apply the same theory of learning to small children.
13. In the second section of the report, we will consider the environmental consequences.



14. In this essay, I will discuss the main differences between the English and Scottish legal systems.
15. Modern houses have so many labor-saving things that it is difficult for the person at home to have adequate exercise by doing chores, cooking, and looking after a family.

PRACTICE 2

Combine each pair of the sentences into one sentence which includes a restrictive attributive clause.

1. The exhibition was not very interesting. My friend took me to see it.
2. One of the chief things is to save money, manpower and time. A computer can do this thing.
3. Immigration is an issue. This issue raises strong emotions.
4. The boy was not badly hurt. The boy fell from a tree.
5. The employees had to retire. The employees had reached the age of sixty-five.
6. The dog belongs to Mr. Malone. The dog barked at you.
7. The headmaster spoke to the boys. Their work was below standard.
8. Here is the address. You should write to this address.
9. I can't remember the name of the person. I gave the money to him.
10. They came from a plateau. Around the plateau stood a circle of high mountains.
11. The teacher said that two of the pupils had suddenly disappeared. He was responsible for them.
12. The garage is very expensive. The managers of the company park their cars there.
13. I forget the time. We will gather at this time.
14. The language teachers' association provides a medium. Through the medium ideas can be shared and discussed.
15. The writers are all French. He quotes from their works.
16. He told me the story. You told me the same story in your house.
17. The reason is not very convincing. He came for this reason.
18. The papers must be locked up. They contain important information.
19. I can't lend you this pen. I have only this pen.
20. The method is a secret. We made this by the method.

PRACTICE 3

Please fill in the blanks with appropriate forms of the verbs given.

1. Most of the people _____ (invite) to the party didn't turn up because of the heavy rain.
2. _____ (walk) along the street, I found many of the shops crowded with people.
3. With so many friends _____ (support) us, we are sure _____ (finish) the



work ahead of time.

4. _____ (give) another chance, I'll do it much better.
5. When _____ (heat), ice can be changed into water.
6. —Who is the man _____ (talk) to our headmaster?
—A professor _____ (pay) a visit to school from Beijing University.
7. The old scientist left all of a sudden, _____ (leave) the project unfinished.
8. _____ (admit) what she has achieved, I still think she has a long way to go.

PRACTICE 4

Please correct the following sentences. There is only one mistake in each sentence.

1. The students, tiring after the trip, fell asleep soon after they came back to their camp.
2. Stepped carelessly along the street, he was knocked down by a bike.
3. He told us that the present situation was encouraged.
4. If you had gone there to see the match, I'm sure you would have enjoyed seeing the Chinese Football Team winning.
5. All of us are surprised to have learned that you are planning leaving school next term.
6. The teacher advised us to devote more time to read English every day.
7. Some of the money was sent supporting those children who had been out of school.
8. That's really kind for you to help me carry the luggage upstairs.
9. Having not plenty of time, we decided to take a taxi to the station.
10. He was always the first entering the dinner-room and the last to leave it.

PRACTICE 5

Please combine each pair of the sentences into one sentence according to the clues in brackets.

1. The rules were introduced. The rules increased congestion immediately. (Use verb + ing)
2. The government plans to help poorer countries. It plans to cancel all Third World debt. (Remove the repetition and use *by*)
3. Government officials have constantly been denying charges of corruption. The government officials have secretly been accepting bribes from businessmen and lobbyists alike. (Use *while* and verb + ing)
4. The destruction of historic buildings for whatever reasons is repellent to many people. It is a crime against humanity. (Use verb + ing)
5. Charges for entering city centres will be introduced shortly. The charges will raise the cost of motoring. (Use verb + ing)
6. The local authority is knocking down old tower blocks. The local authority wants to improve the area. (Remove the repetition and use *by*)

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7. The project is opposed by both big companies and government departments. The project aims to regenerate all slum areas in the next decade. (Remove the repetition and use the Non-finite verb)
8. The fares have risen substantially over recent years. The fares put people off public transport. (Remove the repetition and use verb + ing)
9. Companies need to play on their strengths. Companies need to put more effort into successful areas. Companies need to reduce investment in failing ventures. (Remove the repetition, use verb + ing and *while* + verb + ing)
10. The government could force through the construction of cheap houses for essential workers. It could purchase all the brown-field sites in major cities. (Use *by* + verb + ing or *by* + noun)
11. The government plans to extend a proposed renewable energy scheme. This plan may upset environmentalists. The environmentalists claim that larger projects damage eco-systems and threaten wildlife. (Remove the repetition, use a relative clause with *who*)

PRACTICE 6

Please combine each pair of the sentences into one sentence.

1. The drop-in centre offers counseling. The drop-in centre is supported by the local church. The drop-in centre is a testament to the government's weakness. The church is outdoing it in providing contraception.
2. The government is expected to face stiff opposition to its proposal. It proposes to ban smoking in all public places.
3. The licenses to provide the rail service are intended to help rail companies to secure financial backing. The rail companies will improve punctuality and the standard of service.
4. The government has refused to accept responsibility. The government is trying to smooth things out behind the scenes.
5. Charges for entering all museums and art galleries will soon be dropped. This will hopefully lead to an increase in visitor numbers.
6. The report stated that hospitals should tighten up their appointment procedures. This is a proposal that is strongly supported by patients and medics.
7. Some people think that pollution will be reduced. They think recycling materials like bottles and paper will help.

第二章 雅思作文 Task 2 简介及评分标准

第一节 雅思作文 Task 2 评分标准及分析

一、评分标准

雅思作文的评分标准使考官评卷有理可依，有据可查，脱离主观评分的过程，保证写作得分的客观性和公平性。同时，评分标准对考生来说也具有指导意义。下表是雅思作文 Task 2 的官方评分标准。

IELTS Writing band descriptors (Public version)

表一：Task 2

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

续表:

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

续表:

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

