

## 胡敏雅思教材第6代

# 雅思考试写作 金牌教程

# IELTS

(6分 - 7.5分) 胡敏 主编

(英) Mark Griffiths 编著

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全球已有百万雅思考生  
选择了胡敏雅思系列教材……

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# 学英语，考雅思

## (丛书序)

### 一、新教材：三个精准手段解决中国考生问题

目前中国考生存在基础不同、层级不同、应试目标不同的特点，对此本套教材包括三个级别的核心综合教程。

目前中国考生的口语、写作是普遍的弱项，对此本套教材专门编写了口语、写作的单项突破教程。

目前中国考生趋向低龄化，对此本套教材更是特别增加了语法、词汇、基础阅读、语音语调等基础提高类教程。

### 二、起因：两个排位突出中国考生的尴尬境地

2009年中国雅思考生人数突破35万人次，中国成为参加雅思考试人数排名第一的国家。

同年雅思官方公布了全球雅思考生成绩排名，中国学生的雅思成绩全球排名倒数第三。

如此强烈的对比，体现出了中国雅思培训与国际标准的巨大差距。

### 三、根源探索：学好英语才是根本

中国雅思考试市场的迅速增长，验证了十年前我在伦敦面对当时的英国文化委员会雅思总裁肖恩·海德（Sean Hyde）时所说的一句话：“雅思考试具备巨大的市场潜力，肯定会异军突起。”现今，雅思考试市场已远远超过当年肖恩·海德所说的托福（TOEFL）帝国，成为全球参加人数最多的国际英语水平测试。

随着雅思考试市场的不断扩大，中国大陆地区的雅思培训机构也在短短十年内达到了上千家。但面对中国考生雅思成绩偏低的现状，我不得不指出，中国的雅思培训走上了歧途！

诚然，因为雅思考试不限制学员的考试次数，部分考生产生了碰运气的心理，从而导致成绩低。但一些雅思培训机构与教师，一味迎合学生急功近利的思想，不是把真正提升英语语言能力作为重点，而是过分强调考试应试技巧和应试策略以提高所谓备考技能，过分强调背“雅思机经”、“写作模板”，并且在教学过程当中不考虑学员的年龄和英语基础，一上课就讲“雅思真题”——机构的误导，认识的偏颇，才是造成中国雅思考生成绩低的重要原因。

其实要想得到一个好的雅思分数，提高英语综合能力才是根本，英语作为一项技能，既不是死记硬背的知识，也不是灵光一闪的技巧，它需要认认真真的学习、扎扎实实的积累才能达到运用自如的境地。正如有了雄厚的内功，任何普通的招式都可能变成凌厉的杀招。

#### 四、成功原则：提升自己，不断超越

自从我编撰出中国第一套雅思教材起，在这 10 多年里，这套教材已经进行了五次升级，如今已经是“胡敏雅思第 6 代”系列。正是有了众多考生的期待，有了与时俱进的变化，才促使我和我的同事们不断超越自己。尤其在这次教材研发过程中，除了新航道教育集团一线精英教师的不断打磨和智慧提炼，我们还结合了世界级别的资源，邀请世界出版巨擎麦克劳希尔公司、圣智学习出版公司的雅思教学与研究专家来共同打造这个精华版的“第 6 代”系列。

同学们想要顺利通过雅思考试，就要不断提高自己的英语水平，加深自己对这项考试的了解，掌握全球最新的雅思考试资讯。

而培训机构和书店，要为学员提供最好的产品，更要不断更新自己的教学内容，始终站在雅思考试的最前沿。

希望我们都能够在学好英语的基础上，轻松超越雅思。

新航道国际教育集团总裁兼校长



2010 年 6 月

## General Introduction

Having taught IELTS preparation courses in China for eight years, I am familiar with the main problems students face when preparing to take the writing module. This book aims to help students deal with these problems. Chapter 1 examines the format of the writing module, the assessment criteria, and the common problems that students face. Chapter 2 looks at the requirements of the writing module in terms of the use of grammar and various parts of speech. The next three chapters demonstrate how to write reports, letters, and essays for the IELTS writing module. The final chapter contains sample and model answers.

One thing that students often say to me is that they do not know what to write about in Task 2. I believe this is often a result of a lack of reading. Students need to take responsibility for finding out what is going on in the world and why things are happening. I have met many students who are studying, or want to study, international trade, yet know hardly anything about how WTO membership will affect China. People living in Chinese cities often complain about traffic problems, but the only solution they offer is to use cars less, without thinking how this could actually be achieved. Students need to read newspapers and find information on the Internet, which could help them with the issues they may have to write about in Task 2. Remember that the ideas and vocabulary in this book need to be supplemented with others.

It is clear to me that students usually leave things until the last minute. Students do not give themselves sufficient time to prepare for the test. Also, they often do not practise enough by writing reports, letters, and essays. Unless you are using your English every day to do a variety of writing tasks, you can't improve your English by much in less than three months. UCLES, which developed the IELTS test, says that it takes 3 months of study, in an English-speaking environment, to improve by one band score. If going abroad is so important, you need to devote more time to actually preparing for IELTS in an intelligent manner.

Students find it so easy to blame others or complain about their difficult situation when they have problems preparing for the IELTS test. Students love to get online after their tests and complain about the cruel examiners. They need to remember that ultimately the responsibility lies with the student. Get out and meet people and start using your English rather than blaming everyone and everything else for your inability to do well. If you don't want, or don't like, to go out and use your English, then it is clear that you need to rethink your plans to go to live and study abroad.

## Introduction for Teachers

(Students should read this, too!)

As a teacher myself, I was eager to produce a book which would be ‘teacher-friendly’. The book is laid out in such a way that teachers will probably be happy to work through the contents of the book in the same order that they are presented.

Some basic English structures are presented in the second of the book. Remember that this is not a grammar book and that the grammar and structures contained in the second chapter are really designed to serve as a reminder for students. Students who cannot manage the structures to a reasonable standard simply shouldn’t be in the class!

Deal comprehensively with the test format and criteria so that students know exactly what they are facing. The first chapter (hopefully!) contains the answers to any questions students may have. The pages devoted to grammar and structures are designed to ensure that students know what level of English is expected of them in the test. As I mentioned above, students who struggle with these pages shouldn’t be in the class.

The three chapters dealing with report, letter, and essay writing approach the task from the standpoint of a student sitting the examination – from understanding the question through to writing the conclusion.

Encourage students to be imaginative and thoughtful. The Task 2 topics give students plenty of scope for original, highly individual answers. Writing in class gives students the feel of working in a controlled environment, whereas working at home allows them to explore new ideas and check new vocabulary. Students should also be encouraged to debate issues. Debating issues before meeting them in the test allows students to test ideas and arguments.

## Acknowledgements

Thanks to everyone who helped with the sample essays. It doesn’t matter if the essays were good or bad – they all helped!

I’d also like to thank Hu Min at New Channel for making the publishing of this book possible, Jared, Steve, and Simon for their support here in Beijing, and my father for his close support, even though he’s several thousand miles away.

Any opinions expressed in this book are my own and you are welcome to take me on in a debate if you disagree with them!

Good luck to all the students who truly wish to learn English and help promote international relations through educational and cultural exchange!

**Mark Griffiths**



## 前言

我在中国教授雅思备考课程已有 8 年时间，因此对于中国学生在准备雅思写作时所面临的主要问题十分熟悉。本书旨在帮助学生解决这些问题。第 1 章讲述了雅思写作的考试形式、评分标准以及学生普遍面临的问题；第 2 章讲述了雅思写作在语法和用词方面的具体要求；接下来 3 章则讲述了如何撰写雅思写作部分的报告、书信和议论文。最后一章提供了例文和范文。

学生常常对我讲他们不知道 Task 2 应该写些什么，我想这主要是因为他们阅读面太窄。学生必须独立自主地去了解国际时事以及背后的种种原因。我遇到的学生中有许多人在学习（或者想去学）国际贸易，却连入世对中国的影响都说不上来。居住在中国各大城市的人常常抱怨交通问题，可他们能提出来的解决方案只有一个，即减少汽车使用量，从不思考这一方案在现实中该如何实现。学生必须阅读报纸，在英特网上查找信息，这样才能有效完成 Task 2 的写作。请记住：光靠本书中的观点和词汇还不够，必须多读多记。

学生通常都喜欢“临时抱佛脚”，这一点我非常清楚。他们不会拿出充分的时间来备考，而且练习报告、书信和议论文写作的次数也不够。除非你每天会练习各种各样的英文写作任务，否则就无法在短短三个月内显著提高英文水平。雅思考试的设计者剑桥大学地方考试委员会（UCLES）这样说：雅思分数要增加 1 分，考生就需要在讲英语的环境中连续学习 3 个月。如果出国如此重要，你就必须拿出更多的时间踏踏实实地准备雅思考试，而且要勤动脑筋。

学生在备考中遇到问题时，很容易将责任推给别人，或是抱怨自己处境不佳。学生在考试结束后喜欢上网抱怨考官多么多么残酷。但学生必须记住：最终的责任都在自己身上。走出去，与他人会面，开始用英语交流；不要因为自己英语不佳而埋怨所有人或是抱怨所有问题。如果你不想或是不喜欢大胆地使用英语，那么显然，对于出国生活学习的计划你应该三思而后行。

## 教师必读

### (学生也应该读!)

我本人就是教师,因此十分盼望能出版一本方便教师使用的书。本书的章节安排正是如此,教师上课时依次讲解书中内容即可,不用调整章节顺序。

一些基本的英语句子结构已在第2章中罗列出来。请记住:本书不是语法书,第2章中总结的语法和句子结构其实是为提醒学生注意而设计。学生如果未能掌握好各类句子结构,干脆不用来上课。

书中全面讲述了雅思写作的考试形式和评分标准,这样学生就能准确把握雅思写作考试。第1章回答了雅思考生的所有疑惑(希望如此)。语法与句子结构一章旨在确保学生了解雅思考试所要求的英语水平。正如我之前提到的,在这一章上有困难的学生不具备参加雅思备考班的条件。

接下来3章从雅思考生的角度讲述了报告、书信和议论文的写作方法——从审题到写结论。

教师应鼓励学生发挥想像力,并深入思考。Task 2的话题让学生有充分的空间写出新颖、有个性的文章。通过练习课堂写作,学生可以体会到受控环境下的写作过程;而在家练习写作,则可以开拓新观点,查找新词汇。教师还应当鼓励学生就各类问题展开辩论。在写作考试前先就考试话题展开辩论,学生便能检验自己的观点和论断是否确凿有力。

## 鸣 谢

感谢所有在例文编写中给予我帮助的人。不论文章好与否,他们都伸出了援助之手!

我还要感谢新航道总裁胡敏,正是他使得这本书的出版成为可能;感谢 Jared, Steve 和 Simon 在北京给予我的支持;感谢我的父亲,尽管他远在千里,却给予了我密切的关怀与支持。

本书所有观点都是我个人的观点,如果读者有任何不同观点,欢迎讨论。

向所有真心想学好英语并希望通过学术文化交流来改善国际关系的学生道一声:好运!

Mark Griffiths

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## Chapter 1

## The Writing Module

## 雅思写作考试概述

## 1.1 The Format of the Writing Module

## 雅思写作考试的形式

The format of the writing module is actually very simple. The module lasts for 60 minutes. It is strongly recommended that you spend 20 minutes on Task 1 and 40 minutes on Task 2. You may do Task 1 first or Task 2 first, the choice is yours. The most important thing is to pay attention to the time remaining. Remember that this time includes time for preparation and time for checking your work.

雅思写作考试的形式其实非常简单。这一部分共 60 分钟。强烈建议用 20 分钟时间完成 Task 1，用 40 分钟时间完成 Task 2。你可以先做 Task 1，也可以先做 Task 2，这由你自己选择。最重要的事情是注意还剩多长时间。请记住：在这段时间里不仅要构思写作，还要检查整篇文章。

Time is not the only factor you must bear in mind. Task 1 must be at least 150 words long. Task 2 must be at least 250 words long. These are the minimum lengths stated by UCLES, who developed the test.

你要牢记在心的事情不仅是时间。Task 1 文章至少要写 150 字，Task 2 至少 250 字。这是雅思考试

的设计者——剑桥大学地方考试委员会规定的最低字数。

When I was teaching IELTS writing classes, I knew many students who believed that 150 and 250 words were the maximum rather than the minimum. This is completely incorrect! Based on what students produced in class and for homework, I believe that a Task 1 report or letter should be at least around 180 words long, whilst a well-developed Task 2 essay should be at least around 300 words long.

我在上雅思写作课时，发现许多学生都以为 150 字和 250 字是最高字数要求，而不是最低要求。这是完全错误的！从学生课上和课下的写作情况来看，我想 Task 1 的报告或书信至少会有 180 字，而一篇论证充分的 Task 2 议论文则至少有 300 字。

Each candidate receives a four-page answer sheet. Pages 1 and 2 (the front page and left inside page) are for Task 1, whilst pages 3 and 4 (right inside page and back page) are for Task 2. Candidates have to write some information (name, candidate number, test centre, date, and module) on page 1 before the test begins.

每个考生会拿到 4 页答题纸。第 1 页和第 2 页（即正面和里侧左页）用来写 Task 1 文章，第 3 页和第 4 页（即里侧右页和反面）用来写 Task 2 文章。考试开始前，考生还必须在第 1 页上填写相关信息（姓名、考号、考试中心、日期和考试类别）。

### Frequently Asked Questions about the Format of the Writing Module

#### 有关雅思写作考试形式的常见问题解答

*Can I ask the examiner if I don't understand the question(s) in the writing test?*

Several candidates report trying this and every time they have not been helped at all by the invigilators (= the people who hand out and collect the test papers). Note that these invigilators may not even be examiners!

如果我不理解写作题目，可以问考官吗？

有几名考生表示曾尝试过这一做法，但每次监考人员（即发试卷和收试卷的人）都没有出手相助。请注意监考人员不一定是考官！

*What should I do if I need extra pencils and/or paper?*

Raise your hand and ask an invigilator. Do not disturb others by asking aloud.

如果我需要额外的铅笔和 / 或纸, 该怎么办?

举手问监考人员。不要大声询问, 以免打扰别人。

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***Can I use some paper for making notes?***

You can use the question paper. You are not permitted to write on any paper, except the question paper and the answer sheet. If you do—or if you try to—you may be considered to be cheating.

我可以在纸上作笔记吗?

你可以在试卷纸上作笔记。你只能在试卷纸和答题纸上写字, 其他纸一律不允许。如果你在其他纸上写字 (或试图在其他纸上写字), 可能会以作弊论处。

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***What happens if I write less than the minimum number of words?***

You can expect to receive a lower score than if you had written the minimum. Presumably, UCLES have investigated how many words would be required to write a reasonably developed answer for Task 1 and for Task 2. If your answer is shorter than that minimum, you have probably not developed the data into a report (or information into a letter) (Task 1) or not included sufficient arguments, ideas and evidence (Task 2).

如果字数不够会怎样?

字数不够的文章一定会比达到最低字数的文章得分低。可以设想, 剑桥大学地方考试委员会一定调查过写一篇内容充实的 Task 1 和 Task 2 文章大概需要多长的篇幅。如果你的文章字数达不到最低要求, 就 Task 1 而言, 你可能没有将所有数据写入报告, 或者没有将所有信息写入书信; 就 Task 2 而言, 可能是论点、观点和论据不足。



## 1.2 Interpreting the Band Scores

### 雅思写作考试评分等级说明

UCLES publishes the meanings of the overall band scores given to students who take IELTS. These are available, for example, on the official IELTS website. (For a list of this and other useful websites, see Appendix 2). In the listening and reading modules, the band score is determined purely by the number of correct answers. UCLES does not publicly specify what the criteria are for the writing and speaking modules, but it is possible to get a general idea by examining the overall band scores. Also, it is possible to receive a half band score for all the modules.

雅思总分的含义由剑桥大学地方考试委员会公布,可以在雅思官方网站和其他网站上查到(相关网址请参见附录2)。在听力和阅读部分的考试中,得分完全由正确答案的数量来确定。剑桥大学地方考试委员会没有公布写作和口语部分的具体标准,但通过研究总分的含义,还是可以获得一个大致的印象。听力、阅读、写作和口语四部分均采用0.5分即半分制。

#### Band 9—Expert User 9分

#### 专家级语言能力

*"Has fully operational command of the language: appropriate, accurate and fluent with complete understanding."*

“能够自如地运用语言;得体、准确、流利、理解无误。”

A candidate will score band 9 for the writing module if the English they produce fulfils the required task completely. The writing will basically be perfect in terms of organization, method of expression, grammar and/or vocabulary, and it will get the message across extremely fluently, appropriately and accurately, throughout the entirety of the two tasks.

考生写出的英语如果完全能够满足写作要求,可获9分。其文章在组织结构、表达方式、语法和词汇上基本完美,而且在两部分的写作中,考生自始至终都能极其流畅、恰当并准确地传达信息。