

IELTS



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雅思写作

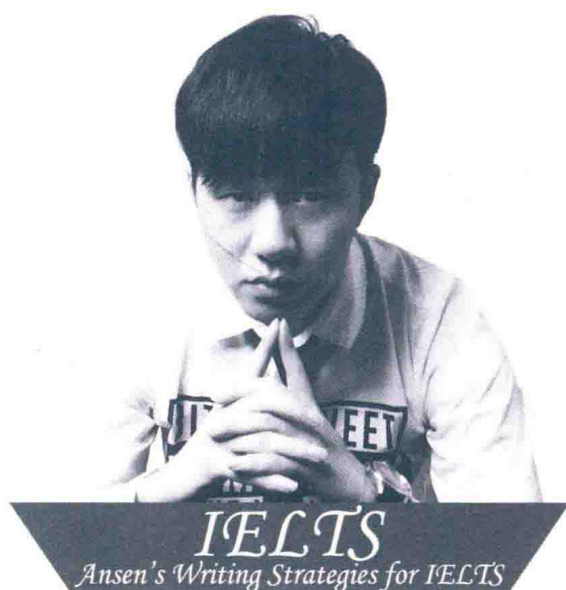
真题解析与高分技巧

精选9分语料库

马真
编著



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雅思写作

马真 | 真题解析与高分技巧

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本书首先帮助考生真正地“认识”雅思写作，“读懂”雅思写作，“玩转”雅思写作，为考生提供了必知的雅思写作知识点，夯实考生雅思写作基础能力，然后分别对雅思写作小作文和大作文进行展开讲解。

小作文：为考生提供写作思路精华、5招瞬间提分技、高手必学的“9连招”以及小作文趋势必备7大句型等，并根据不同的小作文写作题型（线图、饼图、柱状图、表格、流程图、地图）分别给出写作思路指导，帮助考生迅速掌握小作文写作技巧。

大作文：应对问题解决和辩论两种题型，通过真题的回忆以及明晰写作中的因果关系，帮助考生逐词逐句地写作。应对大作文写作8大考试话题，提供强势语料库，且对6类写作题材进行了预测。为了更好地帮助考生获取大作文高分，本书还在最后提供了2013年至2017年的雅思大作文历年真题。

本书专为雅思考生量身定制，引导考生雅思写作思路，指导考生迅速掌握雅思写作技巧，帮助考生获取雅思写作高分。

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本书阅读前必知

雅思写作考试对于我国大部分考生来说，是一个很难获取高分的项目。

诸多考生难以实现 6 分的分数目标，其主要原因往往是考生的语法和词汇记忆出了问题。本书之所以在范文中设置了大量的中英翻译练习，目的就在于能有效地纠正考生的语法错误，并清晰地指明在范文中所处的位置，让考生在纵观文章结构的同时，也学会了雅思考试中最常考的句型。

还有一类考生，英语基础能力扎实，听说读这三项的分数往往能达到 7 分甚至 8 分，但写作却在 6 分徘徊不前。对于这些考生而言，写出复杂的语法从句并用上一些“高大上”的词汇或词伙已经不再是问题，那为何总是不能考到 7 分以上呢？综观这类考生，他们往往偏向使用过于繁琐和复杂的句型、晦涩难懂的单词来解释一些浅显易懂的道理，这就是我们常说的不够“简洁地道”或者伴有太浓厚的“Chinglish”。其次就是衔接手段太过缺失，文章中总是出现大量的重复，尤其是句子的主语，会在文章中被反复提及，使得文章看起来非常繁琐。针对这些问题，本书对衔接手段和方法进行了重点介绍和举例，并在范文中反复练习。建议考生在学习本书中的内容时，每天坚持阅读语料库这一章里的文章，结合重点标注的词伙，比较自己惯常使用的词汇和句型，并加以改正。

/ 本书的特色 /

帮助考生系统学习雅思写作所需掌握的知识点，从评分标准到常用技巧，从小作文解题思路到范文重点句型，从大作文真题解析到最新真题一句句精练，甚至提供了大量的与雅思写作话题相关的语料库。考生可以根据自己的实际需要，循序渐进地练习，也可以根据自己的薄弱环节，选取必要的章节进行选读。因此，本书具有以下特色：

» 全面汇集雅思小作文 Task 1 精彩词汇、加分句型以及考官出题思路精华

很多考生对雅思小作文写作的掌握并不理想，往往不知道如何安排写作结构，句型使用经常错误或混乱，词汇量有限，且搭配也不规范。例如，很多考生在考场上浪费了大量的时间研究如何分段，在写作时也只能想到使用书中所提到的“大众词汇”，如只会用 increase 和 decrease 来表达上升和下降等，所使用的句型也基本相对简单。本书小作文应试技巧的安排正是为解决这些问题而编写的，无论是写作思路还是语言表达，相信考生学完后，会对小作文充满信心！

» 写作题型千变万化，解题思路清晰明了——拿来就用的“Ansen之六步审题法”

每次雅思考试的小作文写作题型各式各样，线图、柱状图、动态图、静态图等层出不穷，导致很多考生临考乱了阵脚，不知如何使用平时所学的应试方法。本书所总结的“Ansen之六步审题法”简单实用，能帮助考生在做题时以不变应万变。按照此法，考生可以在60秒内呈现提纲并确定文章的布局。

» 剑桥雅思真题题型全面展现，并逐句详解

雅思写作大作文题型有很多，且每种题型对应的写作结构也略有不同，因此本书根据考生回忆，选取了部分雅思真题并按照题型进行了分类，为广大考生进行逐句解析。相信考生如果能够随着书中大作文各题型的解题思路进行分析整理，对于那些写作结构混乱以及经常无话可说的考生会有很大帮助。

» 大作文段落逐个练习，真正地手把手教你写

为了让考生巩固大作文的题型思路，书中选取了雅思写作考试的一些热点话题以及近期的新颖话题，并采取了讲练结合的方式，引领考生段落的写作练习。不仅如此，书中还清晰地呈现了该段落在全文的位置。考生可以根据书中的提示，一句句地完成一个属于自己的写作段落，然后通过对比书中所给的参考段落，不断改进自己的写作思路，并让自己的写作语言更加丰富多彩。

» 雅思写作语料库的储备为考生的高分写作添砖加瓦

书中精选了雅思写作各类话题的外刊新闻，即雅思写作语料库，它们是提高考生语言地道的好帮手。涵盖了雅思考试的主流话题，如教育、环境、科技、媒体、动物、甚至最新的寻找外星人话题等。这些地道的写作素材，可以帮助考生积累写作知识，辅助考生掌握地道的英语表达。

» 雅思写作题材预测，辅助考生缩短备考时间

全书最后附有话题较为新颖的外刊精选，如新能源、学术剽窃、城市生活、工作生活、天外生命、家庭教育等。通过这些题材预测，考生可以尽可能地找寻相关的写作资料，做好自己的知识储备，以便能写出更靓丽的文章。

此外，本书还有很多其他的亮点，如写作思路精华、5招瞬间提分技、高手必学的“9连招”以及小作文趋势必备7大句型等，这些内容可以让考生眼前一亮，建立足够的高分写作信心。

非常感谢您选购本书。因时间仓促，编者水平有限，书中疏漏之处在所难免，如若发现，敬请赐教，万分感谢。

马真

2017年7月 上海

如何更好地使用本书

为了更好地帮助考生使用本书，明确学习目的和紧抓学习进度，让雅思写作变得更简单、更有效率，真诚提醒您，按照以下说明可以更好地学习本书（一颗★代表考生学习一遍）：

01 考生必知的雅思写作知识点

★★ 这是带你雅思写作快速入门的最佳选择，请多注意一下评分标准部分。

02 雅思小作文解密

★★★★ 如果你从来没有接触过雅思写作小作文，或者说虽然接触过，但并没有学好，感觉看到小作文就不知道如何下手，那么请先看这一章节，因为 Ansen 准备了非常实用的解决小作文的重要写作思路和必备词汇，看完即可少走弯路！

03 雅思小作文真题全解及范文分析

★★★★ 真正地进入雅思小作文实战，本章将灵活运用 Chapter 2 中的各种知识点，根据雅思小作文不同考试的内容方向，逐次逐句地一步步引导“烤鸭们”小作文写作。

04 雅思大作文解密

★★★★ 解密雅思大作文写作，Ansen 将在此手把手地教您一句句地落实大作文段落的写法。题型分析固然重要，但考生更应关注的是雅思写作中的因果关系以及“隐形衔接”，这些势必会帮您获取高分！

05 传说中的雅思写作语料库

★★★★ 按照考试话题备考雅思写作是考生必备的技能，这样可以有的放矢地对自己哪些话题方面的不足进行更充足的备考，这里我们不仅收集了雅思考试必考的话题外刊新闻，还对相关好词好句进行了释义，能更有效帮您写出地道语言。

06 雅思写作题材预测

★★★★ 雅思写作考试经常考到一些当今时代非常热门的话题，甚至有些话题被雅思官方反复考到，因此，紧跟时代脉搏，关注时代热点，才能更有效地备考雅思写作，本章是备考的重中之重，因为这里对雅思写作有可能会考到的话题进行了预测，能更好地帮助考生充分地备战雅思写作考试。

07 剑 12 写作专题见招拆招

★★★★ 只有备考最新的雅思写作内容，才能更好地领悟到雅思考官的写作出题思路，才能更好地做到雅思写作考试游刃有余，相信本章的参考范文一定给给您很好写作思路启发。

08 2013 ~ 2017 年雅思大作文历年真题一网打尽

★★★★ 只有反复练习真题，才能更好地领略雅思写作考官们的出题思路，更好地总结好自己的写作思维，更好地把握雅思写作的出题方向；通过对历年真题的实战演练，考生们能够摸索出自己的写作方法，写出更高分的作文。

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01

- ★ 雅思写作都考查考生什么
- ★ 不可不知的雅思写作评分标准
- ★ 雅思考官如何评判考生写作能力
- ★ 这些衔接手段考生必知



雅思写作都考查考生什么

/ 必须知道考试时间 /

雅思写作考试安排在听力和阅读考试之后。考生在阅读与写作考试之间有 10 分钟休息时间。普通培训类与学术类写作均为 60 分钟，各包括两部分，Task 1 为 20 分钟，Task 2 为 40 分钟。

/ 有新颖的考试题材 /

题材广泛，主要包括环境、社会问题、教育、商业经济和动物保护等社会热点话题。根据每年的更新，雅思写作很多新颖的话题可能会冒出来（popping out）。

比如 2016 年的外星人话题，就是一个很好的范例。因此本书在最后提供了英美报刊上的地道文章精选，话题新颖，希望能作为考生很好的学习资料。

/ 考试要求会很明确 /

学术类写作要求考生在 60 分钟内完成两篇不同类型、不同长度的写作。

Task 1: 要求考生在 20 分钟内写出 150 词以上的图表描述报告。图表包括线形图、扇形图、柱状图、表格、流程图等。

Task 2: 要求考生就某一现象或者观点在 40 分钟内写一篇 250 词以上的说明文或议论文。要求考生就所给题目对某一方面的问题通过各种论证方法来辩论，或提出解决办法，通过权衡利弊阐述观点，驳斥题干所给观点。

请看以下评分标准，了解一下考官是怎么打分的。

不可不知的雅思写作评分标准

/ 小作文评分标准

IELTS Task 1 Writing band descriptors (public version)

Band	Task Achievement	Cohesion and Coherence	Lexical Resource	Grammatical Range and Accuracy
9	- fully satisfies all the requirements of the task - clearly presents a fully developed response	- uses cohesion in such a way that it attracts no attention - skilfully manages paragraphing	uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as "slips"	uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as "slips"
8	- covers all requirements of the task sufficiently - presents, highlights and illustrates key features/bullet points clearly and appropriately	- sequences information and ideas logically - manages all aspects of cohesion well - uses paragraphing sufficiently and appropriately	- uses a wide range of vocabulary fluently and flexibly to convey precise meanings - skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation - produces rare errors in spelling and/or word formation	- uses a wide range of structures - the majority of sentences are error-free - makes only very occasional errors or inappropriacies
7	- covers the requirements of the task (Academic) presents a clear overview of main trends, differences or stages (General Training) presents a clear purpose, with the tone consistent and appropriate - clearly presents and highlights key features/bullet points but could be more fully extended	- logically organises information and ideas; there is clear progression throughout - uses a range of cohesive devices appropriately although there may be some under-/over-use	- 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	- uses a variety of complex structures - produces frequent error-free sentences - has good control of grammar and punctuation but may make a few errors

(续)

Band	Task Achievement	Cohesion and Coherence	Lexical Resource	Grammatical Range and Accuracy
6	- addresses the requirements of the task (Academic) presents an overview with information appropriately selected (General Training) presents a purpose that is general; there may be inconsistencies in tone - presents and adequately highlights key features/bullet points but details may be irrelevant, inappropriate or inaccurate	- 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 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	- uses a mix of simple and complex sentence forms - makes some errors in grammar and punctuation but they rarely affect communication
5	- generally addresses the task; the format may be inappropriate in places (Academic) recounts detail mechanically with no clear overview; there may be no data to support the description (General Training) presents a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate - presents, but inadequately covers, key features/bullet points; there may be a tendency to focus on details	- presents information with some organisation 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	- 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	- 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
4	- attempts to address the task but does not cover all key features/bullet points; the format may be inappropriate (General Training) fails to clearly explain; the purpose of the letter, the tone may be inappropriate	- 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	- 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	- uses only a very limited range of structures with rare use of subordinate clauses - some structures are accurate but errors predominate, and punctuation is often faulty

(续)

Band	Task Achievement	Cohesion and Coherence	Lexical Resource	Grammatical Range and Accuracy
4	may confuse key features/bullet points with details; parts may be unclear, irrelevant, repetitive or inaccurate	- 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	- 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	attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
3	- fails to address the task, which may have been completely misunderstood - presents limited ideas which may be largely irrelevant/repetitive	has very little control of organizational features	uses an extremely limited range of vocabulary; essentially has no control of word formation and/or spelling	cannot use sentence forms except in memorised phrases
2	the answer is barely related to the task	fails to communicate any message	can only use a few isolated words	cannot use sentence forms at all
1	the answer is completely unrelated to the task			
0	- does not attend - does not attempt the task in any way - writes a totally memorised response			

/ 大作文评分标准 /

IELTS Task 2 Writing band descriptors (public version)

Band	Task Achievement	Cohesion and Coherence	Lexical Resource	Grammatical Range and Accuracy
9	- 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	- uses cohesion in such a way that it attracts no attention - skilfully manages paragraphing	uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as "slips"	uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as "slips"
8	- sufficiently addresses all parts of the task - presents a well-developed response to the question with relevant, extended and supported ideas	- sequences information and ideas logically - manages all aspects of cohesion well - uses paragraphing sufficiently and appropriately	- uses a wide range of vocabulary fluently and flexibly to convey precise meanings - skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation - produces rare errors in spelling and/or word formation	- uses a wide range of structures - the majority of sentences are error-free - makes only very occasional errors or inappropriacies
7	- 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	- logically organises 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	- 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	- uses a variety of complex structures - produces frequent error-free sentences - has good control of grammar and punctuation but may make a few errors

(续)

Band	Task Achievement	Cohesion and Coherence	Lexical Resource	Grammatical Range and Accuracy
6	- 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	- 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	- 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	- uses a mix of simple and complex sentence forms - makes some errors in grammar and punctuation but they rarely reduce communication
5	- 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 conclusion drawn - presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant details	- presents information with some organisation 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	- 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	- 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
4	- 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	- 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	- 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	- 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

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Band	Task Achievement	Cohesion and Coherence	Lexical Resource	Grammatical Range and Accuracy
3	• does not adequately address any part of the task • does not express a clear position • presents few ideas, which are largely undeveloped or irrelevant	• does not organise ideas logically • may use a very limited range of cohesive devices, and those uses may not indicate a logical relationship between ideas	• uses only a very limited range of words and expressions with very limited of word formation and/or spelling • errors may severely distort the message	• attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
2	• daresly responds to the task • does not express a position • may attempt to present one or two ideas but there is no development	• has very little control of organisational features	• uses an extremely limited range of vocabulary; essentially has no control of word formation and/or spelling	• cannot use sentence forms except in memorised phrases
1	• the answer is completely unrelated to the task	• fails to communicate any message	• can only use a few isolated words	• cannot use sentence forms at all
0	• does not attend • does not attempt the task in any way • writes a totally memorised response			

考生须知：大作文和小作文评分标准除了在第一项 Task Achievement 上略有区别，其他都差不多。

雅思考官如何评判考生写作能力

宏观测评 4 个标准

宏观上看，雅思写作对考生的测评主要分为 4 个标准：Task Achievement（任务完成度），Cohesion and Coherence（衔接与连贯），Lexical Resource（词汇量），Grammatical Range and Accuracy（语法多样性和准确性）。

Task Achievement	考查考生是否偏题、跑题，是否有按照题目要求来写作，写的内容是否充足。
Cohesion and Coherence	考查考生写作的逻辑性，以及句子与句子之间的衔接，上下文内容是否连贯。
Lexical Resource	考查用词是否符合语境，是否地道，有多少高级词汇，拼写是否正确。
Grammatical Range and Accuracy	考查句型语法的多样性，是否灵活运用，语法是否正确，标点是否用对。

微观要求有参考

具体来说，以 7 分为写作标准参考，8 分为进步空间，9 分短期内只可欣赏，难以实现。

Task Achievement	简单来说，7 分要求是清晰呈现小作文曲线的总趋势，而大作文有清晰的立场，并回应了题目的所有问题。 6 分是简单处理了文章的要求，写了总趋势，但表达会有遗漏，正文内容不够精确。 5 分是只回答了题目的部分问题，没有结论，或者有太多不相关的信息。 因此，7 分要求构思平衡，按照题目要求来写文章。题目没有要求写原因，就不要分析原因，题目要求选取偏向性的观点，就选取一个，而不要保持中立。
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