



雅思写作 高分路径

麦克
Michael Ari Nusbaum
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Wang Yu
著



UCL

IELTS

Writing Part Two Handbook



海峡出版发行集团 | 福建教育出版社

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Forward

序

I had the pleasure of meeting Michael Nusbaum in 2011 when he visited my university in the United States to discuss his ideas for a partnership for international student exchanges between China and the United States. As the Director of English Language Programs at Rowan University in New Jersey, I was very interested in meeting Michael and was immediately impressed with his knowledge of the field of TESOL and extensive experience living and working in China. Michael visited the classes at my English Language Program, and spent time talking with some of our students from China. Our students were very impressed with Michael's fluency in Mandarin and knowledge of Chinese ways and culture. Michael had been living and studying Mandarin in China for four years at that time. The degree of fluency achieved in such a short period of time is a testament to Michael's prodigious language skills, which also includes varying degrees of fluency in Hebrew, Spanish and German. Michael has been teaching English, including IELTS test prep, for eight years in China and other countries, and taught Hebrew while in college. His passion for language is evident, and his attention to detail and cultural awareness places him in an elite category.

2011年，麦克在美国参观了我所在的大学，我结识并与他探讨了合作想法，即建立中美国际交换生机制。作为新泽西罗文大学英语语言项目的主管，我很看重此次会面。麦克对于对外英语教学（TESOL: Teaching English to Speakers of Other Languages, 全球最大的对外英语组织）的透彻理解以及在中国的生活和工作的丰富经验令我印象尤其深刻。他参观了我的英语语言课程班，也与一些中国留学生交谈了许久。我们的学生对他流利的普通话及熟知中国思维及文化印象十分深刻。当时，麦克已经在中国生活并学习普通话有四年了。他能在那么短的时间内学成如此流利的普通话，恰恰证明了麦克拥有惊人的语言天赋，这也表现在他对于希伯来语，西班牙语及德语的流利程度上。麦克在中国及其他国家教了八年的英语，其中包括雅思（IELTS），此外，当他在大学时，他还教授希伯来语，可见他对于语言极有热情，也专注于细节及文化意识，这些都推动麦克步入精英的行列。

Wang Yu is equally impressive in linguistic and cross-cultural achievement. Wang Yu studied Simultaneous Interpreting at Newcastle University in England and has many years of experience in interpreting, translating, teaching, textbook writing, and cross-cultural consultation. Together, Michael Nusbaum and Wang Yu make a powerful team, bringing linguistic expertise, fluency in English and Mandarin, and years of experience in English language teaching, including IELTS test preparation. Their personal language learning experiences and proficiencies combined with their understanding of the IELTS Writing Part 2 from both the Chinese and English perspectives make them the perfect people to author this IELTS Writing Part 2 Handbook.

王羽在语言与跨文化方面所达到的成就也同样令人难忘。王羽在英国纽卡斯尔大学攻读并完成了同声传译专业，拥有多年的口译、笔译、教材撰写及跨文化咨询的经验。麦克和王羽组成了一个强大的团队，不仅拥有语言学的专业技能，流利的英语及普通话，又具有多年包括雅思备考在内的英语教学经验。他们拥有各自语言学习的经历和专业度，加上他们分别对雅思写作（第2部分）的透彻理解，这些优势使他们成为了撰写雅思写作（第2部分）指南的最佳人选。

The attention to detail and linguistic, as well as cross-cultural, expertise that Michael and Wang Yu bring to this project is immediately evident in this book. For any student planning on taking the IELTS, this book will play a considerable role in preparing you for the test. It immediately outlines the types of essays presented to the test taker, such as argumentative, cause/effect, and opinion/viewpoint. This is followed by the criteria by which you, the test taker, will be evaluated. The authors follow this with pragmatic advice for the novice test-taker, including: read the question carefully, take a neutral stance when writing an argumentative essay, and, most importantly, read in English every day. The authors then step you through the detailed process of writing an essay in various genres. Following this detailed step-by-step instructional guide are multiple well-structured informative essays. To assist you further in understanding the expectations of the test, the authors include a chapter called “essay critiques”, in which the authors skillfully critique student essays, identifying areas of strengths and weaknesses and providing an IELTS score based on their critique.

麦克和王羽专注于细节，语言学和跨国文化，他们将这些专业技能带入本书的写作。对于任何一个打算考雅思的学生而言，这本书都将在备考全过程中发挥重要作用。此书首先勾画出了考生面对的几种文章类型，例如，议论文，原因或结果，观点或视角类。接着就是雅思写作的评分标准。作者为新考生准备了以下这些贴近实际的建议：仔细阅

读问题，写议论文时采取“折中式”写法，最重要的是，每天坚持阅读英语。作者接着详细叙述了撰写不同类型论文的详细过程。在这些详细并循序渐进的指导之后，紧接着作者为考生提供了多样的构思良好的文章。为了能进一步帮助大家理解考试，作者纳入了名为“学生习作修改”这一章，此章中，作者娴熟地评价了学生论文，鉴别出优势与劣势，并基于这些评价给出相应的雅思写作得分。

The test-taker using this book will not only benefit from the skills outlined here for writing an essay, but also from the wealth of topical information provided with each essay. Some of the topics include space exploration, international aid, the influence of advertising, and animal experiments. Full of interesting and relevant information, you will learn a great deal about many topics, which will do you well when taking the IELTS.

用本书的考生将不仅仅受益于此处概括出的论文撰写技巧，也将同时受益于每篇论文给出的大量主题信息。主题包括太空探索、国际援助、广告效应及动物实验等。这些主题充满了有趣的信息，备考雅思时大家将受益良多。

Based on my experience as Director of the IELP at Rowan University combined with multiple years of experience teaching English in the United States and abroad, I think that the two most critical pieces of advice provided by the authors are these: write concisely and read in English every day. Academic English, especially in the United States, is expected to be efficient. Writers are expected to express opinions, to support those opinions with adequate outside sources, and to do this as concisely as possible. To write in this efficient manner, you need both depth and breadth of vocabulary which only comes from reading extensively in the target language. By reading extensively, you will begin to absorb the American English style of writing concisely. And, through reading, you will begin to accumulate the information needed to develop opinions and adequately support your opinions and theses. In all of my experience, including a multitude of feedback received from university writing professors, I believe that the biggest obstacle to international students' success in writing is a lack of reading in the target language—English. Read this book thoroughly and practice writing the essays, but don't stop there. Take the authors' advice and read in English often; in doing so, you will see great improvement in your writing.

根据我在罗文大学作为强化英语语言项目 (IELP: Intensive English Language Program) 院长的经验，加上我在美国和海外多年的英语教学经验，我认为，作者在此提出的最宝贵的两条建议为：每日写作，每日阅读。学术英语，尤其是在美国，需要高效地在写作中使用。因此，作家需要表达自己的观点，用足够的资源来支持这些观点，并且

尽可能地简明扼要。想要用如此高效的方式来写作，你需要词汇的深度和广度，而这些都只能来源于全方面阅读那些用目标语言书写的文章。通过大量的阅读，你将开始掌握美式英语的简洁写作风格，同时也将逐步积累信息，这些信息都是扩充观点及支撑观点所需要的。在我所有的经历当中，包括大量来自大学写作教授的反馈中，我认为，阻挡国际学生成功完成写作的最大障碍就是缺乏目标语言，即英语的阅读。读透本书，不断实践写作，并永不止步。听取作者的建议，经常阅读英语，坚持不懈，你将在写作中取得巨大进步。

The authors have achieved great success and expertise in language learning, teaching, interpretation, translation, and test preparation. Based on their combined achievements, you will be wise to use this book as an integral part of your IELTS test preparation, and to heed the many useful pieces of advice that Michael Nusbaum and Wang Yu so eloquently display throughout these pages.

作者在语言学习、教学、口译、笔译及备考方面取得了巨大的成功，并掌握了娴熟的专业技能。基于他们共同的成就，如果你将本书用作你雅思备考的关键一部分，并留心麦克和王羽在本书中如此详尽阐述的有益意见，那将是明智之举。

Jacqueline McCafferty

Director, English Language Programs

Rowan University

New Jersey

杰奎琳·麦考夫迪

英语语言项目院长

新泽西罗文大学

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Basic Tips on How to Take IELTS

雅思考官给考生的整体建议

By IELTS Examiner Tim Cornwall

雅思考官 Tim Cornwall

To prepare for the test

■准备考试

1. Read lots of books 阅读大量书籍
2. Watch educational TV programs 观看教育类电视节目
3. Write extra homework assignments 多做作业和练习
4. Review mistakes and try to correct 回顾错误, 尝试改正
5. Learn more vocabulary 学习更多词汇
6. Learn to listen 试着多听
7. Practice pronunciation 练习发音
8. Practice speaking slowly 慢慢练习口语
9. Take chances—speak up 抓住机会, 大胆地说出来
10. Find ways to enjoy your studies—music, games... 找到享受学习的方式, 如音乐、游戏等

Day before the test

■考试前一天

1. Get some exercise 做一些运动
2. Have some fun 开心地去玩
3. Enjoy a great dinner 吃一顿美食
4. Watch some English TV 看一些英语电视节目
5. Go to bed early 早点睡觉

Morning of the test

▣ 考试的早上

1. Enjoy a good breakfast 吃好早餐
2. Do not drink too much 不要喝太多水
3. Wear your favorite clothes 穿最喜欢的衣服
4. Arrive early 提早到考场
5. Go to the toilet before the test 考前去厕所

During the Test

▣ 考试时

Listening

听力

1. Follow the instructions very carefully 认真遵守指示
2. Listen carefully at all times 从头到尾都认真听
3. Answers come in the same order as the questions, so answer one-by-one 问题和答案一样都是按顺序出现的，所以一题一题地做
4. If you miss a question, do not worry 假如你漏了一题，不要担心
5. Write clearly and use abbreviations 认真书写，并且使用缩写
6. If you do not know the spelling, write what you can 假如你不知道单词怎么拼写，就尽量写你所知道的
7. Check spelling and vocabulary after the listening is finished 听力结束后检查拼写和词汇
8. If you do not know an answer, guess 假如你不知道答案，即使猜也不要空着
9. Be careful before you change an answer 修改答案要三思
10. Transfer answers quickly and carefully and then review again and again 誊写答案的时候速度要快，也要细心，之后要一再检查

Reading

阅读

1. Decide which reading is easiest and do first 哪部分最简单就先做哪部分
2. Take 20 minutes for each reading selections 阅读每部分都分配 20 分钟
3. Read the questions carefully 认真审题
4. Read topic sentences to each paragraph first 每段的中心句要先读
5. Give the answers exactly as asked 按照问题写答案
6. Check spelling as it is important 检查拼写，这很重要
7. Follow the word limits on answers 按照限定字数来答题

8. Make certain answers in the correct spaces 答案要填在正确的空格中
9. If you change answers, be 100% certain before making any change 修改答案要三思
10. If you do not know an answer, guess 假如你不知道答案, 即使猜也不要空着

Writing

写作

1. Read both questions first 把两个部分的问题都先读一遍
2. Write enough words for both tasks 两部分都要写够字数
3. Take 20 minutes (no more) to do Task 1 在第一部分中 (最多) 花 20 分钟
4. In Task 1, include an introduction in your own words 写第一部分时, 首句介绍句要用自己的语言改写
5. In Task 1, write an overview without using numbers 写第一部分时, 描述概况的句子不需要包含数字
6. In Task 1, use numbers if it is a chart 写第一部分时, 如果是图表就使用数字
7. With Task 2 take 35 minutes (no more) 在第二部分中 (最多) 花 35 分钟
8. With Task 2, answer all parts of the question (1, 2 or 3 parts) 写第一部分时, 要回答问题的所有部分 (三部分)
9. Use complex sentences, difficult words and paragraphs 使用复杂的句子、有难度的词汇和段落
10. Review your work when finished 写完请检查

Speaking

口语

1. Pretend the interviewer is a favorite uncle 假装考官是你最喜欢的叔叔
2. Speak slowly 语速要慢
3. Answer the question asked 问什么答什么
4. Use long answers 用长句
5. Give extra information 提供额外的信息
6. Answer the question "why" before it is asked 考官没有问 "为什么", 你也可以主动回答
7. Give answers to show your English ability 答案要能体现你的英语水平
8. If you need to, lie, the examiner won't know 在考场上撒谎无伤大雅

IELTS Writing and Rubric

雅思写作部分简介和评分标准

以下表格为雅思写作 A 类第一、二部分的时间限制和字数限制。

	Task One Report (A)	Task Two Essay
Time	20'	40'
Word count	150w	250w

IELTS is short for The International English Language Testing System. According to IELTS Handbook (2007), in IELTS Academic Writing Task 1, candidates are asked to describe some information (graph/table/chart/diagram), and to present the description in their own words. Depending on the type of input and the task suggested, candidates are assessed on their ability to:

- organize, present and possibly compare data
- describe the stages of a process or procedure
- describe an object or event or sequence of events
- explain how something works

In Task 2 candidates are presented with a point of view or argument or problem. Candidates are assessed on their ability to:

- present the solution to a problem
- present and justify an opinion
- compare and contrast evidence, opinions and implications
- evaluate and challenge ideas, evidence or an argument.

The issues raised are of general interest to, suitable for and easily understood by candidates entering undergraduate or postgraduate studies or seeking professional registration.

The descriptors apply to both the Academic and General Training Modules and are based

on the following criteria. Task 1 responses are assessed on:

- Task Achievement
- Coherence and Cohesion
- Lexical Resource
- Grammatical Range and Accuracy

Task 2 responses are assessed on:

- Task Response
- Coherence and Cohesion
- Lexical Resource
- Grammatical Range and Accuracy.

网站链接:

<http://www.ielts.org/pdf/Writing%20Band%20descriptors%20Task%202.pdf>

Rubric

IELTS™

IELTS Writing band descriptors (Public version)

雅思考试写作评分标准（公众版）

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
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 overgeneralise and/or supporting ideas may lack focus 	<ul style="list-style-type: none"> 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 	<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

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5	<ul style="list-style-type: none">addresses the task only partially; the format may be inappropriate in placesexpresses a position but the development is not always clear and there may be no conclusions drawnpresents 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 organisation but there may be a lack of overall progressionmakes inadequate, inaccurate or over-use of cohesive devicesmay be repetitive because of lack of referencing and substitutionmay 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 taskmay 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 structuresattempts complex sentences but these tend to be less accurate than simple sentencesmay make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
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 inappropriatepresents a position but this is unclearpresents 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 responseuses some basic cohesive devices but these may be inaccurate or repetitivemay 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 taskhas 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 clausessome 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 taskdoes not express a clear positionpresents few ideas, which are largely undeveloped or irrelevant	<ul style="list-style-type: none">does not organise ideas logicallymay 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 spellingerrors 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 taskdoes not express a positionmay attempt to present one or two ideas but there is no development	<ul style="list-style-type: none">has very little control of organisational 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 memorised 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 attenddoes not attempt the task in any waywrites a totally memorised response			

http://www.chinaielts.org/downloads/UOBDs_WritingT2.pdf

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写作任务2 (* 评分标准以英文版本为准, 中文翻译仅供参考。)

分数	写作任务回应情况	连贯与衔接	词汇丰富程度	语法多样性及准确性
9	<ul style="list-style-type: none">全面地回应各部分写作任务就写作任务中的问题提出充分展开的观点, 并提出相关的、得以充分延伸的以及论据充分的论点	<ul style="list-style-type: none">衔接手段运用自如, 行文连贯熟练地运用分段	<ul style="list-style-type: none">使用丰富的词汇, 能自然地使用并掌握复杂的词汇特征; 极少出现轻微错误, 且仅属笔误	<ul style="list-style-type: none">完全灵活且准确地运用丰富多样的语法结构; 极少出现轻微错误, 且仅属笔误
8	<ul style="list-style-type: none">充分地回应各部分写作任务就写作任务中的问题进行较为充分展开的回应, 并提出相关的、得以延伸的以及含有论据的论点	<ul style="list-style-type: none">将信息与论点进行有逻辑的排序各种衔接手段运用得当充分且合理地使用分段	<ul style="list-style-type: none">流畅和灵活地使用丰富的词汇, 达意准确熟练地使用不常用词汇, 但在词语选择及搭配方面有时偶尔出现错误拼写及/或构词方面错误极少	<ul style="list-style-type: none">运用丰富多样的语法结构大多数句子准确无误只在极偶然情况下出现错误或存在不当之处
7	<ul style="list-style-type: none">回应各部分写作任务回应写作任务过程中始终呈现一个清晰的观点呈现、发展主要论点并就其进行论证, 但有时出现过于一概而论的倾向及/或论点缺乏重点的倾向	<ul style="list-style-type: none">符合逻辑地组织信息及论点; 清晰的行文推进发展贯穿全文恰当地使用一系列衔接手段, 尽管有时使用不足或过多每个段落均有一个清晰的中心主题	<ul style="list-style-type: none">使用足够的词汇, 体现一定灵活性及准确性使用不常见词汇, 对语体及搭配有一定认识在选择用词、拼写及/或构词方面可能偶尔出现错误	<ul style="list-style-type: none">运用各种复杂的语法结构多数句子准确无误对语法及标点符号掌握较好, 但有时出现少许错误
6	<ul style="list-style-type: none">回应了各部分写作任务, 但某些部分的论证可能比其他部分更为充分提出了一个切题的观点, 尽管各种结论有时不甚清晰或重复提出了多个相关的主要论点, 但某些论点可能未能充分展开进行论证或不甚清晰	<ul style="list-style-type: none">连贯地组织信息及论点, 总体来说, 能清晰地推进行文发展有效地使用衔接手段, 但句内及/或句间的衔接有时有误或过于机械有时无法保持一贯清晰或恰当地使用指代使用段落写作, 但未能保持段落间的逻辑	<ul style="list-style-type: none">使用足够的词汇开展写作任务试图使用不常用词汇, 但有时使用不准确在拼写及/或构词方面有错误, 但不影响交流	<ul style="list-style-type: none">综合使用简单句式与复杂句式在语法及标点符号方面有一些错误, 但这些错误很少影响交流