

Teaching PEEC

如何教 PEEC —— 写作 Task 2 段落结构

A complete 60-minute lesson for IELTS Writing Task 2, built so that students **write for most of it**. Board work, teacher script, the errors you should expect, and a printable worksheet. Take it into a classroom tomorrow.

一节完整的 60 分钟写作课，设计上就让学生**大部分时间在写**。含板书、教师语言、预料错误与可复印的学习单。

Why this lesson exists

为什么要上这节课

The commonest Band 6 paragraph asserts a point and never develops it. PEEC is a cycle of four **functions** — Point, Explain, Evidence, Connect — not a rigid four-sentence template. Teach it as a template and thirty students produce one essay thirty times. [1]

最常见的 6 分段落，提出了观点却不展开。PEEC 是四个**功能**的循环，而不是四句话的固定模板。如果当模板教，三十个学生会交出同一篇作文。[1]

01 Show the failure 先展示失败

0–8 min

Put one weak paragraph on the board — a point asserted and abandoned. Ask: *what is missing?* Let them struggle. Most will say “examples”.

在板上写一个弱段落——提了观点就丢下。问：缺什么？让他们先想。大多数会说“例子”。

They are half right, and the half they miss is the lesson: what is missing first is the **reasoning**. Do not name PEEC yet.

他们只对一半。漏掉的那一半就是本节课的重点：缺的首先是**推理**。此时先不要提 PEEC。

02 Build one paragraph together 一起搭一个段落

8–18 min

Write **P • E • E • C** on the board. Build the model answer one function at a time, asking the class for each step before you write it.

在板上写 **P • E • E • C**。逐一功能搭建示范段落，每一步都先问学生，再写上去。

Then ask why Explain comes before Evidence. Most paragraph structures they have met — PEEL, TEEL — put evidence first. PEEC reverses it deliberately, because IELTS rewards reasoning over illustration. The example supports the argument; it is not the argument. [1]

然后问：为什么 Explain 在 Evidence 之前？ 他们学过的 PEEL、TEEL 都是例证在前。PEEC 故意反过来，因为雅思奖励推理胜过举例。例子是支撑论点，不是论点本身。[1]

03 They write. You circulate. 他们写，你巡视

18–40 min

Twenty-two minutes of silence. One paragraph, one PEEC cycle, on a question you give them. This is the part most teachers cut, and it is the part that works.

二十二分钟的安静。 给一个题目，写一个段落、一个 PEEC 循环。这是大多数老师会砍掉的部分，也正是有效的部分。

Circulate with one question only: *which function is this sentence doing?* Do not correct grammar on this pass. Note patterns for stage 5.

巡视时只问一个问题：这一句在做哪一个功能？这一轮不改语法。把共性问题记下来，留到第五阶段。

A student who cannot say which function a sentence serves has written a sentence that serves none. That is the diagnosis, and they can make it themselves.

如果学生说不出某句在做什么功能，那句话就什么功能都没做。这就是诊断，而且他们能自己做出来。

04 Label your own paragraph 给自己的段落标注

40–50 min

Each student marks their own paragraph in the margin: P, E, E, C. Anything unlabelled is a candidate for deletion.

每个学生在自己段落旁标出 P、E、E、C。标不出来的句子，就是候选删除对象。

Two failure patterns will appear. **No E at all** — point then example, no reasoning. And **two Ps** — two themes in one paragraph, which breaks the one-theme rule. [1]

会出现两种失败。**根本没有 E**——观点直接接例子，没有推理。以及**两个 P**——一段两个主题，违反了单一主题原则。[1]

05 Two fixes, then rewrite one sentence 两个修正，然后重写一句

50–60 min

Give each student **two** fixes, each named by criterion. Not five. A paragraph can contain twenty errors; choose the two that cost the most marks.

给每个学生**两个**修正点，每个都点名评分项。不是五个。一个段落可能有二十处错；选扣分最多的两处。

Then they rewrite **one sentence** — not the paragraph — in the room, now. The rewrite is where the learning lands. Do not let the lesson end on the first draft.

然后当场重写**一句**——不是整段。学习发生在重写里。不要让课停在初稿上。

The model • 示范段落

Topic: remote working. Keep the content ordinary — only the structure should impress. [1]

P	Point 观点	<i>One key advantage of remote working is that it significantly improves employee work-life balance.</i>
E	Explain 解释	<i>This is because workers can eliminate lengthy daily commutes and manage their hours more flexibly, which reduces stress and allows more time for family and health.</i>
E	Evidence 例证	<i>For instance, an employee who previously spent two hours a day commuting can redirect that time toward focused work or rest, arriving less fatigued.</i>
C	Connect 回扣	<i>This demonstrates that flexible working delivers tangible benefits not only to individual employees but to overall organisational performance.</i>

ONE-TO-ONE • 一对一

Cut stage 3 to twelve minutes and mark it live — read the paragraph while they watch, narrating each function as you find it. Where you hesitate, say so: that hesitation is the examiner's hesitation. Then rewrite one sentence together, aloud, before they touch the keyboard. Set the second paragraph as homework.

把第三阶段缩到十二分钟，然后当着学生的面批改——一边读一边说出每句在做哪个功能。你犹豫的地方就直接说出来：那正是考官会犹豫的地方。然后一起口头重写一句，再让他动手。第二段布置为作业。

On screen • 机考提醒

From 1 September 2026 your students write on a screen. PEEC gains an advantage there: paragraphs can be reordered and sentences moved, so a mislabelled function can be fixed rather than crossed out. Teach the labelling habit — it is more powerful when editing is cheap.

2026年9月1日起，你的学生在屏幕上写。PEEC在机考下反而更有优势：段落可以重排、句子可以移动，标错的功能可以修改而不是划掉。编辑成本低了，标注习惯就更值得教。

[1] Cox, D. *IELTS Academic Writing: The Complete Band 7+ Guide* — Chapter 14.1, The PEEC Paragraph Structure.

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