

剑桥雅思 11 写作范文【Test 1-4】汇总

范文来源：

书籍名称：《雅思写作范文库+满分作文精析》

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特点：

- 1) 严格参照剑桥真题，每个题目都提供了相应的范文
- 2) 对范文进行详细地剖析，涉及话题和题型分类、题目的分析、段落分析、满分要素（语言表达、逻辑结构）的分析等。
- 3) 在每篇作文之后，提供了一篇同类话题的练习，考生可尝试写作，并进入智课网，会有专门的教师对考生的习作进行评测。

Cambridge 11

小作文范文

Test1

题目：The charts below show the percentage of water used for different purposes in six areas of the world.

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The pie charts showcase the difference amongst six regions across the world in terms of named water uses in percentage.

Water used for industrial purposes presents the most drastic contrasts in regional consumption trends. Europe and North America, as the top two consumers, reach 53% and 48% respectively. South America and South East Asia assume the second tier in the charts, both amounting to about 10%. The smallest proportion of water is used industrially in Africa and Central Asia (7% and 5% respectively).

Agriculture is where regional differences in water consumption rates are relatively smaller: North America and Europe both stand between 30% and 40%, while the other four regions in question find themselves in a high-value band (71 to 88%).

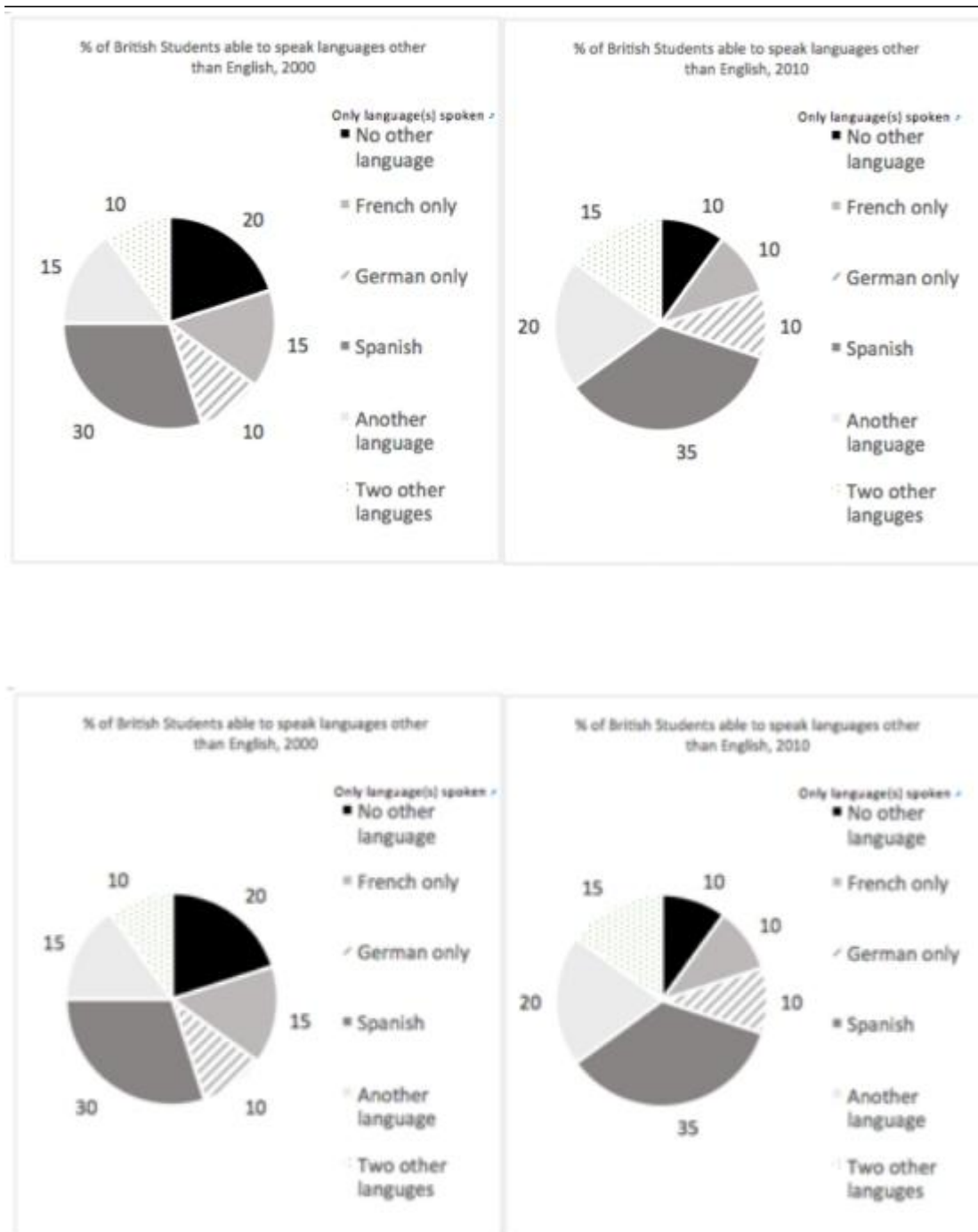
Households use the least amount of water: less than 20% for North and South America and Europe, and less than 10% for other regions.

In sum, despite the regional difference and generalities, agriculture, industry, and domestic uses of water are in a descending order.

Test2

题目：

The charts below show the proportions of British students at one university in England who were able to speak other language in addition to English, in 2000 and 2010.



The data for students speaking Spanish show an increase from 30% to 35% after a decade. The same increase applies to students with “another language” skills (15% to 20%). Likewise, there was also a 5% increase in the number of students who were tri-lingual.

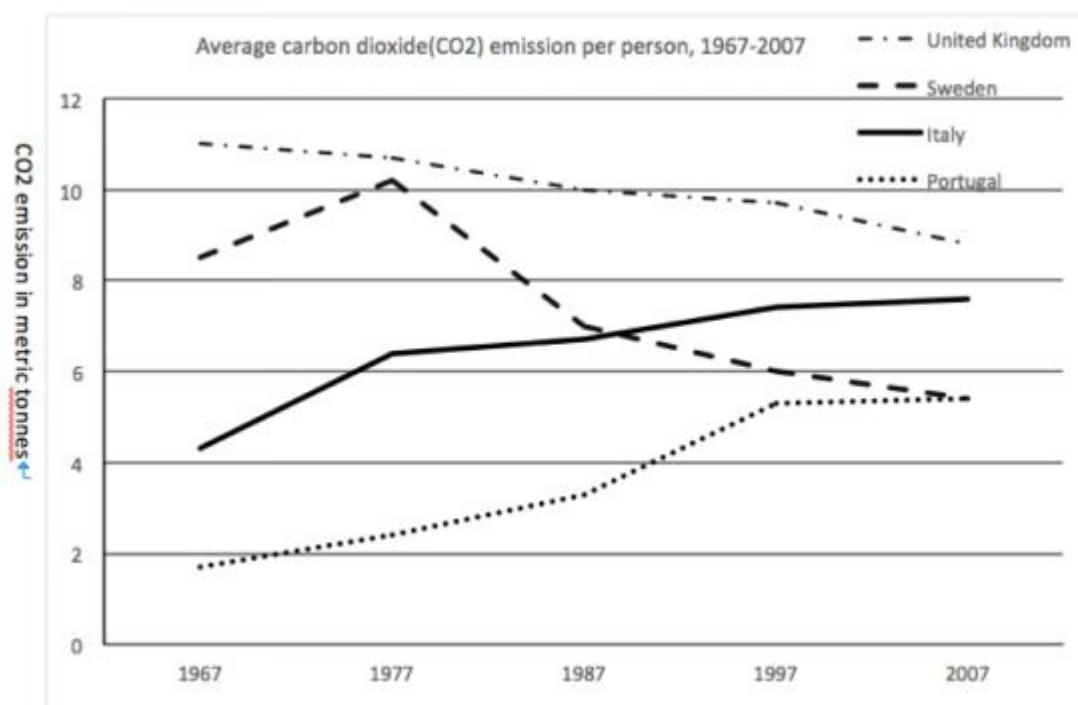
In contrast, two categories—“no other language” and “French only”—witness shrinking percentages. Those who spoke English only experienced a fall of 10% from

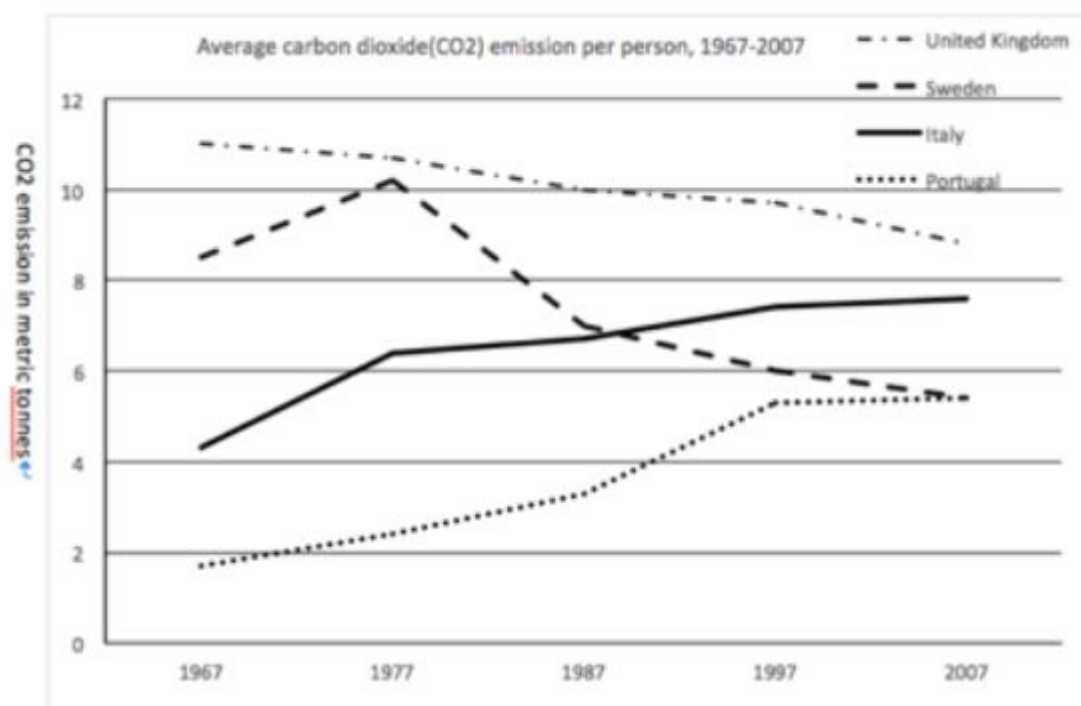
20% to 10%. Meanwhile, French as the only foreign language spoken also diminished, decreasing from 15% to 10%.

In sum, in the given period, more students started to learn foreign languages. Specifically, there was a slightly increasing enthusiasm for Spanish, speaking another language, and being multi-lingual. French was the only foreign language choice less likely to be taken. German was the only language whose number of learners was unchanging.

Test3

题目：The graph below shows average carbon dioxide(CO₂)emissions per person in the United Kingdom, Sweden, Italy and Portugal between 1967 and 2007.





The percentage for the United Kingdom levelled out at about 11 for the first decade, after which there appears a continuous, steady, and marginal fall for 30 years from approximately 11 to 9.

Sweden underwent two contrasting trends over the period in question. Between 1967 and 1977, per capita emissions rose from 9 to 10.5, and then experienced a steep fall to 5.5.

Italy and Portugal did not see a descending trend in the span of 40 years, and on the whole Italy gave off more CO₂. Italy started off at 4, kept rising for 30 years to 7.6, and then levelled out till 2007. Portugal had an extremely similar trend with Italy, but with a consistent difference of about 2.5.

In general, despite different trends for specific countries, there had been no increase in CO₂ emissions for all countries over the four decades.

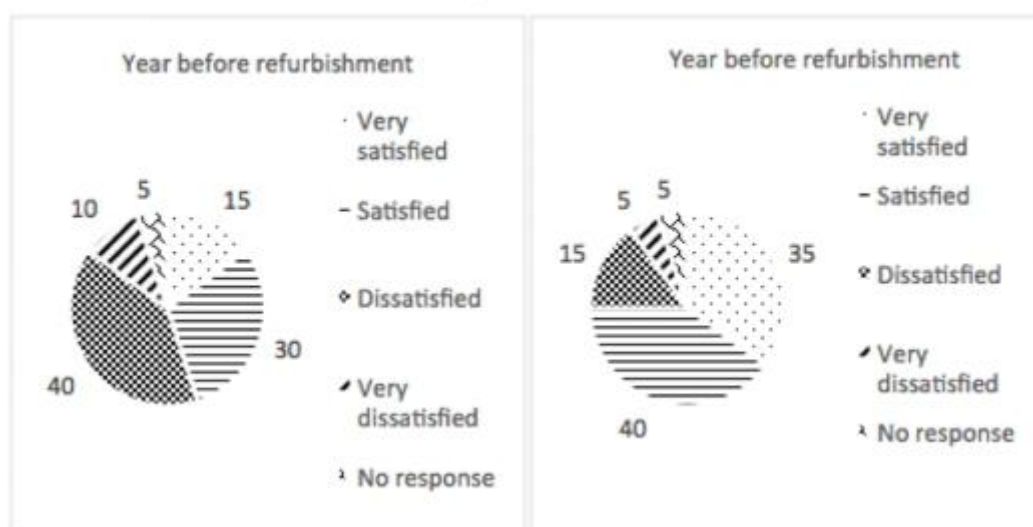
Test4

题目：The table below shows the number of visitors to Ashdown Museum during the year before and the year after it was refurbished. The charts show the result of surveys asking visitors how satisfied they were with their visit, during the same two periods.

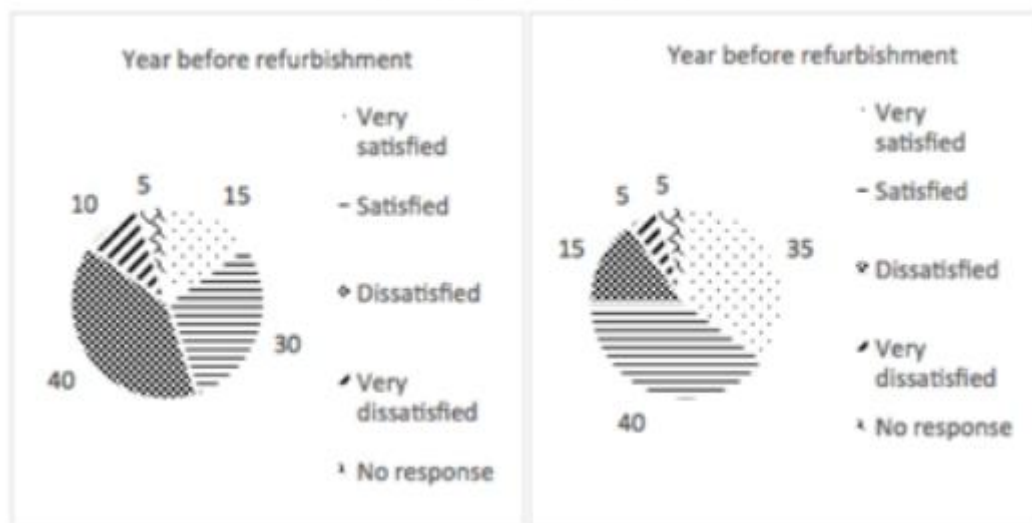
Total number of visitors to Ashdown Museum ↗	
During the year before refurbishment: ↗	74,000 ↗
During the year after refurbishment: ↗	92,000 ↗

Total number of visitors to Ashdown Museum ↗	
During the year before refurbishment: ↗	74,000 ↗
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Results of surveys of visitor satisfaction ↗



Results of surveys of visitor satisfaction



The table compares the numbers of visitors at the Ashdown Museum before and after refurbishment, whose results were further surveyed as shown in the pie charts. As listed in the table, the restoration marked a year-on-year increase of 18,000 visitors from 74,000 to 92,000.

The satisfaction surveys offer a clearer picture of what the visitors thought about the change. The satisfaction ratios went up by 20% from 15% to 35% in the “very satisfied” response, and by 10% from 30% to 40% in “satisfied”. Moreover, more than half (from 40% to 15%) of the dissatisfied visitors changed sides to give better verdicts after the refurbishment. Likewise, the proportion of the worst feedback possible in the survey—“very dissatisfied”—was halved to a final total of 5%.

In sum, with the “no response” category remaining the same (5%) throughout the study period, it is only fair to state that the renovation brought about positive changes to the museum as shown in the survey: more visitors became more satisfied after the refurbishment.

大作文范文

TEST1

Governments should spend money on railways rather than roads. To what extent do you agree or disagree with this statement?

满分范文赏析

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More often than not, “getting somewhere” is used metaphorically to mean “getting what one wants”, but in the context of ever-expanding cities and over-crowded traffic conditions, the term has come to mean a headache for commuters and governments alike. Thus, the choice between “roads or railways” has come to the attention of authorities, and this essay believes that the utilization of public transport, exemplified by railways, should be encouraged whenever possible.

Obviously, the less traffic there is on the roads, the more efficient transportation operates, and the less polluted the environment is. Even though one can dispute that the road system was planned decades ago, and was not meant for the increasing volume of vehicles as a sign of life improvement, it is just because private vehicle ownership is prevalent, and road system cannot be bettered at will, that public transport, i.e. railways designed to carry a multitude of passengers and transport them at a high speed, should be encouraged. Consequently, with less road traffic, exhaust emissions will be dramatically reduced, and a cleaner environment is readily at hand.

However, the term “whenever possible” in the opening paragraph does carry some weight. For newly developed regions, especially those with a small or slow increase in population and traffic in the foreseeable future, roads can be a more pragmatic medium of transport when compared with railroads, underground or not, which are considerably more expensive and less adaptable.

Railways, for their passenger capacity and speediness, are no doubt a more sensible solution to congested traffic and pollution problems than roads.

Test2

Some people claim that not enough of the waste from homes is recycled. They say that the only way to increase recycling is for governments to make it a legal requirement. To what extent do you think laws are needed to make people recycle more of their waste?

The environment is what all livelihoods depend on, so all participants should have a fair share of work in sustaining it. Humans, for the advantages they have taken from nature and the harm they have consequently done, should chip in with willing actions no matter whether their contributions are legally bound or not.

Admittedly, citizens will no doubt try harder to recycle in the face of laws and corresponding punishment. Even though recycling is a crucial and integral part of environmental protection, people, for the trouble or other concerns, are better at words than deeds. In light of an unidealistic reality, laws and binding regulations should be in place before it is too late.

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However, individuals are ultimately responsible for recycling. For one, daily wastes constitutes one third of the pollution on earth. It is only reasonable to demand that everybody “be a man of action” and “clean up their own mess”. For another, recycling is not a burden to be passed from one individual to another, considering the welfare of everybody on earth is at stake.

Additionally, instead of laws, incentives might be more feasible and effective. A mechanism of recycling can be created on the government’s part: tax cuts or reimbursement for the delivery of bulky waste to designated locations, the construction of more collection spots, or promotional campaigns highlighting the importance of recycling.

In sum, laws will help to recycle waste, but not as much as incentives from the government could, and the cause will only be advanced when everybody is in it together.

Test3

Some people say that the only reason for learning a foreign language is in order to travel to or work in a foreign country. Others say that these are not the only reasons why someone should learn a foreign language. Discuss both views and give your own opinion.

The topic at hand can be, ruthlessly yet economically, reduced to the following question—why do people learn foreign languages? This essay enumerates a few other reasons.

Trips to other countries for business or pleasure will certainly be benefited if a fair amount of the local language is mastered. The reasons seem redundantly obvious: trips are much easier when language barriers are out of the way, communication will be instantly effective, and any business affairs are facilitated when the same language, especially a local one, is spoken and understood.

However, people of a specific locale are prompted to learn and speak a foreign language, which is true especially when they are from tourist attractions and business centres. For the sake of being helpful hosts or improving business with foreigners, residents are willing to learn or able to speak, for example English, in non-English-speaking countries.

Moreover, one does not have to learn a foreign language to interact with others in real-life situations. International cultural exchange has never seen more possibilities. British novels, Korean TV shows, French fashion magazines, and Italian menus can all be good reasons for anybody to take up a foreign language if they want first-hand information.

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All in all, it does not take a rocket scientist, or in this case a linguistics professor, to list all the possibilities one may have after acquiring a foreign language. The list is certainly long enough for reasons other than travelling abroad or working in a foreign office.

TEST 4

Many governments think that economic progress is their most important goal. Some people, however, think that other types of progress are equally important for a country. Discuss both views and give your own opinion.

It is bold to believe that the topic given can be shortened and rephrased to “Does money make the world go around?” According to this passage, the answer to the question is “Yes”: economic progress, for individuals and governments alike, is of fundamental importance despite the fact that it is entangled with the performance of other sectors, programmes, and affairs of a nation.

Understandably, aspects of a country are intertwined, and it is to some degree impossible to closely examine one out of the context of or without reference to the others. Better healthcare brings forth a strong national population, whose workforce generates more products more efficiently, which help the economy, which in turn funds education, from which healthcare benefits, and the chain goes on and ultimately into a giant circle or a web.

However, national economy is vital. Economy, wealth, or money, is in essence the symbol of increased productivity. In this sense, there is little room for the argument that economic endeavours should be sidelined by any other governmental efforts. With an improved national economy, expectations for standard of living are met, national security is maintained, and international influence is boosted.

Moreover, “other types of progress” are legitimately important, but require economic support. Admittedly, such public sectors as healthcare, public transport, and education are indispensable parts of public services, but it is common knowledge that any of those will not be provided for if the national economy is poor.

In sum, the degree of importance cannot be decided unless a specific set of standards or indices are available, but as the foundation to other national sectors and services, economic achievements are “the most important”.