

剑桥雅思 5 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:

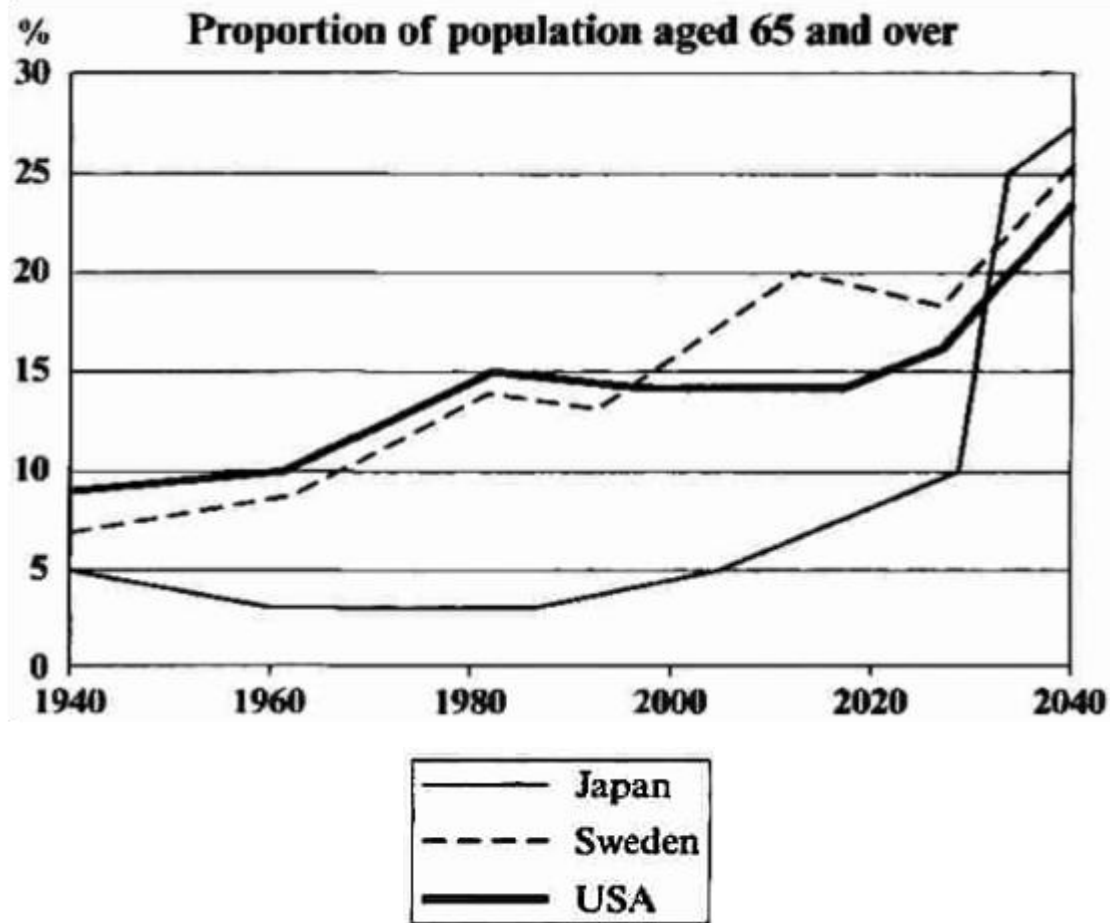
- 1) 严格参照剑桥真题, 每个题目都提供了相应的范文
- 2) 对范文进行详细地剖析, 涉及话题和题型分类、题目的分析、段落分析、满分要素(语言表达、逻辑结构)的分析等。
- 3) 在每篇作文之后, 提供了一篇同类话题的练习, 考生可尝试写作, 并进入智课网, 会有专门的教师对考生的习作进行评测。

Cambridge 5

小作文范文

Test1

题目: The graph below shows the proportion of the population aged 65 and over between 1940 and 2040 in three different countries.



The information given by the line chart is about the percentage of people aged 65 and over from 1940 to 2040 in three different nations (namely, Japan, Sweden and USA).

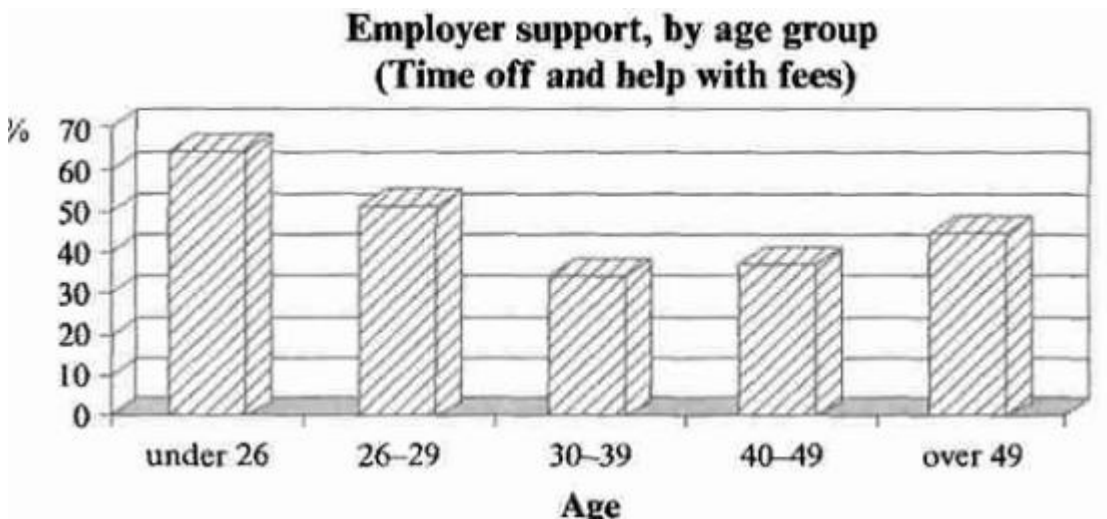
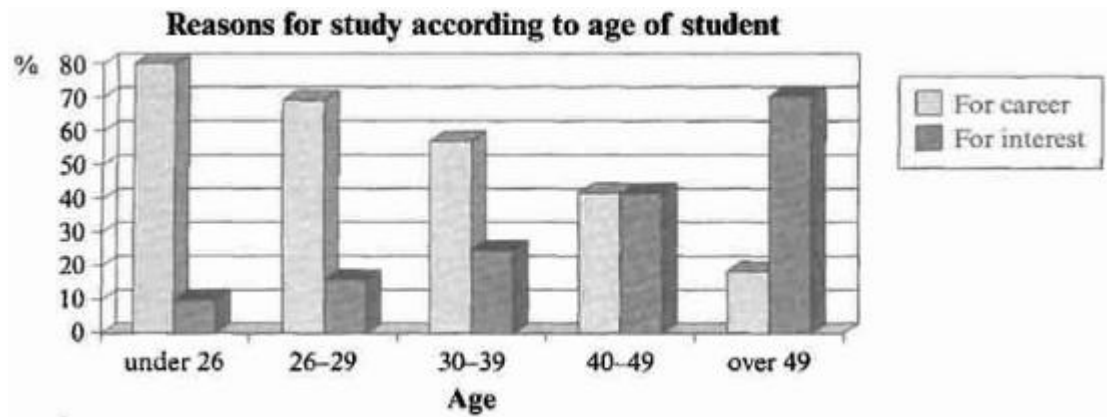
As we can see from the three-line chart, in 1940, USA had the largest proportion of elderly people aged 65 and more, taking up 10%. It increased to 15% during the next four decades, which was closely followed by a leveling off at 14%. However, it is estimated to see a dramatic increase to just under 25% in 2040. Similarly, the proportion of old people in Sweden was always lower than that of USA. But, it exceeded the percentage of old people in USA in 1995 and it is expected to hit 25% 40 years later, although there will be some fluctuations.

On the contrary, the proportion of people aged 65 and more in Japan saw a decrease from 5% in 1940 to about 3% in 1960 and it kept stable for over 20 years. Interesting, it is expected to grow dramatically and exceed that of Sweden and USA, shooting just over 25% in 2040, becoming the country which will house the most percentage of elderly people.

All in all, it is clear to see that there was and will be a clear difference in the proportion of elderly people aged 65 and more in the three countries.

Test2

题目: The charts below show the main reasons for study among students of different age groups and the amount of support they received from employers.



The information given by the bar charts is about the major causes of study among students in different age group and the amount of support they acquired from employers.

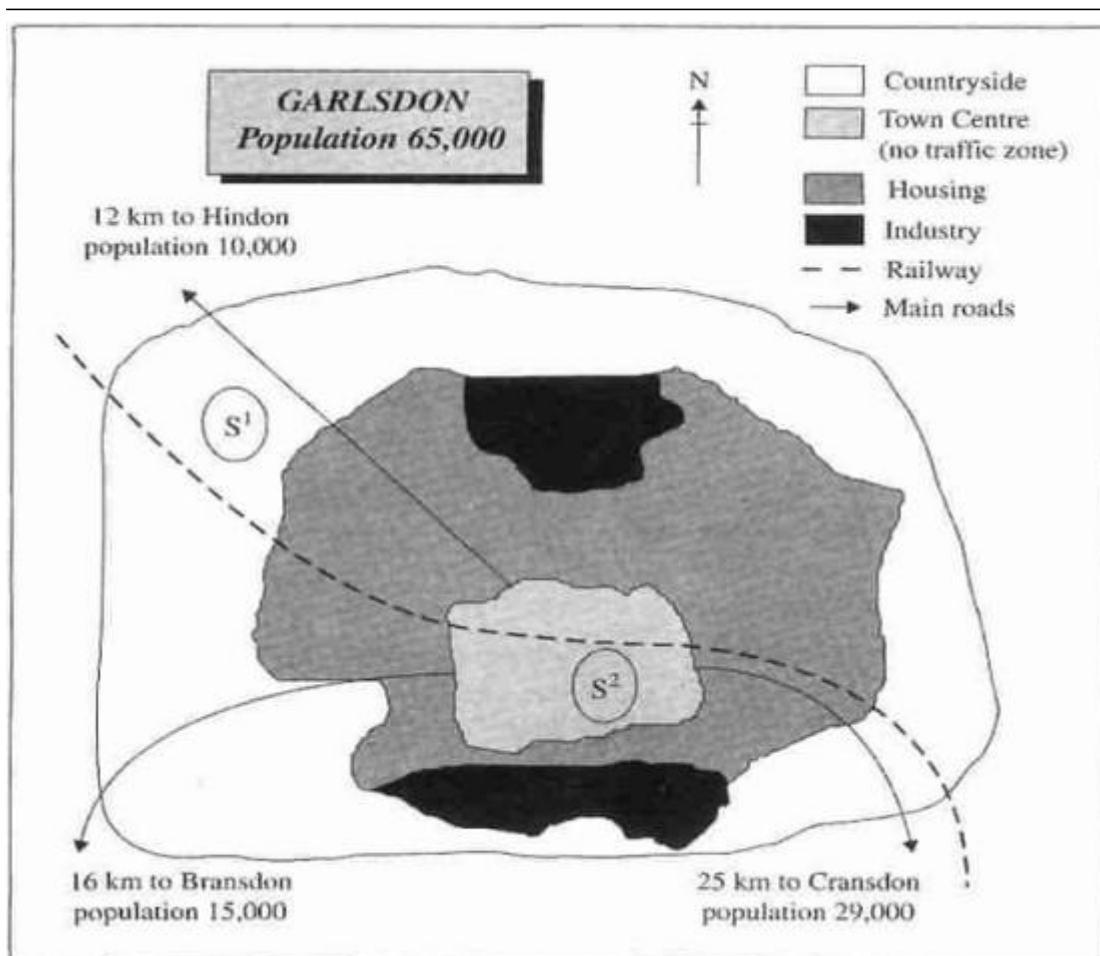
The first graph shows that there is a gradual decrease in study for career reasons with age. Nearly 80% of students under 26 years, study for their career. This percentage declines by 10% -20% every decade. Only 40% of 40-49 year olds and 18% of over 49 year olds are studying for career reasons. Conversely, there are only 10% of under 26 yr olds studying out of interest. The figure increases till the beginning of the fourth decade, and increases in late adulthood. However, 70% of over 49yr olds study for interest, about 4 times as many as that for career.

The second graph shows that employer support is maximum (about 60%) for the under 26yr students. It drops rapidly to 32% up to the third decade of life, and then increases in late adulthood up to about 44%. It is unclear whether employer support is only for career-focused study, but the highest level is for those students who mainly study for career purposes.

All in all, it is clear to see that there is an obvious difference in the distribution of reasons for study according to age group and most employers would like to give younger staff members time off and fees to continue academic study.

Test3

题目: The map below is of the town of Garlsdon. A new supermarket (S) is planned for the town. The map shows two possible sites for the supermarket.



The map shows two proposed locations (S1 and S2) for a new supermarket for the town of Garlsdon.

The first potential location (S1) is outside the town itself, and is sited just off the main road to the town of Hindon, lying 12 kms to the north-west. This site is in the countryside and so would be able to accommodate a lot of car parking. This would make it accessible to shoppers from both Hindon and Garlsdon who could travel by car. As it is close to the railway line linking the two towns of Cransdon (25 kms to the south-east), a large number of shoppers would also be able to travel by train.

In contrast, the suggested location, S2, is right in the town centre, which would be good for local residents. Theoretically the store could be accessed by road or rail from the surrounding towns, including Bransdon, but as the central area is a no-traffic zone, cars would be unable to park and access would be difficult.

Overall, neither site is appropriate for all the towns, but for customers in Cransdon, Hindon and Garlsdon, the out-of-town site (S1) would probably offer more advantages.

Test 4

题目: The table below gives information about the underground railway systems in six cities.

City	Date opened	Kilometres of route	Passengers per year (in millions)
London	1863	394	775
Paris	1900	199	1191
Tokyo	1927	155	1927
Washington DC	1976	126	144
Kyoto	1981	11	45
Los Angeles	2001	28	50

The data given by the table is about the details regarding the underground railway systems in six cities.

London has the oldest underground railway system among the six cities. It was opened in 1863. Paris is the second oldest, in which it was opened in 1900. It was followed by Tokyo, Washington DC and Kyoto. Los Angeles has the newest underground railway system, and was only opened in 2001. In terms of the size, London has the longest route, 394 kms, which is twice as large as the system in Paris. In contrast, Kyoto has the smallest one, only 11 kms, which is 30 times less than that of London.

Interestingly, Tokyo, which only has 155 kilometers of route, serves the most passengers per year, at 1927 million passengers. The system in Paris has the second greatest number of passengers, at 1191 million passengers per year. The smallest underground railway system, Kyoto, serves the smallest number of passengers per year as predicted.

In conclusion, the underground railway systems in different cities vary a lot in the size of the system, the number of passengers served per year and in the age of the system.

大作文范文

TEST1

Universities should accept equal numbers of male and female students in every subject.

To what extent do you agree or disagree?

满分范文赏析

Since the feminist movement, females have been enjoying increasingly equal opportunities, just as males do. They account for around half of colleges' student population. Some people thus demand complete equality in all subjects in terms of student number. I am, however, strongly against this proposal because enrolment should be based on academic performances and students' own interests.

To begin with, the enrolment of men or women in each major should be dependent upon their respective academic performances and overall abilities, rather than some unrealistic percentage quota. There is no denying that some boy students do really well in majors such as education and literature but in general, the overall performance of girls is better. On the contrary, boys tend to do better in science and engineering. Given the differences in their inherent abilities, it is right to expect boys and girls to have separate academic pursuits.

Besides, the natural interests of both sexes should be taken into consideration when we approach this issue. By compelling uninterested girls to study engineering merely to increase the female percentage, universities are forcing them to work against their natural inclinations while denying other boys the chance of pursuing their real interests. In general, it is as hard, for example, to persuade male students to learn embroidery as it is to coax a girl to study football. Therefore, students should be given the freedom as to what subjects they would like to learn.

As a preparation for people's future careers, universities should mark the fact that certain jobs are gender-specific. Take most manual work for example. It is physically unrealistic for a woman to be a construction

worker, a plumber or a fire-fighter. Understandably, gender differences should be taken into consideration when students choose majors.

It is neither realistic nor necessary to recruit the same number of male and female students for each major. This is not an issue of equality, but a matter of choice. Given the differences in abilities and preferences, students should be given the right to choose for themselves rather than be subject to certain arbitrary quotas stipulating the number of students for each gender.

TEST2

In some countries young people are encouraged to work or travel for year between finishing high school and starting university studies.

Discuss the advantages and disadvantages for young people who decide to do this.

It is quite common these days for young people in many countries to have a break from studying after graduating from high school. The reasons for this trend may involve the recognition that a young adult who passes directly from school to university is rather restricted in terms of general knowledge and experience of the world. In my opinion, the advantages of such a trend outweigh its disadvantages.

By contrast, those who have spent some time earning a living or travelling to other places, have a broader view of life and better personal resources to draw upon. They tend to be more independent, which is a very important factor in academic study and research. Besides that, this gives them an advantage in terms of coping with the challenges of student life.

However, there are certainly dangers in taking time off at that important age. Young adults may end up never returning to their studies or find it difficult to readapt to an academic environment. They may think that it is better to continue in a particular job, or to do something completely different from a university course. However, overall, I think this is less likely today, since academic qualifications are now essential for getting a reasonable career.

My view is that young people should be encouraged to broaden their horizons. That is the best way for them to get a clear perspective of what they are hoping to do with their lives and why. Students with such a perspective are usually the most effective and motivated ones and taking a year off may be the best way to gain this.

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TEST3

Some people think that a sense of competition in children should be encouraged. Others believe that children who are taught to co-operate rather than compete become more useful adults.

满分范文赏析

Growing up in a world with an ever-increasing population, many children are taught to compete with each other from their earliest memory so as to surpass others. Although this practice is embraced by many, others remain unconvinced of its merits. They insist that for children to achieve greater things in their adulthood they should learn how to co-operate with others. Personally speaking, I think it is better to teach children how to co-operate, because in today's society people always need to work with others.

Those in favour of the competitive approach argue that competition skills have to be instilled into children from an early age if they are to survive in their future lives. Indeed, fierce competition starts from primary school where students vie to get better grades in order to enter a good middle school and to get admitted into a prestigious university later on. This is followed by constant pressure to outshine one's co-workers if career advancement is to be achieved. Moreover, instead of being an unavoidable nuisance, competition should be embraced, for it is the driving force behind all progress. Understandably, people tend to perform better when they strive to beat their opponents, which is the very reason why most athletes run faster in critical races than they do in their training.

On the other hand, opponents of this view also have their reasons. To begin with, to survive and prosper, either at school or in society, co-operation is essential. No one can solely rely on his or her own talents to achieve academic success. In fact, many key factors that contribute to one's scholastic achievement such as the instruction from teachers and the exchange of ideas with classmates require co-operation and interpersonal skills. The need to work with and assist each other is also reflected in every organization, be it a company or a laboratory, where teamwork is a prerequisite for most job seekers. Furthermore, if children are taught how to work well with others, they are more likely to establish a positive rapport wherever they go. By helping each other toward the same goal, people can form genuine friendships.

Personally, I encourage kids to co-operate with each other. In a world where people have become increasingly interdependent, it is imperative to teach our children how to work with rather than against each other.

TEST4

Research indicates that the characteristics we are born with have much more influence on our personality and development than any experiences we may have in our life.

Which do you consider to be the major influence?

Sample Answer

Today the way we consider human psychology and mental development is heavily influenced by the genetic sciences. We now understand the importance of inherited characteristics more than ever before. Yet we are still unable to decide whether an individual's personality and development are more influenced by genetic factors (nature) or by the environment (nurture).

Research, relating to identical twins, has highlighted how significant inherited characteristics can be for an individual's life. But whether these characteristics are able to develop within the personality of an individual surely depends on whether the circumstances allow such a development. It seems that the experiences we have in life are so unpredictable and so powerful, that they can boost or over-ride other influences, and there seems to be plenty of research findings to confirm this.

My own view is that there is no one major influence in a person's life. Instead, the traits, we inherit from our parents and the situations and experiences we have in life are constantly interacting. It is the interacting of the two that shapes a person's personality and dictates how that personality develops. If this were not true, then we would be able to predict the behavior and character of a person from the moment they were born.

In conclusion, I do not think that either nature or nurture is the major influence on a person. How these factors interact is still unknown today and they remain largely unpredictable in a person's life.