

Day4: 饼图

资料一：高级范文（8-9 分）表达汇总

开头段	1	pie chart	饼状图
Overview 段	2	if (they are) overly consumed	如果被过度食用
	3	conspire to do sth.	合起来 XXX
	4	account for+百分比	占比 XX%
	5	the vast majority of XX	XX 的绝大多数
Detail 段 1	6	appear to be the healthiest	似乎是最健康的
	7	constituting the lowest proportion of XX	占据了 XX 的最低的比例
	8	possibly detrimental substances	可能有害的物质
	9	occupy a higher percentage	占据了一个更高的百分比
	10	take up+百分比	占据了 XX%
Detail 段 2	11	It is noticeable that...	很显然， ...
	12	(be) equivalent to the amount (of...)	和 XX 的数量是一样的
	13	The figures for XX and XX are relatively low	XX 和 XX 的数字相对较低
	14	being XX% and XX% respectively	各自是 XX%和 XX%
	15	the health threat posed by snacks is grave	零食造成的健康威胁很严重
	16	(be) responsible for XX% of XX	占据了 XX 的 XX%
	17	the gratuitous amount of sugar	多于数量的糖
	18	refrain from eating snacks	不吃零食

资料二：中级范文（7 分）及表达汇总

The pie charts compare the average percentages of three nutrients in American daily meals, including sodium, saturated fat, and added sugar. With excessive intake, these components may **jeopardize** one's health.

Overall, in the USA, at least 14% of nutrients once consumed excessively in each meal can lead to a rise in health risk. Dinners and snacks contribute to most unhealthy nutrients.

Breakfast **appears to** be the healthiest meal, **given that** it contains the lowest proportion of the three potentially unhealthy nutrients, respectively 14% for sodium, 16% for saturated fat and added sugar. Lunch tends to be less healthy, with higher percentages of harmful components, including 29% of sodium, 26% of saturated fat, and 19% of added sugar.

Worse than the earlier two meals, what is digested at dinner **accounts for** a larger proportion of harmful elements. The intake of sodium **occupies** 43% of the aggregate amount, meanwhile with 37% for saturated fat and 23 for added sugar. Just following dinner, snacks are considered another primary **culprit** that threatens our health, which particularly **constitutes** the largest **share** of added sugar, **taking up** an astonishing 42%.

185 words

英文	翻译	批注
jeopardize	危及、损害	相当于 harm/damage
appear to	好像是	相当于 seem to, 一种表示“推测”的表达
given that	考虑到	可以与 considering that 互换
account for	占比	文中表示“晚餐所消化的东西中有害物质占了较大比例”。也可以直接与“百分比”连用，如 The intake of sodium at dinner accounts for 43%.
occupy/take up	占据	文中表示占比，可以与 account for 替换
culprit	犯人、罪魁祸首	也引申为“问题的起因”。可以与 factor 替换，但要注意它通常形容不利因素。
constitute	组成、构成	相当于 make up/comprise
share	份额	文中不是我们熟知的“分享”的意思，而是表示“份额”，相当于 proportion。

资料三： 作业习题答案

(因为影印关系，下图中的【黑色】和【深灰】分不太清。需要注意：在两个图中，【Spanish only】的比例分别是 30%和 35%)

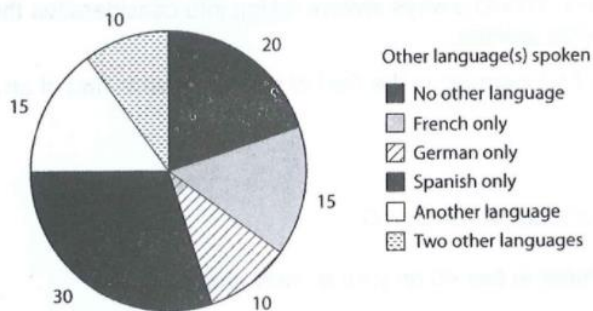
WRITING TASK 1

You should spend about 20 minutes on this task.

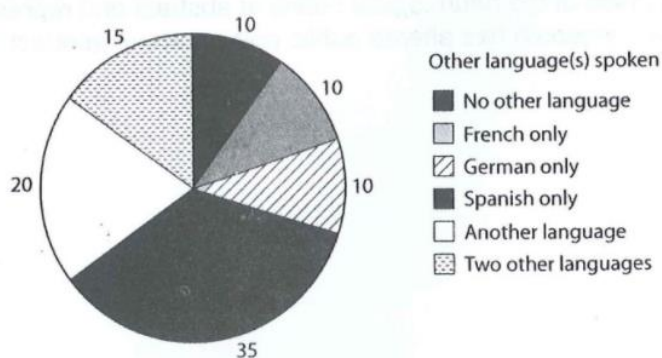
The charts below show the proportions of British students at one university in England who were able to speak other languages in addition to English, in 2000 and 2010.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant

% of British Students able to speak languages other than English, 2000



% of British Students able to speak languages other than English, 2010



参考提纲

Overview 段可以写的两个主要特征：

- 1) 这十年间，**拥有多语能力的学生比例上涨了**（**多语能力的学生：multilingual students**）。
- 2) 这十年间，**【西班牙语】一直是外语中的霸主**（**the Spanish part dominated the pie charts**）

Detail 段 1 可以写的对象和细节（**尽量把所有对象平均分成两组**）：

写【French】【German】【Spanish】

细节 1：2000 年，**【Spanish】**是所有外语中占比最高的，达到 30%；10 年之后，这个比例进一步上升到 35%，蝉联第一（**the percentage remained the highest among those of other languages**）。

细节 2：2000 年，会说**【French】**的人的比例是第二高的，达到了 15%；但 10 年后这个比例下降了 5%（**fell by 5%**），下降到了 10%（**fell to 10%**）。

细节 3：2000 年，会说**【German】**的人的比例是最低的，只有 10%；十年后这个比例没变，但却已经和**【French】**的比例持平（**the proportion remained 10%, however equivalent to that of students who only speak French.**）

（注意以上 3 个细节的描述中，都是既有**【细节数据】**，也有**【对象和对象的比较】**）

Detail 段 2 可以写的对象和细节（**尽量把所有对象平均分成两组**）：

写【another language】【two other languages】【no other language】

细节 1：除开上一段提到的 3 种语言之外，**【another language】**在 10 年后的人气有所上涨，从 15%上涨到了 20%。

细节 2：在这十年间，学生的多语言特征越来越明显（**the percentage of students characterized as multilingual has increased**），从**【two other languages】**的比例从 15%上涨到了 20%这一点可以看出。

细节 3：伴随着越来越多的学生可以说一门或者两门外语，**【no other language】**的比例自然也就下降，与 10 年前相比锐减了一半（**decreased to only half of the percentage ten years previously**）。

参考范文

- 范文为 7.5 分左右的水平，因此提纲中的一些要点被略去了（但需要注意，范文的语言已经达到了 8 或以上的水平，因此如果内容更丰满，整体分数就是 8 或 8+）
- **黄色部分**为可以积累的模板

The pie charts compare the varied proportions of students capable of speaking additional languages apart from English at one British university **in the first ten years of the 21st century.**

批注 [A1]: 怎么看出来的？

因为在 2010 的时候，**【no other language】**的比例从 20%下降到了 10%；而**【two other languages】**的比例上涨到了 15%。

批注 [A2]: 怎么看出来的？

因为在 2000 和 2010，西班牙语对应的百分比都是最高的。

Between 2000 and 2010, the number of multilingual students witnessed a rise. Additionally, the Spanish part dominated the pie charts.

In 2000, Spanish speakers occupied the largest share (30%). The percentage remained the highest among those of other languages, rising to 35% in 2010. Over the same period, 15% of students could speak French, ranking second in the percentage initially but decreasing to 10% subsequently. In comparison, the portion of students capable of speaking German was the smallest, and it remained at 10% across this decade, however equivalent to that of students who only spoke French.

Besides the abovementioned languages, people who spoke another language became more common, with a rise from 15% to 20% over ten years. The percentage of students characterized as multilingual has also increased, evidenced by the increasing percentage of whom could speak two other languages. Given the growing number of people with bilingual and trilingual abilities, students who mastered English only decreased significantly to half of the percentage ten years previously.

196 words