

雅思备考

Reading

It was **not long** before the warm water remaining in the sea began to vanish.

不久之后，海中残留的温水开始消失。

It was long before... → 过了很久才.....

It wasn't long before... → 没过多久就.....

Since then, mining's impact on Nevada's economy has remained immense, both in the influx of money it has brought in boom times and in the noticeable economic downturns during periods of low demand.

从那时起，采矿业对内华达州经济的影响一直非常巨大：既体现在繁荣时期带来的大量资金流入，也体现在需求低迷时期明显的经济衰退。

pending: adj. 待决的，待定的，待处理的；即将发生的，迫近的 prep. 直到.....为止，在.....之前，在等待.....之际 v. 等候判定或决定（pend的现在分词）

invalidate: v. (对论点、声明或理论) 驳斥，证明是谬误的；使无效，使作废

invaluable: adj. 极有用的，极宝贵的

graphite: n. 石墨；黑铅 v. 用石墨涂（或掺入等）

We often take air travel for granted today. 今天，我们通常认为空中旅行是理所当然的。

These rudimentary attempts at flight included everything from jumping off ledges with simple feather-covered wings to elaborate flying machines like the one designed by Leonardo da Vinci. 这些早期的飞行尝试涵盖了各种各样的方式，从从悬崖上跳下并用简单覆盖着羽毛的翅膀滑翔，到像达芬奇所涉及的那种复杂的飞行装置。

Affecting approximately the same percentage of infants is an insecure attachment called anxious/ambivalent attachment.

大约有相同比例的婴儿会表现出一种不稳定的依恋状态，即所谓的焦虑/矛盾型依恋。

Although he ultimately felt that language distinguished humans from **lesser animals**, he could not help but notice that baby birds are taught to signal by their parents and that some gibbons utilise musical sounds for courtship and competition with rivals, much like humans.

尽管他最终认为语言使人类区别于其他低等动物，但他还是忍不住注意到，雏鸟会由父母教导发出特定信号，而且一些长臂猿也会利用音乐般的声音来进行求偶和与对手的竞争，这与人类的行为颇为相似。

Utilising quotations from Beethoven, **excerpts** (n./v. 摘录，节选) from popular and religious music, and sounds from everyday life, such as trains, Ives attempted to capture this spirit in his sonata.

利瓦伊在他的奏鸣曲中运用了贝多芬的歌词、流行音乐和宗教音乐的片段，以及来自日常生活的声音（如火车声、钟声等），试图以此来体现这种精神。

Rather than giving their undivided attention to a single activity, people engaged in multitasking are able to focus on each thing they are trying to do for only a few seconds at a time.

与全神贯注于单一活动不同，进行多任务处理的人每次只能将注意力集中在他们正在努力完成的某件事上几秒钟。

When this happens, the **adrenaline** provides a temporary energy boost, often resulting in the body accomplishing what it has been tasked to do, however (无论多么) inefficiently that may be. 当这种情况发生时，肾上腺素会提供短暂的能量补充，通常会使身体完成其被赋予的任务，尽管完成的方式可能并不高效。

While being stressed **from time to time** is to be expected, experiencing it all the time, as an increasing number of us do, can make us sick.

虽然偶尔感到压力是正常的，但长期持续地承受压力（正如越来越多的人所做的一样）却会让我们生病。

aristocracy n. 贵族，贵族阶级；贵族统治 **aristocrat** n. 贵族

Synonym

限制： limit, restrict, confine, define, narrow, tighten, constrict, cap

集中，聚焦于： focus on, concentrate on, aim, spotlight, be engrossed in, **lay/place/put emphasis on**, deal only with, **highlight**

现代的，最新的： contemporary, modern, current, present, recent, up-to-date, latest

增长： grow, increase, expand, rise, improve, soar, climb, extend, rocket, surge

悲观的，忧郁的： pessimistic, gloomy, depressed, depressing, hopeless, sad, blue, unhappy, low-spirited, mournful, dismal, miserable, glum, broken-hearted

加速，前进： accelerate, speed up, advance, hasten, quicken, develop, hurry

相似的，相同的： similar, alike, resemble, same, identical, analogous, twin

重要的，必要的，必不可少的，关键的，有意义的： important, significant, seminal, weighty, critical, momentous, vital, essential, crucial, indispensable, necessary, key, pivotal, chief, principal, leading, historic (反义词：unimportant, trivial, minor, irrelevant, insignificant)

紧急的，迫不及待的，邻近的： urgent, pressing, crucial, critical, pressing

长期的，慢性的： chronic, persistent, long-term, habitual, long-standing

人工的，人造的，合成的： artificial, synthetic, false, man-made, manufactured, artificial
intelligence=machine reasoning

联系，连接，绑定： link, associate, connect, relate, tie, unite, attach, bind

足够的，充分的，大量的： sufficient, adequate, enough, abundant, ample, plenty of, considerable, plentiful

战争，军事： military, army, battle, armed forces, attack, combat, conflict, crusade, war

隔绝，孤立，分离： isolation, separation, detachment, disconnect, insulate, loneliness, desolate, remote

表达，申明，陈述： expression, statement, announcement, communication, declaration

最高点，顶峰： peak, summit, top, high point, crown, acme, zenith

脆弱的，容易受到伤害的：fragile, sensitive, vulnerable, delicate, frail, weak, susceptible, tender, maximum risks, powerless, feeble, weedy, flimsy, rickety, jerry-built, badly made

有吸引力的：attractive, charming, goo-looking, inviting, lovely, pretty, pleasant, tempting, engaging

下降，跌落：fall, decline, descend, dive, drop, plummet, plunge, sink, decrease, go down, slump, cut, dip

依靠：depend on, rely upon(on), count on, lean on, reckon on, rest on, bank on

资金，金融，补助，福利，工资：fund, finance, pay for, subsidize, salary, economic, welfare, wage, money, income, fee

第一，最初，最早：first, earliest, oldest, initial, original, introduction, commencement, pioneer, launch, debut

冒险：hazard, danger, risk, threat, jeopardy, peril

常见的，寻常的：usual, normal, common, general, habitual, ordinary, regular, routine, typical, ritual

无法到达的，不可能的：impossible, out of the question, unachievable, unobtainable, impracticable, unattainable

额外的，补充的：extra, additional, added, supplementary

忽视：ignore, overlook, neglect, pass over, turn a blind eye to, disregard

改变：change, modify, alter, shift, vary, convert, mutate, reorganize

潮湿的：damp, wet, moist, humid

反对：object, oppose, argue, against, protest, disagree, dispute, quarrel, contradict, anti-

意识到：appreciate, be aware of, realize, recognize

导致，产生：breed, produce, arouse, bring about, cause, generate, give rise to, lead to, result in, contribute to, be responsible for, create

灭绝，消失：extinct, vanished, gone, lost, die out, kill off, disappear, absence

多样化：diversity, difference, variety, diverseness, range, variation

不可避免的：inevitable, unavoidable, certain, sure, inescapable

疾病，痛苦：complaint, illness, disease, sickness, upset, affliction, ailment

独特的：unique, gifted, unparalleled, incomparable, unequalled, unrivalled

营养：nutrition, diet, food, nutriment, nourishment

损害：damage, harm, hurt, impair, ruin, destroy, weaken, spoil, kill

闲暇：leisure, recreation, spare time, ease, relaxation, rest

阻碍：inhibit, hinder, impede, obstruct, stop, hamper, forbid, obstacle, bar, barrier, block, hurdle, obstruction, impediment, prevent, ban, difficulty

唯一的，排外的：sole, only, alone, exclusive, single, solitary, privilege

乡村：rural, country, agricultural, countryside, farmland

压力：stress, burden, pressure, tension, strain

区别的：distinct, different, detached, discrete

同意：agree, in favour of, consent, comply, approval

好处：benefit, improvement, advantage, profit, aid

微小的：small, tiny, miniature, minute, trivial, insignificant, negligible, minor, marginal

居住: settle, inhabit, dwell, live, reside, people, accommodate

计量: measure, gauge, calculate, calibrate, weigh, compute, quantify

超越, 超过, 在什么之外: exceed, beyond, surpass, beat, outdo

立即: rapid, quick, fast, swift, in no time, immediately, at once, right away, without delay, instantly, express

大的, 客观的: large, big, considerable, enormous, gigantic, great, huge, substantial, vast, massive

流行的, 占主导地位的: dominant, popular, ruling, fashionable, prevalent, prevailing

海岸: coast, shore, beach, seaside, seaboard

技术: skill, expertise, craft, skillfulness, technique, competence, proficiency, knowledge

交换: exchange, interchange, swap, switch, barter, trade

复制: reproduce, copy, duplicate, replicate, imitate, emulate, mimic, repeat

临近, 接近: nearby, neighboring, adjacent, adjoining, next to, near, immediate, close, not far

减少, 削弱: impair, damage, diminish, reduce, cut, decrease, sip, dip, slide, descend, go down

占: account for, have, make up, take up, constitute, comprise, represent, cover

放射: emit, give off, discharge, send out, cast out, emission, leak, release, expand

财富, 富裕: wealth, plenty, abundance, richness, affluence, fortune, money, prosperity

偶遇, 面对: encounter, face, confront, run across, chance upon, come upon

错误观念: misconception, mistaken view, fallacy, error, misapprehension, misunderstanding, delusion

可接近的, 可达到的: accessible, approachable, available, attainable, obtainable, reachable, affable

破坏: destruction, ruin, annihilation, demolition, devastation, eradication, extermination, wreckage, havoc, destroy, loss, reduction

媒体: media(newspaper, magazine, television, radio, etc.)

基础的, 初步的, 不发达的: underdeveloped, rudimentary, undeveloped, fundamental, elementary, initial, basic

显著的: exceptional, remarkable, excellent, extraordinary, marvelous, outstanding, phenomenal, superior, distinguished

追踪: follow, track, trail, stalk, shadow, hound, chase, dog, pursue

拒绝, 摆脱, 丢弃: reject, exclude, throw away(out), discard, scrap, get rid of, abandon, drop, cast aside

损耗: erode, wear down(away), abrade, consume, corrode, deteriorate, grind down

暴力: violence, abuse, maltreatment, cruelty

商业公司: business, enterprise, firm, company, corporate, venture, corporation

微小的, 不重要的, 普通的: slight, modest, small, insignificant, minor, trivial, fair, limited, unexceptional

退款, 还钱: refund, repay, pay back, reimburse, return

生产: produce, provide, supply, yield

客观的, 公正的: objective, unbiased, impartial, unprejudiced, fair, even-handed, disinterested, equitable, just, neutral, balanced, equal

费力的, 困难的, 花费精力的, 难对付的: demanding, difficult, challenging, taxing, tough,

trying, wearing, daunting, exacting

撒谎: distort reality, dishonest, deform, bend, twist, cheating, lying

有名的, 著名的: famous, well-known, celebrated, prominent, renowned, distinguished, acclaimed, noted, notable, long-established, eminent

授予, 分配: grant, give, allocate, allot, award, assign, confer, bestow

顺应, 遵从: comply with, abide by, adhere to, conform to, obey, follow, observe

饥饿: starving, hungry, famished, ravenous, starved, famine

乐观的, 自信的: optimistic, hopeful, confident, expectant, positive, rosy

藐视: disdain, contempt, arrogance, scorn, derision

极端的: intense, extreme, excessive, fierce, great, severe

祖先: ancestor, forefather, predecessor

贫穷的: poor, impoverished, poverty-stricken, on the breadline, needy, indigent, penurious, destitute

昂贵的: expensive, costly, highly-priced, exorbitant, dear, exclusive, luxurious, rip-off, posh

目标, 目的: target, goal, object, aim, objective

合理的, 能接受的: justified, reasonable, acceptable, logical, sensible, plausible, practical, sound, rational, well-organized

构成: consist of, be composed of, be made up of, comprise, contain, include, involve, amount to, feature

常规的, 习惯的: standard, universal, usual, established, accepted, customary, orthodox, regular

坐落于: locate, situate, stand, seat, settle

多种多样: varied, different, various, diverse, heterogeneous, assorted, miscellaneous, mixed

栖息: habitat, house, home, abode, domicile, dwelling, residence

密集的, 稠密的, 厚的: thick, dense, heavy, condensed, compact, impenetrable, opaque, solid

分散: spread, advance, broaden, expand, extend, sprawl, stretch, widen, develop, proliferation, sweep

影响, 效果: impact, effect, consequences, significance, impression, influence

阐述, 描述: account, description, explanation, narrative, report, statement, story

可能性: probably, likely, maybe, perhaps, possibly, presumably

沉溺于, 依赖于, 致力于: addicted (to), dependent, hooked, habituated, devoted, obsessed

好处, 优势, 价值: merit, worth, value, advantage, excellence, goodness, strong point, quality, benefit, plus

沮丧: depression, low spirits, dejection, despair, gloominess, sadness, the blues, despondency

变弱, 衰退: wear off, fade, wane, subside, decrease, diminish, disappear, dwindle, peter out

成熟, 成年: mature, adult, grown-up, full-grown, ripe, of age, seasoned, fully fledged, mellow

合作, 同伴, 同事: cooperate, work with, collaborate, collaborator, coordinate, co-worker, colleague, fellow worker, workmate, partner, team-mate, associate, company

撤离, 放弃, 离开: evacuate, abandon, desert, move out, leave, forsake, quit, vacate, withdraw, send away, depart, run away

废弃: abolish, annul, cancel, end, eradicate, stamp out, quash, revoke

富足: abound, be plentiful, flourish, proliferate, thrive, rich, abundant, abounding, ample, copious,

fertile, fruitful, productive, prolific

确认: definite, clear, clear-cut, black-and-white, exact, precise, certain, resolved, clarity, clearness, simplicity, definition, precision, transparency

持久的, 耐用的: durable, long-lasting, enduring, persistent

保存: preserve, save, protect, defend, conserve, keep, safeguard, shelter, shield, maintain, sustain, reserve

同意, 支持: advocate, argue for, vote for, in favour of, prefer (to), side with, agree, support, uphold, commend, consent, assent, concur

参加: attend, be present, appear, participate in, take part in, turn up, visit, enroll, register

摧毁: demolish, destroy, knock down

揭开, 揭露: disclose, make known, broadcast, reveal, bring to light, expose, uncover, unveil, publicize, openly

缓解, 放松: ease, relieve, alleviate, calm, comfort, lessen, lighten, relax

灵活多样的: flexible, variable, pliable, elastic, adjustable, adaptable

侵犯: infringe, break, contravene, disobey, violate, transgress, invade

诚实: integrity, honesty, uprightness, virtue, purity

干预, 阻碍: interfere, intervene, intrude, tamper, impede, inhibit

过度的: extravagant, exaggerated, excessive, immoderate, wasteful, wild, grand, abundant

潜伏的, 潜在的: potential, dormant, hidden, latent, likely, promising, possible, inherent

热情: zeal, enthusiasm, zest, eagerness, ardour, passion, spirit, keenness

指示, 表示: denote, indicate, express, imply, show, signify

无害的, 无罪的: innocent, not guilty, naive, blameless

关联: correlation, link, connection, association, relation, attachment, affinity

减少: shrink, lose, decrease, contract, diminish, dwindle, narrow, shorten

缺点: drawback, shortage, defect, minus, disadvantage, deficiency, problem

阻碍, 困难: difficulty, pitfall, problem, hazard, peril, trap, danger, drawback

预订: book, reserve, arrange for, charter, schedule, arrange, make reservations

远大抱负的: ambitious, enterprising, aspiring, eager, avid, striving, zealous, intent

有害的: detrimental, damaging, adverse, deleterious, disadvantageous, harmful, unfavourable

有吸引力的: insteresting, engrossing, appealing, engaging, gripping, attractive, compelling

更小可能: less likely, reduced chance, decreased likelihood

像, 与什么相似: resemble, like, look like, be similar to

认出, 识别; 承认: recognize, perceive, acknowledge, realize, appreciate, admit, identify, comprehend, understand, know

调整, 使适合: adjust, change, modify, shift, alter

而不是: rather than, but, yet, however, whereas, nonetheless, nevertheless, although, notwithstanding, though, instead

由于, 幸亏: thanks to, stem from, derive, owing to, due to, according to, because of, on account of, as a result of, leading to, because, since, for, in that, as, therefore, hence

区别, 区分: distinguish, separate, differentiate

分析: analyze, examine, diagnose

Confusable words

continuously adv. 连续不断地 continually adv. 不断地; 频繁地

custom n. 风俗; 习惯 adj. 定做的, 量身设计的 customs n. 海关; 关税 customer n. 顾客 costume n. 服装; 戏服 v. 给 (某人) 穿上特定服装

parasite n. 寄生虫; 不劳而获者 paradise n. 天堂, 极乐 paradigm n. 范例; 样板

swarm n. 一大群 v. 成群飞行; 蜂涌 worm 蠕虫; 寄生虫 swamp n. 沼泽 v. 浸没; 淹没; 涌入

sow v. 播种; 散布; 布满 sew v. 缝补 saw n. 锯子; 格言 v. 锯 mow v. 割 n. 修剪

moan v. 呜咽; 抱怨 n. 呼啸声; 呜咽声; 牢骚 mourn v. 哀悼; 对什么感到痛心 (遗憾)

murmur n. 低语声; 咕哝 v. 低语; 私下抱怨

principle n. 准则; 道义; 基本原则 principal adj. 最重要的; 本金的 n. 校长, 负责人 primary adj. 主要的; 小学教育的; 初级的; 最根本的

bacteria n. 细菌 (bacterium的复数) virus n. 病毒, 计算机病毒 microbe n. 细菌, 微生物 germ n. 病菌; 起源; 极少量; 胚芽 molecule n. 分子; 少量; 微小颗粒 electron n. 电子 atom n. 原子; 微量 ion n. 离子

astronomy n. 天文学 astronomer n. 天文学家 astronaut n. 宇航员 astrology n. 占星术; 星座

coordinate v. 配合; 使身体协调; (使颜色、款式、风格等) 搭配 n. 坐标; 配套服装; 同等级 (或类别) 的人 (或事物) adj. 地位相当的 cooperate v. 合作; 协助 collaborate v. 合作; 勾结

picturesque adj. 风景如画的; 生动的; 引人注意的 pictograph n. 象形文字 photosynthesis n. 光合作用 photograph n. 照片 v. 拍照

diminish v. 减少; 贬低 eliminate v. 剔除; 把什么排除在外; 淘汰 alleviate v. 减轻 mitigate v. 减轻, 缓和

rack n. 架子 v. 折磨 sack n. 麻布大袋 hack v. 砍、劈; 非法侵入 sake n. 好处; 目的

spontaneous adj. 自发的 simultaneous adj. 同时发生的 concurrent adj. 同时发生的; 一致的 n. 共点; 同时发生的事件 instaneous adj. 瞬时的 instant adj. 立刻的; 速食的; 紧急的 n. 瞬间; 当时

breakthrough n. 突破, 重大进展 breakout n. 爆发; 突围

corporate adj. 公司的; 法人的; 共同的 n. 公司 corporation n. 公司; 市政当局 company n. 公司; 陪伴; 宾客

mindset n. 观念模式, 心态 mind n. 头脑; 智慧; 聪明人; 心思 v. 苦恼; 介意; 关心

nutrition n. 营养; 营养学; 食物 nutrient n. 养分, 营养物 adj. 营养的 nourishment n. 营养; 营养状况

vogue n. 流行 adj. 流行的, 时髦的 vague adj. 不明确的; 模糊的; 不完整的 vacuum n. 真空; 真空吸尘器; 空虚 adj. 真空的

machinery n. 机器; 体系; 装置 mechanic n. 机械工; 方法 adj. 手工的 mechanics n. 力学; 机制; 机械部件

modify v. 修改; 修饰; 缓和 mortify v. 抑制; 羞辱

budget n. 预算 v. 制定预算; 计划 adj. 廉价的 bargain n. 便宜货 v. 讨价还价

statute n. 法规, 条例 stature n. 名望; 身高, 身材 status n. 法律地位 (身份); 地位, 身份

statue n. 雕像

assemble v. (使) 集合; 装配 assembly n. 议会; 集会; 装配 resemble v. 像 dissemble v. 掩饰;

假装

seep v. 渗漏 n. 渗出地表的地方 sip v. 小口喝 n. 一小口 leak v. 漏出; 泄露 n. 漏洞; 泄露出的液体 (或气体); 泄密 dip v. 浸; 下降; 伸进 n. 泡一泡; 下降

grand adj. 壮丽的; 宏伟的; 傲慢的 grind v. 碾碎; 使锋利; 用力挤压; 摩擦 n. 苦差事; 摩擦 gland n. 腺; 密封套

diligent adj. 勤奋的; 细致的 dignity n. 尊严; 庄严; 尊贵 delegate n. 代表; 委员会成员 v. 授权; 选派 detergent n. 洗涤剂 indigent adj. 贫困的; 贫穷的 indignity n. 侮辱; 轻蔑; 有伤尊严

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Atlantic adj. 大西洋的 n. 大西洋 Arctic adj. 北极的 n. 北极 Antarctic adj. 南极的 n. 南极

toil v. 苦干; 跋涉 n. 苦工 toll n. 通行费 coil n. 卷; 线圈 v. 卷, 盘绕

habit n. 习惯; 瘾 habitat n. (动植物的) 生活环境, 栖息地 habitant n. 居民, 居住者 inhabit v. 居住于; 占据 inhabitant n. 居民, 栖息动物 inhibit v. 抑制; 使尴尬 prohibit v. (通过法律、条例等) 禁止; 阻止

==contradict v. 反驳; 相矛盾; 发生矛盾 contradictory adj. 相互矛盾的; 好争辩的 n. 矛盾命题 contradiction n. 矛盾; 反驳 contrast n. 对比; 对照物 v. 对比; 形成对比 contrary adj. 相反的; 好与人作对的; 逆向的 n. 相反的事实; 对立命题 adv. 相反地 controversy n. 争论 controversial adj. 有争议的

trail 痕迹; 足迹; 小路; 路径 v. 拖; 没精打采地走; 跟踪 trial n. 审判; 试验; 考验 v. 试验 adj. 试验性的 trait n. (人的个性的) 特征; 一点 traitor n. 叛徒, 卖国贼 portrait n. 肖像; 描绘 patriot n. 爱国者 patron n. 赞助人; 代言人

condemn v. 谴责; 判决 condom n. 避孕套

geometry n. 几何学; 几何形状 geology n. 地质学; 地质状况 geography n. 地理; 地形; 地理环境

stimulus n. 刺激 (物) stipulate v. 规定

naughty adj. 淘气的; 不妥当的; 下流的 nasty adj. 恶毒的; 令人厌恶的; 严重的; 下流的

speculate v. 猜测; 投机 stipulate v. 规定 spectacle n. 精彩的表演; 壮观的景象; 不寻常的事

spectacular adj. 壮观的; 惊人的 n. 壮观场面 spectator n. 观众; 旁观者 ==

harass v. 骚扰; 不断攻击 harness v. 控制并利用; (把动物) 拴在一起 n. 马具

stride n. 大步; 步伐; 步幅; 进展 v. 大步走; 跨越 stripe n. 条纹; 臂章; 类型 v. 给什么加条纹

strive v. 努力; 斗争 strip v. 除去; 夺去; 脱衣服 n. 条; 带状地带 strap n. 带子; 铁皮带 v. 捆绑; 用绷带包扎 stroll v. 散步; 轻而易举地获胜 n. 散步; 轻易的胜利

shiver v. (因寒冷或害怕而) 颤抖, 哆嗦 n. 颤抖; 寒战 shaver n. 剃毛器; 理发师

verbal adj. 口头的; 用言辞的; 动词的; 多话的 oral adj. 口头的; 口腔的 n. 口试 arable adj. 可耕种的 n. 耕地

shutter n. 百叶窗; 快门 v. 使停业; 关上百叶窗 shatter v. (使) 破碎; 破坏; 使极为惊愕难过 n. 碎片; 受到极大打击的状态 scatter v. 撒; (使) 散开 n. 零星散布的东西

ditch n. 沟渠 v. 挖沟; 抛弃 pitch n. 球场; 程度; 音准; 沥青 v. 扔; 投 stitch n. 针脚; 缝线 v. 缝 patch n. 补丁; 徽章 v. 修补; 临时连接

==nuisance n. 麻烦事, 讨厌的人; 损害; 骚扰行为 nuance n. 细微差别 v. 使产生细微差别

intermediate adj. 中间的; 中等程度的 n. 中级水平者; 中间事物 v. 斡旋 mediate v. 调停; 影响什么的发生 adj. 间接的; 居间的 intermittent adj. 间歇的 immediate adj. 立刻的; 目前的; 附近

的; 最接近的 ==

abandon v. 抛弃; (因危险) 离开; 终止; 放弃 n. 放任, 放纵 abundant adj. 大量的, 丰富的

archaeology n. 考古学 anthropology n. 人类学

==imminent adj. 即将发生的 eminent adj. 卓越的; 突出的 prominent adj. 重要的; 突出的; 突起的 dominant adj. 占支配地位的; 显性的 n. 显性 (性状)

wicked adj. 邪恶的; 淘气的 n. 邪恶的人 weird adj. 奇怪的; 怪异的 n. 命运; 预言者 wreck v. 破坏; 断送 n. 沉船; 遭到严重破坏的东西; 失事

attorney n. 律师; 代理人 autonomy n. 自治; 独立自主

Writing

Sport&Health

an unhealthy lifestyle

sedentary adj. 久坐的, 不活动的 lead a sedentary lifestyle 过一种缺少运动的生活方式

adopt various lifestyle 采用不同的生活方式

be inclined to do 倾向做某事

smoking, drug misuse, and alcohol abuse 吸烟, 药物滥用和酗酒

limit/restrict/curtail the freedom of 限制...的自由

a major concern 一个令人担忧的问题

be unaware of 不知道, 未意识到

declining level of public health 公众健康水平下降 damaging to (one's) health 危害健康

suffer from/develop chronic disease 患上慢性疾病

respiratory disease 呼吸系统疾病

diabetes 糖尿病 high-fat 高脂肪的 calorie 卡路里

over nourishment 营养过剩 over-nourished

nourishing/nutritious 有营养的 nutrients 营养 (物)

the increasing availability of convenience foods 日益普及的方便食品

processed foods 经加工的食品

sophisticated 精致的

home-cooked meals 家里的饭菜

an important aspect of culture and social life 文化和社会生活的重要部分

entertainment/diversion/recreation/amusement n. 娱乐, 消遣

well-being 康乐、安乐

welfare system 福利系统

promote healthy way of living 推广健康生活方式 promotion of healthy lifestyle

enhance public health 提高公众健康 mental well-being 心理健康 improved cardiovascular health

改善的心血管健康

weight management 体重管理

stress reduction 减压

affordable healthcare 可负担的医疗

urban planning that prioritizes active lifestyle 优先考虑积极生活方式的城市规划

accessible sports facilities 无障碍体育设施 expand sports facilities 增加体育设施
engage in regular exercise 经常参加体育锻炼
be accustomed/used to physical activity 习惯于体育活动
provide more access to physical exercise 提供更多的体育锻炼机会
construct public parks and sports facilities 建设公园和体育设施
explore outdoor activities 探索户外活动
impose heavy taxes on unhealthy consumer goods 对不健康的消费品征收重税
promote healthy consumption habits 提倡健康的消费习惯 break unhealthy habits 改掉有害健康的习惯
recognize the limitations of the approach 认识到这种方法的局限性
reach people who lack health awareness ==触达缺乏健康意识的人
==a comprehensive/holistic strategy 一个全面的策略
achieve sustainable and widespread improvements in public well-being 实现公众健康可持续和广泛的改善
be well positioned to 处于有利地位
run more efficient campaigns 开展更有效的活动
addressing the complex factors influencing public health 处理影响公共卫生的复杂因素
the government should play a leading role and work collectively across legislative, regulatory and tax authorities 政府应该发挥领导作用，并在立法、监督和税务部门之间共同努力

The Media

the media n. 媒体，大众传播媒介（不可数名词） the mass media, the news media, the broadcasting media, the print media, the national media, social media=social networking, electronic media, audiovisual media
news outlet 新闻媒体 the press 报刊（总称），新闻界
coverage n. 报道（不可数） media coverage, media coverage of ..., coverage of news about serious events and issues 对重大事件和问题的新闻报道
cover v. 报道
broadcast v. 播送 broadcast the news
deliver news 传递消息，发布消息
release v. 公布 release the news 公布消息
report ... in graphic detail 非常详尽的报道
factual accounts 如实的报道(e.g. give a factual account of ...)
visual element 视觉元素
represent v. 展示，描述 a vivid and impactful representation of 生动且有力的描述
authentic adj. 真实的，可靠的 authenticity n. 真实性，可靠性
immediate adj. 即刻的 immediacy n. 直接性，直观性
context n. 语境 take out of context 断章取义
manipulate v. 篡改
a well-framed photograph 一张装帧精美的照片
a carefully edited video 一段精心编辑的视频

snapshot n. 简洁

a snapshot of a moment frozen in time 展示了一个被冻结在时间里的瞬间

capture the essence of an event 捕捉事件的本质

convey the gravity of a situation 传达情况的严重性

evoke powerful emotions 唤起强烈的情感

foster empathy among the audience 培养观众的同理心

transcend the language barriers 超越语言障碍

make information accessible to a global audience 使全球受众都能获得信息

nuanced adj. 细致入微的 nuance n. 细微差别 v. 使产生细微差别 nuisance n. 麻烦事, 讨厌的人

a more nuanced understanding of the story 对故事更细致入微的理解

integrity n. 诚实正直, 完整 journalistic integrity 新闻道德

code of conduct 行为准则 code of ethics 道德规范 work ethics 职业道德

newsworthy adj. 有新闻价值的

up-to-date/up-to-the-minute adj. 最新的, 及时的

objective and balanced adj. 客观公正的

reliable/trustworthy/dependable adj. 可信的, 可靠的 reliability n. 可靠性, 可信赖

biased/skewed adj. 不客观的, 有偏见的

distorted/misleading/misrepresented adj. 误导的, 不如实报道的, 曲解的

fraudulent adj. 欺骗性的

distorted storyline(s) 扭曲的故事情节 misinformation n. 误报, 错误信息 a skewed narrative 歪曲的叙述

sensational headlines(s) 轰动的标题 compete for attention with 争夺注意力

current affairs 时事

breaking news 爆炸新闻, 突发新闻 (没有break news)

informative adj. 信息量大的

entertaining adj. 娱乐性的

prevalent/pervasive adj. 无所不在的, 普遍存在的 the prevalence of ... 什么的流行、盛行 vogue n. 流行 adj. 流行的

be flooded (or filled) with ... 充斥着

excessive violent and pornographic contents 过多的暴力与色情内容

at the expense/cost of ... 以什么为代价

a profound effect on ... 对什么有着深远的影响

censor v.&n. 审查 censorship n. 审查制度 impose censorship on ... 对什么实施审查

monitor/supervise/oversee v. 监督

delete/eliminate v. 删除

violate someone's privacy 侵犯某人的隐私

evaluate v. 评价, 评估 evaluation on ... 对什么的评价、评估

critical adj. 批判的

disclose/expose/reveal/unveil social problems 揭露社会问题

hype n. 炒作, 大肆吹捧 v. 对什么大肆宣传, 吹捧 media hype 媒体炒作 advertising hype 广告炒作

advertising n. 广告（不可数名词） advertising directed/targeted at children 儿童广告 advertising marketed towards children 儿童广告

advertisement n. 广告（可数） commercial n. 商业广告（可数） public service advertising 公益广告

evoke/stimulate impulse buying 刺激冲动性购物

something has great appeal to someone 某物对某人有很大的吸引力

shopaholic n. 购物狂（可数）

promotion n. 推广，促销，晋级，升级

marketing tool 市场营销手段

induce someone to do something 诱导、引诱某人做某事

target audience 目标受众

sensationalize/exaggerate v. 耸人听闻的夸大某事，大肆渲染

over-report ... to hook viewers so as to maximize profits 为了利益最大化，从而过度报道什么来吸引公众的眼球

spin out of control 事态发展失控

celebrity n. 名人 cult of celebrity 名人热，名人崇拜

publicity n. 宣传，宣扬，公开 receive publicity 获取公众关注度

notoriety n. 声名狼藉，臭名昭著 notorious adj. 声名狼藉的

paparazzi n. 狗仔队（单复）

gossip n. 流言蜚语（可数） v. 讲闲话

scandal n. 丑闻（可数）

cover up/gloss over/whitewash v. 掩盖

the poor, the sick, and the disenfranchised 穷人，病人和被剥夺公民权的人

philanthropy n. 慈善 philanthropist n. 慈善家

circulation n. 发行量 circulation of a newspaper 一份报纸的发行量

a unique sensory experience 独特的感官体验

texture of paper 纸的质地

sound of turning pages 翻页的声音

scent of ink 墨香

unique quality 特质

contribute to a multisensory engagement 促进多感官参与

gratifying/satisfying adj. 令人高兴的，使人满意的

foster a deeper connection with the content of the book 培养与书籍内容更深层次的联系

enhance the overall reading experience 提高整体阅读体验

a more relaxed and healthier reading experience 更轻松、更健康的阅读体验

ensure a diverse and enriched reading culture 确保多元化和丰富的阅读文化

Education

primary education, elementary education 小学 secondary education 初中 high school 高中 high

school graduate 高中毕业生

general education 通识教育

university student 大学生 college graduates 大学毕业生 higher education 高等教育

vocational diploma 职业证书

adult illiteracy 成年人文盲

approach to education, method of education, fashion of education 教育方法

schooling=school education 学校教育

students are inspired to do something 启发学生做某事

impart knowledge (to someone) 传授知识

obtain/acquire knowledge and skills 获得知识和技能

command/grasp/mastery of something 对什么的掌握、精通 a good command of English

motivated adj. 积极的, 有动力的 students are motivated to do something

initiative n. 倡议, 主动性 students should be encouraged to take the initiative to do something ==

reasoning ability 推理能力 analyzing skills and problem-solving ability 分析和解决问题的能力

creative/original 有创造力的 creativity/originality 创造力

creative thinking 创新思维 critical thinking 批判性思维 students should be encouraged to think critically

==communication and social skills 沟通、社交能力 team spirit 团队精神

youth 青年时期 the youth, teenager, adolescent

juvenile 少年的 juvenile crime 少年犯罪 juvenile offender/delinquent 少年犯

aptitude (for), talent (for) n. 天资, 禀赋

an all-round/all-around education 全面教育, 综合教育

well-rounded development of students 学生的全面发展

versatile 多才多艺的 versatility n. 多才多艺 volatile adj. 易变的, 易挥发的 n. 挥发物

develop/cultivate/nurture v. 发展, 培养 foster personal development 促进个人发展 promote the development of 促进什么的发展

mould/mold one's character 塑造性格 shape one's view of the world 塑造世界观

popular/prevalent values and attitude 普遍存在的价值观、态度

critical time of physical and psychological development 身心发展的关键期

the awareness/sense of 什么意识

sense of responsibility/duty/obligation 责任感

lack of self-control 缺少自控力 lack self-control

discipline 纪律, 学科

impressionable adj. 易受影响的

vulnerable groups 弱势群体 be vulnerable to negative influence 易受外界不良影响

be unable to distinguish right from wrong 没有能力判断是非

have less awareness of adverse consequences 无法充分意识到不良后果

take sensible precautions 采取合理的预防措施

misbehavior/misbehaviour = poor behavior n. 品行不端 vile behavior 恶劣的行为

acceptable/appropriate/proper behavior 得当的行为

teaching students how to judge right and wrong and how to behave well 教学生如何判断是非, 如何表现良好

the development of students' personality and values 学生个性和价值观的发展

make contributions to social progress, contribute to the progress of society 对社会进步做贡献

social welfare 社会福利 public welfare 公益事业

fulfill one's ambition 实现抱负

parenting n. 家庭教育 upbringing n. 教养

growing up 成长 parental guidance 父母的指引

guardianship n. 监护 custody n. 抚养权, 监护权

the intervention of parents 父母的干涉 a degree of parental intervention, intervene in

prioritize ... over ... 优先于什么做什么

young people sometimes have a tendency to prioritize short-term needs and wants over long-term goals.

exercise/exert/impose certain control on/over/upon 对什么施加一定的控制

time/risk/money management

allow children a degree of autonomy 让孩子有一定程度的自治

learn to make good decisions independently

home/household n. 家庭 household waste 家庭垃圾 family values 家庭观念

strengthen family bonds/ties 增进亲情

sense of belonging 归属感

an attachment to, an affinity for 对什么的依恋

generation gap 代沟 offspring n. 后代 raise offspring 抚养后代

Culture

heritage (usually sing.) 遗产, 指国家或社会长期形成的历史、传统和特色 cultural heritage 文化遗产

tangible cultural heritage 物质文化遗产 tangible adj. 有形的 intangible adj. 无形的 intangible

cultural heritage

custom n. 风俗 tradition n. 传统 mores n.(pl.) 风俗习惯=convention(s)

ritual n. 宗教仪式, 典礼, 习惯 routine n. 惯例, 无聊 adj. 例行的, 平淡乏味的

preserve v. 保存, 维护, 保护 preservation

time-honored adj. 历史悠久的

forefathers (usually pl.) 祖先 ancestor n. 祖先 descendant n. 后裔, 后代 posterity n. (uncountable) 子孙后代

ethnic group 同种同文化之民族 ethnic minority(minorities pl.) 少数民族 race n. 人种, 种族

globalization n. 全球化 the process of globalization; global village

an inevitable and irreversible trend 一个必然的、不可逆转的趋势 an inexorable trend 一个势不可挡的趋势 a sweeping trend 席卷一切的趋势

assimilate v. (使) 同化 assimilation; cultural assimilation

integrate v. (使) 一体化, (使) 整合 integrated; integration; cultural integration/fusion/blending

cultural diversity/variety 文化多元性 cultural richness 文化底蕴 cultural identity 文化认同, 文化特性

erode v. 侵蚀 erode national/regional cultural identity

Environment

sustainable development 可持续发展

ecosystem 生态系统 = ecological system

ecological balance 生态平衡 eco-friendly adj. 不妨碍生态环境的 environmentally-friendly adj. 环保的

environmentally conscious products and companies 环保意识强的产品和服务

environmentalist/conservationist n. 环保主义者

conserve v. 保护, 保存, 节约 preserve v. 保护, 维护, 保存

exploit v. 开采, 开发 exploit natural resource; exploitation

explore v. 勘探, 探索 explore (for) oil 勘探石油 explore energy-saving technology 探索节能技术

extract v. 提取, 提炼 extraction; oil extraction = extraction of oil

develop v. 开发 develop energy = energy development = exploitation of energy

adopt v. 采用 adopt cleaner technology

metal n. 金属 mineral n. 矿物, 矿物质 mineral deposits 矿藏 mineral extraction 矿物开发

petroleum n. 石油 natural gas n. 天然气 coal n. 煤 fossil energy 化石能源 fossil fuel 化石燃料 non-

renewable resource 不可再生资源

alternative resource 可替代资源 renewable resource 可再生资源 wind energy 风能 hydroelectric power 水力发电 solar power 太阳能

lack/shortage/scarcity/dearth/deficiency of n. 短缺

energy crisis 能源危机 energy-saving technology

consume/deplete v. 消耗 (资源) stretch resource 紧张的资源 exhaust v. 用尽 (资源) = use up

damage v.&n. 破坏 be damaging to 有破坏性的

climate change 气候变化 global warming 温室效应=greenhouse effect

ozone layer 臭氧层 deforestation n. 砍伐森林, 滥砍滥伐

natural habitat 自然栖息地 nature preserve 自然保护区= nature reserve ==

natural disaster 自然灾害 sand and dust storm 沙尘暴 drought and flood 干旱与洪水

fertile soil 肥沃的土壤 infertile soil 贫瘠的土壤 farmland 耕地 arable land 可耕种土地 boost crop yield 增加粮食产量

discharge v.&n. 排出 (液体等) sewage/effluent 污水 discharge sewage 排放污水

pollutant 污染物 pollutant discharge 污染物排放 release v.&n. 排放 pollutant release 污染物排放

emission n. 排放 (气体, 光, 热等) exhaust n. 废气 exhaust emission 废气排放 emit v. 发出 (气体, 光, 热, 声音等)

poisonous/toxic adj. 有毒的

==disposable adj. 一次性的 disposal n. 处理, 消除 dispose v. 处理, 扔掉

a throwaway product 一次性产品 a throwaway culture 使用一次性物品的文化

a continuous cycle of production and disposal 生产和处理的连续循环

waste n. 废物, 垃圾 (不可数名词) household waste 生活垃圾 industrial waste 工业废料

minimize waste generation 尽量减少废物产生

non-biodegradable garbage = inorganic trash 不可降解的垃圾 biodegradable 可降解的 organic 可降解的, 有机的

sort daily garbage 分类生活垃圾

reuse/recycle v. 再利用

embrace a circular economy by recycling and upcycling goods 通过回收和升级回收商品，拥抱循环经济

low-carbon 低碳的 lead a low-carbon lifestyle

carbon footprint 碳足迹 environmental footprint of consumer goods 消费品的环境足迹

encourage a more sustainable pattern of consumer behavior

severe/grave/grievous adj. 严重的

contaminate/pollute v. 污染 contamination/pollution n. 污染

deteriorate v. 恶化 deterioration n. 恶化 aggravate v. 加重，加剧，使什么恶化 aggravation n. 加重，加剧，恶化 degrade v. (使) 退化 degradation

exacerbate v. 使恶化，使加剧

tackle/resolve/handle/deal with/take care of/address/combat 解决

work out some solutions 提出一些解决办法

navigate a complicated situation 应对复杂情况

alleviate/mitigate v. 缓解

reverse the trend 扭转趋势

raise (or elevate) the public awareness of 增强公众关于什么意识

make informed and sustainable choices 做出明智和可持续的选择

support environmentally conscious products and companies

a concerted effort 齐心协力 join forces (or unite/make a concerted effort) to combat environmental problems 携手解决环境问题

environmental legislation 环境立法 legislative branch 立法部门 regulatory bodies 管理机构

enact and enforce policies that incentivize sustainable production practices and penalize

environmental degradation 制定和执行鼓励可持续生产做法和惩罚环境恶化的政策

stringent adj. 严厉的，严格的 (of a law, rule, regulation, etc.)

implement stringent environmental standards

manufactures and companies should shoulder (or take/assume) related responsibilities 制造商、企业应承担相关的责任

offer tax incentives for companies adopting green practices 为采用绿色做法的公司提供税收激励

Technology

technological advance/progression 科技进步 technological innovation 科技创新 technological invention 科技发明

advance v. & n. 发展 the advent of 什么的出现

transform v. 转变 revolutionize v. 彻底改变 breakthrough n. 突破 to make/achieve a breakthrough

hi-tech adj. 高科技的 digital adj. 数字的，数码的 digital platforms such as e-books 电子书等数字平台

electronic adj. 电子的 electronic device 电子设备 electronic product 电子产品 mobile device 移动设备

an increasing popularity/prevalence of ... 什么的日益流行、普及 ... be increasingly prevalent/popular

proliferation n. 激增 the proliferation of the Internet = the extensive/widespread use of the Internet
availability n. 可用性 with the growing availability of ... 什么日益增长的可用性

at a staggering/astonishing rate 以惊人的速度

the information age/era 信息时代 in the digital age 在数字时代 information explosion/overload 信息爆炸

a vast repository of knowledge and information 知识和信息的巨大宝库

democratize education 普及教育

surf on the internet 上网 = log on/onto the Internet

browse on the Internet 在网上浏览 scroll the screen 滚动屏幕

social networking n. 社交网络 social networking website 社交网站 social media platform 社交媒体平台

telecommunication n. 远程通讯 communication technology 通讯技术 real-time communication 实时通信 instant messaging 即时通讯

promote/facilitate communication 促进交流

geographical barrier 地理障碍 transcend geographical barrier 超越地理障碍

physical location 物理位置

foster v. 促进 foster global connection

have/gain more access to information 获取更多的信息 have access to 使用, 接近, 可以利用
access to the Internet 上网

accessible adj. 易接近的 information accessibility 无障碍获取信息

obtain information in various ways 以不同的方式获取信息 disseminate information 传播信息 ==

a mainstream way to disseminate information 一种主流的信息传播方式 method of information

storage and dissemination 信息储存和传播的方法

storage of video and audio materials 影音资料的储存 storage capacity 存储容量

user-friendly adj. 人性化的, 方便好用的 cost-effective/cost-efficient adj. 节省成本的, 划算的

productive adj. 多产的, 高生产率的 productivity n. 生产力, 生产率 == enhance/boost/promote

efficiency or productivity 提高效率或生产率

machinery n. 机器、机械 (总称) labour-saving machinery 减少人力的机器 labour-replacing machinery 取代人力的机器

automation n. 自动化 automated adj. 自动化的

surpass/exceed/outstrip/outpace v. 超过, 胜过

traditional/conventional method 传统方法

online shopping 网购 online retailer 网上零售商 retail n.&v. 零售 retail market 零售市场 The Internet has become a worldwide retail market.

e-business/e-commerce 电子商务

the problem of ... is becoming increasingly severe 什么问题越来越严重

severe = disturbing/grave/worrying/serious/worrisome/troublesome

hacker n. 黑客 hack (into) v.&n. 入侵、潜入 cybercrimes n. 网络犯罪 security/safety issue 安全问题 security/safety concern 安全隐患

violate one's privacy 侵犯隐私 violation of one's privacy 侵犯隐私

identity theft 身份盗窃、盗用 identity thief 盗用身份的小偷

pirate v. 剽窃, 侵犯专利 pirated adj. 盗版的 piracy n. 盗版, 侵犯版权 questionable contents 不良内容 violent image 暴力画面
 pervade v. 弥漫, 渗透 pervasive adj. 弥漫的, 遍布的
 too much exposure to the Internet 过多地接触互联网
 constant exposure to 持续接触 be (well) exposed to (充分) 暴露于, (过多) 接触什么
 excessive screen time 屏幕时间过长
 eyestrain 视疲劳 weakened eyesight 视力减弱 fatigue n. 疲劳 fatigued adj. 疲乏的 disrupted sleep pattern 睡眠模式紊乱 damage one's health
 indulge in the virtual world 沉溺于虚拟世界 be isolated from the real world 与现实世界隔绝
 hinder face-to-face interaction 阻碍面对面的交流 a decline in interpersonal skills 人际交往能力下降
 weaken relationships with family and friends 削弱与家人、朋友的关系
 become solitary 性格变得孤僻
 remote work 远程办公 telecommuting 远程办公 facilitate seamless collaboration 促进无缝的协作
 be constantly available and responsive to work-related matters 随时待命
 experience burnout and heightened stress level 经历倦怠和压力水平升高
 increasing work pressure and less quality family time 工作压力增加, 优质家庭时光减少
 blur the boundaries between work and life 模糊工作和生活的边界
 work-life balance 工作与生活平衡
 disconnect(disconnection) from screen 远离屏幕 disengage(disengagement) from screen 远离屏幕
 strike a balance between digital and tangible experiences 在数字体验和有形体验之间取得平衡

Writing Formula

Task 2

NEGATIVE SENTENCE

Instead of indulging in playing computer games, children should be taught how to benefit from useful information on the internet.

On no account (Under no circumstances) can we ignore the immense value of knowledge.

College students take part-time jobs not for more money but for a better understanding of societies.

One's salary does not depend so much on his educational background as on his ability and contribution to the society.

In terms of nutrition, fast food is far from satisfactory.

Parents would not expect their children to become useful persons without working hard.

NON-RESTRICTIVE ATTRIBUTIVE CLAUSE

Undoubtedly, practical courses can be used to the reality, which is of vital importance to their development in the future.

Children tend to imitate what they have seen and heard on mass media, which is sometimes dangerous and harmful.

The majority of students believe that part-time jobs will provide them with more opportunities to

develop their interpersonal skills, which may put them in a favorable position in the future job markets.

ADVERSATIVE SENTENCE

This view is widely acknowledged; however, there is little evidence that smoking is beneficial to people's health.

Although (Whilst) the computer has been widely used in class, it cannot replace the role of teachers.

Reasonable as the opinion sounds, it cannot bear much analysis.

In spite of a lot of conveniences, that cars bring to people's life, it can create a series of serious problems.

SENTENCES BEGINNING WITH 'IT'

It is hard to imagine what our life would look like without computers in modern society.

It is conceivable that being physically active does good to health.

It is a highly controversial issue whether women should join the armed forces or not.

It is universally acknowledged that water and air are indispensable to human beings.

It is essential that endangered species of animals be protected against being killed.

It is high time that government took effective measures to solve these problems.

It has been made easier for modern people to communicate with each other by the internet in a few seconds.

It is worth caring about the way a child behaves.

It is no use crying over the spilt milk.

It has been a few decades since the computer came into being.

HYPOTHETICAL SENTENCE

If we destroy old buildings, then we will ruin the traditional culture and heritage.

You would miss the chance to interact with other students if you used internet at home.

Once you change your present job, you will be faced with the danger of being unemployed.

INVERTED SENTENCE

Only in this way can the problem be tackled properly.

Only when children take arduous efforts can they become successful.

Not only does studying in school serve academic purpose, but students learn how to handle interpersonal relations.

==Under no circumstances ==should youngsters follow negative information on mass media blindly.

So valuable is water that we cannot afford to waste it.

Nowadays, most dangerous for youngsters is the tendency to indulge in playing PC games.

EMPHATIC SENTENCE

It is for the benefit of maintaining the ecological balance that human beings ought to protect the endangered animal species.

It is not until people suffer from some fatal diseases such as SARS and AIDS that they are becoming aware of how significant it is for the government to invest more money in medical care.

Nothing in the world is more valuable than health.

COMPARATIVE SENTENCE

Studies show that juvenile delinquency rates are twice as high for youngsters from single-parent families as for those in traditional households.

Generally speaking, people in modern times enjoy less leisure time than they did previously.

Compared with those with different abilities, children with intelligence do more well in their school work and intelligence tests.

Contrary to pop stars, other professionals like doctors and teachers create the true value for their society.

Air is to human what (as) water is to fish.

PARENTHESIS

Computers, most important of all, create wide communication around the world.

Providing more parking areas, in the long run, has proved to be a practical way out in many large cities in the world.

Observing local culture, consciously and unconsciously, can reduce the chance of offending the locals, or it will lead to the embarrassment and even conflict.

Space exploration, some people believe, will bring some unexpected discoveries.

REASON SENTENCE

Violent films can do harm to young people, because they contains numerous negative information.

Human beings are chiefly responsible for wild animal extinction.

We should attribute (ascribe) medical advances to the animals which do substantial contributions to the experiement.

Because of overpopulation, water shortage has become one of the most serious problems.

Owing to the fierce competition in today's world, a great many young people find themselves under great pressure.

Task 1

NARRATE DATA AND SITUATION

show, reflect, provide, represent, convey, discern, denote, demonstrate, illustrate

It is clear from the line graph above that the price of steel per ton has plummeted somewhat over the last ten to fifteen years and that the value of steel today has reached an all-time low.

The two bar graphs above reflect growth rates in urban populations from five major cities around the world in 1990 and in 2004. It is evident when comparing these graphs that significant increases in urban population have indeed occurred.

It is clearly evident from the pie charts above that firework accidents in Australia were recorded as having occurred in the same places both in 1995 and in 2000 at public display, family parties, pub

celebrations, and in the case where teenagers were playing with fire works unattended.

This line graph shows some very interesting trends related to (regarding) changes in international student enrollment in the UK higher education. The three groups which are reflected in this graph are others EU students, non-EU students and all overseas students.

Through the information that is provided in this table we can learn how different occupation rate in terms of stress levels on a 0-10 measurement scale: 10 being the highest level of stress.

By briefly glancing at this line graph, it is apparent that there were major shifts in employment patterns in South Korea between the years 1960 and 2000.

The bar chart above shows the number of crown court cases held in the UK from 1996 to 2002.

According to the information in the graph, crown court cases typically fall into the following three categories: committals for trial, committals for sentence and appeals from magistrates against conviction or sentence.

According to (=in accordance with) the graphic data, we can discern that land used for industry sectors is quite evenly spread in the ...

What is notable, however, is that the ratio of accidents occurring in the different places has shifted quite dramatically in some instances.

If we compare the ratios between the four industrial sectors, founded in the four pie charts presented here, the eastern and southern charts show the most significant differences.

All other industry sectors presented in the graph rose in varying degrees within the designated time frame presented here.

If we look at the number of ..., we can see a steady growth in numbers within the six-year phase from around 10,000 to approximately 18,000.

Most notably, according to the information in the graph, the growth in ... has all but doubled in number from around 19,000 to nearly 38,000 in the same period.

Consistent with the data in the first pie chart, the entire body of the world's water sources is predominantly made up of fresh water with only a small quantity of salt water making up the remainder.

The accompanying bar chart shows ...

If we look closer at the bar graph we can discern that the the biggest producers of steel are located in north east Asia, with china producing 218 million tons followed by Japan's 124 million tons.

We can be exposed to the idea that ...

The provided charts illustrate the locations and types of dance classes attended by young individuals in an Australian town, with a focus on age-related preferences.

INCREASE

rocket, shoot, rise, go up, climb, increase, surge, soar, double, gain, improve, recover, triple, growth, leap, upward, boom

verb sentence:

have rocketed over the fifteen-year period

rise dramatically from around 45% to approximately 65%

shot(shoot) up to (高达) between four and five hundred dollars

students from 80,000 and goes all the way up to 280,000

At this point, non-EU student numbers from Europe and all other overseas countries started to climb in numbers from 120,000 to 190,000 in 2002-2003.

The IT industry was slower to take off and made up only 15% of employment in 1980. However, there was no looking back from 1980 onwards with dramatic increase in 1990 at 40% and 60% in 2000.

The most significant increases/marked increases reach a monumental high of 65% at the turn of the century.

noun sentence:

indeed, a staggering 65% increase in the total number of students enrolled in courses for higher learning has been recorded between the years 1990 and 2004.

a slow and steady increase

from that moment on, significant jumps averaged at 10% between the year 1996 to 1998 and to 2004 respectively

a slight increase in student number from 65% to fewer than 70%

steady gains

The most staggering jump in Australia was with mobile between the years 2001 and 2003, which rose significantly from 69% to 97%.

Their sales picked up suddenly between 2001 and 2003 from 28% to 42%.

China's two most prestigious cities, Shanghai and Beijing, have undergone rapid growth surge in population according to the graphs.

DECREASE

slip to, decline, drop, decrease, fall, halve, plummet, plunge, tail off, fall off, reduce, reduction

verb sentence:

with figures slipping dramatically in 1993 to 270 dollars per ton

noun sentence:

A significant drop in figures was also recorded in 2000 for the number of fireworks accidents at pub celebrations coming in at only 5%, which was one-third of those reported in 1995.

Notably a massive drop in the decade from 1990 to 2000

CONTRAST AND TRANSITION

Remarkably, however, the price shot (shoot) up to between four and five hundred dollars.

China, on the other hand, far outweighs the other two countries in its use of water for industry with 85% being the figure recorded.

notwithstanding (尽管什么还是) this trend

However, at around about the 1999-2000 mark things started to change somewhat.

There was a steady increase in committal for trial cases reaching just over 120,000 in 2002 which was around 20,000 up on 1998 figures and 40,000 more than that was recorded in 1996.

Conversely/ vice versa

VOCABULARY

describe stage:

迅速增加: a rapid growth, a sudden rise, a marked increase, a huge growth, a dramatic rise

迅速减少: a dramatic fall, a sharp drop, a rapid plunge, a steep decline

逐步减少: a steady drop, a slight fall, a gradual decline, a small decrease, a gradual drop, tailing off, falling off

保持不变: no change, a flat trend, the number remained unchanged, remain stable, remain steady, maintain the same level, stay constant

起伏不定: fluctuate around, peak at, plateau at, stay at, fluctuation

degree of change:

剧烈: dramatic-dramatically, sharp-sharply, huge-hugely, enormous-enormously, steep-steeply, substantial-substantially, considerable-considerably, significant-significantly, marked-markedly, staggering

平稳, 不强烈: moderate-moderately, slight-slightly, minimal-minimally, small, somewhat

约数: approximately, around, about, averaged at, relatively

speed of change:

rapid-rapidly, quick-quickly, swift-swiftly, sudden-suddenly, steady-steadily, gradual-gradually, slow-slowly

words of transition:

to begin with, first of all, first, secondly, then, next, after that, finally, alternatively, otherwise, in addition, furthermore, meanwhile, at the same time, preliminary stage, after the initial stage, in the subsequent stage, the final stage

Miscellaneous

很可能发生:

be likely to

there is a high likelihood that

be highly probable/highly likely

tend to/be prone to/be at risk of

be more than likely to

Task 1 writing

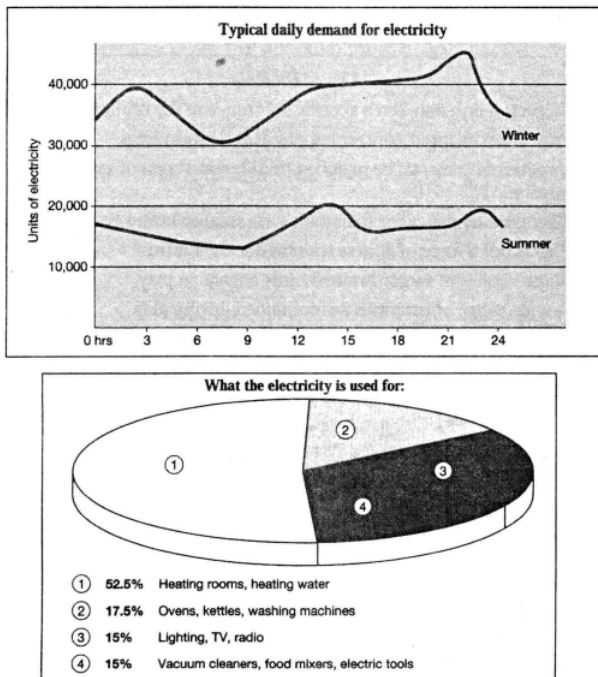
WRITING TASK 1

You should spend about 20 minutes on this task.

The graph below shows the demand for electricity in England during typical days in winter and summer. The pie chart shows how electricity is used in an average English home.

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

Write at least 150 words.



The line graph illustrates the daily electricity demand in England during typical winter and summer days, while the pie chart outlines electricity usage in an average English household.

The line chart shows ~~that~~(the) demand for electricity in England ~~ranging example days~~(on a typical day) in winter and summer. From this chart, we can see ~~a~~(the) same changing(overall) tendency overall in (both) winter and summer, although the electricity ~~demanding~~(demand) in winter is always larger(higher) than that in summer. Specifically, the demand in winter ~~touches~~(touches) the bottom ~~in(at) 9'clock~~(9:00) approximately and go to the peak in 21'clock. The demand in summer also ~~takes~~(reaches) the bottom ~~in 9'clock~~, but there are two peaks in 14'clock and 23'clock ~~seperately~~(separately).

Overall, demand is significantly higher in winter than in summer. In winter, electricity consumption starts at around 35,000 units, rises to an early morning peak, and drops to a low of approximately 30,000 units at 9:00. It then rises steadily to reach a peak of **roughly** 45,000 units **around** 21:00. In contrast, summer demand remains lower, **fluctuating** between 13,000 and 20,000 units, with notable peaks at 14:00 and 23:00.

The pie chart record(s) the percentage of electricity where ~~does~~ it is used. The largest part is used ~~to~~(for) heating rooms and heating water (52.5%), and the usage of ovens, kettles, and washing machines (17.5%) is (slightly) larger ~~slightly~~ than that in ~~lightning~~(lighting), TV, and radio (15%) and vacuum cleaners, food mixers, and electric tools (15%). Overall, ~~the~~ most of electricity is used ~~to~~(for) keeping the warm(ness) of home, and other parts are used ~~to~~(for) living ~~or~~(and) entertainment.

The pie chart displays the specific **breakdown** of electricity consumption. The **majority** of energy (52.5%) is used for heating rooms and water. **Kitchen and laundry appliances, such as ovens and washing machines, account for 17.5%.** The remaining 30% is split equally between lighting, TV, and radio (15%) and other **appliances** like vacuum cleaners and electric tools (15%). In summary, heating is by far the primary energy expense in English homes.

The line graph compares the typical daily demands for electricity in winter and summer in England. As can be seen, the electricity consumption in winter almost **doubles that** in summer at any given moment of a day. The former waves between 30,000 and 45,000 units, while the latter fluctuates between 13,000 and 20,000 units. Their development trends **see more similarities than differences.** From 0 to 9 o'clock, both curves **move generally downward** to the lowest points of more than 30,000 units and 13,000 units, **and from then on**, the two lines **go roughly upward**, respectively to the highest amount of 45,000 units at 21 o'clock and more than 20,000 at 13 o'clock.

The pie chart reflects an average household use of electricity in England. Heating for both room and water **accounts for the biggest share** of more than half. The other half of electricity is almost evenly used for three sections: ovens, kettles, washing machines; lighting, TV, radio; and vacuum cleaners, food mixers, electric tools. The first section consumes a little bit higher of 17.5% while the rest two have an equal share of 15%.

From the two charts, it is clear that electricity is in higher demand in winter in England.

You should spend about 20 minutes on this task.

The table below shows the proportion of different categories of families living in poverty in Australia in 1999.

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

Write at least 150 words.

| Family type | Proportion of people from each household type living in poverty |
|-----------------------|---|
| single aged person | 6% (54,000) |
| aged couple | 4% (48,000) |
| single, no children | 19% (359,000) |
| couple, no children | 7% (211,000) |
| sole parent | 21% (232,000) |
| couple with children | 12% (933,000) |
| all households | 11% (1,837,000) |

The table gives a **breakdown** of the different types of family who were living in poverty in Australia in 1999.

On average, 11% of all **households**, **comprising** almost two million people, were in this position. However, those consisting of only one parent or a single adult had almost **double this proportion** of poor people, with 21% and 19% respectively.

Couples generally tended to be better off, with lower poverty levels for couples without children (7%) than those with children (12%). It is noticeable that for both types of household with children, a higher than average proportion were living in poverty at this time.

Older people were **generally less likely** to be poor, though once again the trend favoured elderly couples (only 4%) rather than single elderly people (6%).

Overall the table **suggests** that households of single adults and those with children were more likely to be living in poverty than **those consisting of couples**.

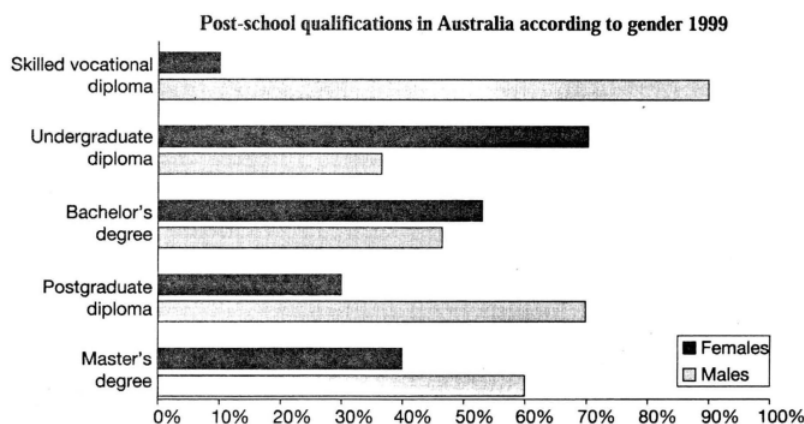
WRITING TASK 1

You should spend about 20 minutes on this task.

The chart below shows the different levels of post-school qualifications in Australia and the proportion of men and women who held them in 1999.

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

Write at least 150 words.



The bar chart shows the proportion(s) of different levels of post-school qualifications within(among/for) men and women in Australia in 1999.

The bar chart illustrates the proportion of Australian men and women holding different levels of post-school qualifications in the year 1999. The data is divided into five categories, ranging from skilled vocational diplomas to master's degrees.

First of all, the men ~~was~~ were more likely to have a top-rank diploma (e.g., postgraduate diploma, master's degree) and a low-rank diploma (skilled vocational diploma), and the women usually ~~has~~ (have) a moderate ranked diploma such as undergraduate diploma and bachelor's degree.

Overall, there was a clear **gender disparity** in the types of qualifications held. Men were the dominant group in both the lowest (vocational) and highest (postgraduate/master's) levels of education. In contrast, women held the majority of **intermediate** qualifications, specifically undergraduate diplomas and bachelor's degrees.

Specifically, the proportion of women who had a skilled vocational diploma (10%) ~~is~~ was definitely less than that of men (90%). In contrast, the women ~~who~~ had a more proportion ~~in~~ of undergraduate diploma (70%) and bachelor's degree (about 55%) than those of men (35% and 45% respectively). However, in ~~a more~~ (higher) educational levels such as postgraduate diploma and master's degree, the males' part is larger than females (70% vs. 30% and 60% vs. 40%).

Specifically, regarding skilled vocational diplomas, the gap between genders was the widest.

Men **accounted for** approximately 90% of these holders, leaving only 10% for women.

Similarly, men outnumbered women in advanced academic degrees. Males comprised roughly 70% of postgraduate diploma holders and about 60% of those with a master's degree, while females represented 30% and 40% respectively. On the other hand, women **surpassed** men in undergraduate-level studies. Females held approximately 70% of undergraduate diplomas,

which was **more than double the figure** for men (around 35-40%). The gender distribution was more balanced for bachelor's degrees, though women still held the majority at roughly 55%, compared to 45% for men.

The chart gives information about post-school qualifications **in terms of** the different levels of further education reached by men and women in Australia in 1999.

We can see immediately that there were substantial differences in the proportion of men and women at different levels. The biggest gender difference is at the lowest post-school level, where 90% of those who held a skilled vocational diploma were men, compared with only 10% of women. By contrast, more women held undergraduated diplomas (70%) and **marginally more** women reached degree level(55%).

At the higher level of education, men with postgraduate diplomas clearly **outnumbered** their female **counterparts** (70% and 30%, respectively), and also constituted 60% of Master's graduates.

Thus we can see that more men than women hold qualifications at the lower and higher levels of education, while more women reach undergraduate diploma level than men. The gender difference is smallest at the level of Bachelor's degree, however.

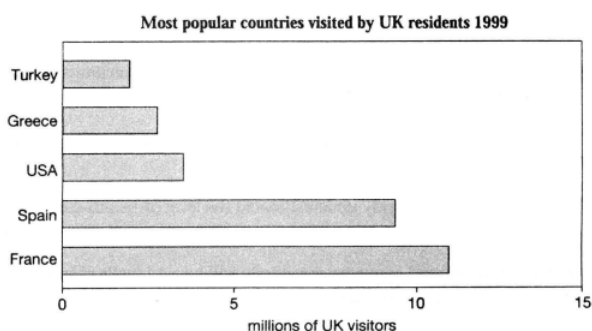
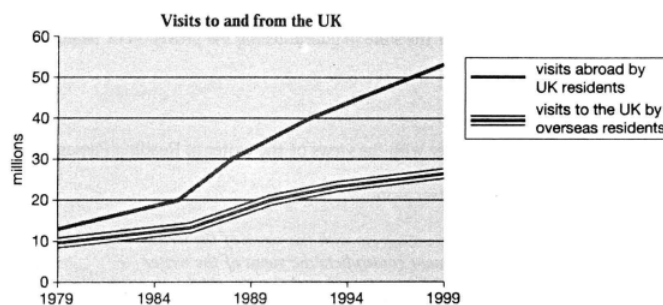
WRITING TASK 1

You should spend about 20 minutes on this task.

The charts below give information about travel to and from the UK, and about the most popular countries for UK residents to visit.

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

Write at least 150 words.



The line chart compares the visits to and from the UK from 1979 to 1999. Visits both to and from the UK have **been in constant increase**, while visits abroad by UK residents always **surpassed** that to the UK by overseas residents. From 1979 to 1985, both figures rose from 12 to 20 million and from 10 to 12 million respectively. Since then, both moved substantially upward with the overseas visits by UK residents increasing by a larger scale.

As is shown in the bar chart, among the five most popular countries visited by the UK residents, the

country with the largest number of British tourists was France (around 11 million), followed by Spain (around 9.5 million). USA, Greece and Turkey lagged for behind, with tourists amounting to 3.5 million, 2.5 million and 2 million respectively.

In general, the figure of visits to and from the UK was on the rise, with UK residents abroad outnumbering overseas visitors in the UK and the most popular destination country for UK residents were France and Spain.

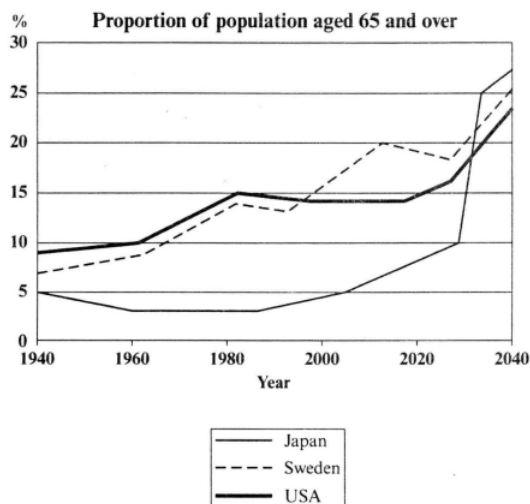
WRITING TASK 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



老人: the elderly (集合名词, 后跟复数动词) elderly people (people是复数名词) older people (除非特指, 否则不加the) the old / old people 口语且不礼貌

USA和US前要加the, 本质是the + 形容词 + 复数普通名词, 所以荷兰也是the Netherlands
具体来说: In particular; Specifically; To be more specific; More specifically; Namely

The line chart shows the changing proportion of ~~the~~ elderly people who ~~age and surpass 65~~ (are aged 65 and over/aged 65 and above) in three countries between 1940 and 2040.

The line graph illustrates the proportion of the population aged 65 and over in three distinct countries—the USA, Sweden, and Japan—over a century, from 1940 to a projected date of 2040.

In general, the proportion of these ~~old~~ (elderly) people move(s) slowly upward in (the) USA and Sweden from 1940 to 2040. In contrast, ~~it is steady that the proportion in Japan between 1940 and 2000~~ (the proportion remained steady), and then this proportion ~~rocketed fast~~ (rose sharply/increased rapidly) and it will reach ~~the(a)~~ peak (around 25%) in 2040 ~~recording~~ (according) to the prediction.

Overall, the population of elderly people is on the rise in all three nations. While the USA and Sweden show a gradual upward trend throughout the period, Japan displays a unique pattern: its elderly population remains low for decades before experiencing a dramatic surge in the 21st century, eventually becoming the country with the highest elderly demographic.

~~In specific~~(In detail/Specifically), the proportion in (the) USA increased from 1940 (around 10%) to 1980 (around 15%) and ~~kept~~(kept) unchanged until 2020, and finally will go to approximate(ly) 25% in 2040. It is the same proportion in Sweden ~~in all period~~(throughout the whole period/over the entire period) in this graph except (in/for) 2010 where its proportion had a small peak.

Specifically, in 1940, the USA had the highest proportion of seniors at roughly 9%, compared to Sweden's 7%. Both countries saw steady growth until 1980. However, while the USA's figure plateaued at 15% between 1980 and 2015, Sweden's rate continued to climb, overtaking the USA and reaching nearly 20% by 2010. By 2040, Sweden is projected to reach about 25%, while the USA is expected to rise to approximately 23%.

In conclusion, all of these figures in three different countries generally experienced ~~increase~~(an increase/increases) from 1940 to ~~future~~ 2040.

Japan shows the most striking change. In 1940, only 5% of its population was over 65. This figure dipped to around 3% and remained the lowest among the three nations until the early 2000s. However, starting around 2030, the percentage is forecast to skyrocket, overtaking both Western nations to peak at roughly 27% by 2040.

The graph shows the increase in the aging population in Japan, Sweden and the USA. It indicates that the percentage of elderly people in all three countries is expected to increase to almost 25% of the respective populations by the year 2040.

In 1940 the proportion of people aged 65 or more stood at only 5% in Japan, approximately 7% in Sweden and 9% in the US. However, while the figures for the Western countries grew to about 15% in around 1990, the figure for Japan dipped to only 2.5% for much of this period, before rising to almost 5% again at the present time.

In spite of some fluctuation in the expected percentages, the proportion of older people will probably continue to increase in the next two decades in the three countries. A more dramatic rise is predicted between 2030 and 2040 in Japan, by which time it is thought that the proportion of elderly people will be similar in the three countries.

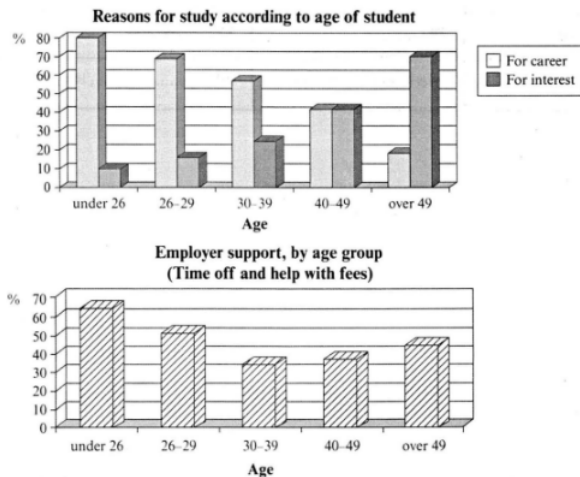
WRITING TASK 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



The two bar charts illustrate the primary reasons why students of different age groups choose to study, as well as the level of financial and time-off support they receive from their employers.

Overall, there is a clear **inverse relationship** between age and career motivation: younger students study primarily for career advancement, while older students are driven by personal interest. **Regarding** employer support, the youngest age group receives the most assistance, while middle-aged employees receive the least.

The first bar chart ~~shows~~(shows) that ~~with the increase of age~~(with increasing age/as age increases), the interest proportion of supporting people to study grows ~~steadily~~(steadily) and reach(es) ~~the~~(a) peak ~~at the age over 49~~(among people aged over 49) (around 70%). In contrast, ~~the people who go to study for career become less and less~~(the proportion of people studying for career purposes decreases), and this proportion ~~at the age~~(among those aged) under 26 (around 80%) ~~continually~~(continuously) decrease(s) to about 20% when people aged over 49.

Regarding the reasons for education, the first chart shows that studying for personal interest rises steadily with age. Only about 10% of those under 26 study for interest, but this figure reaches a peak of 70% for those over 49. In contrast, the percentage of students studying for career purposes declines significantly with age. While 80% of students under 26 cite career as their main motivation, this figure continuously decreases, dropping to just over 10% for the oldest age group.

Furthermore, the second graph represents the amount of support (that) people who go to study ~~received~~(received) from their employers. It shows that at middle age such as from 30 to 39 and from 40 to 49, people ~~receive~~(receive) the least ~~money aids~~(financial support) from their ~~boss~~(employers), and these figures are both at approximately 35%. In addition, people ~~that~~(who) aged under 26 can get the largest ~~fees~~(support) from their ~~authorities~~(employers), ~~it~~(which) is about 60%. And finally, the people who are aged from 26 to 29 and over 49 can get a ~~counterpart~~(**moderate level**) of support, these data are 50% and 40% ~~separately~~(separately).

The second chart details the support received from employers. Employees aged under 26 benefit from the highest level of support, at approximately 60%. This support drops for the 26-29 age group (around 50%) and hits a low point for middle-aged employees (30-39 and 40-49), who receive only about 32% support. Finally, support levels rise slightly for the oldest group (over 49) to roughly 45%, which is comparable to the support received by those in their late twenties.

The bar charts indicate the reasons for study among different age groups and employer support to them.

The first chart shows nearly 80% of students under 26 study for their career. This percentage gradually declines with the increase in age. Conversely, study stemming from interest increases with age. There are only 10% of students under 26 studying **out of interest**. The percentage grows steadily to 40% among those in their 40s, almost the same as those studying for career. Among students over 49, 70% of them study for interest in comparison to 18% for career reasons in that age group.

The second chart shows that employer support is maximum (approximately 60%) for students under 26. The percentage drops rapidly to 32% for students between 30 and 39, 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.

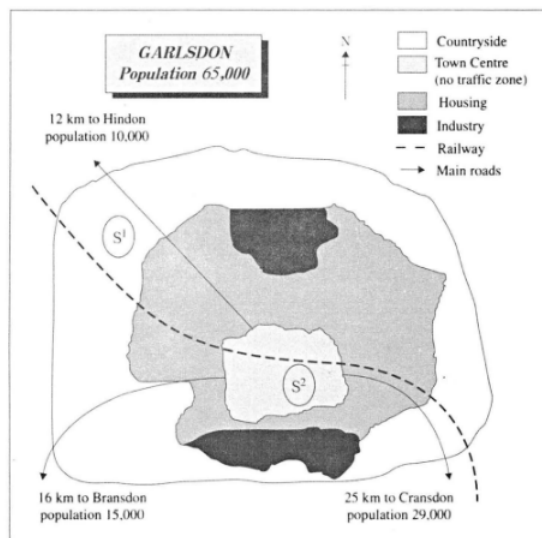
WRITING TASK 1

You should spend about 20 minutes on this task.

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.

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

Write at least 150 words.



The map above shows two alternatives for building supermarket and their surrounding environment. **The map illustrates two potential sites (S¹ and S²) for a proposed new supermarket in the town of Garlsdon, along with the surrounding infrastructure and population demographics.**

From the information mentioned in this map, we can see that alternative 1 location is situated in countryside and the northwest of Garlsdon town. In addition, the nearest town of alternative 1 is Hindon which has a population 10,000 and located in the northwest of it. In contrast, alternative 2 is

located in the town center of Garlsdon, which is also center of the map. And there are two industrial distributions located in its right north and right south separately. Furthermore, alternative 2 is surrounded by much housing area and has a approximately same distances from its neighbour towns, Hindon, Bransdon and Cransdon. Comparing to alternative 1, alternative 2 is more likely be visited by citizens in the town because its center attribute and many people in other two towns can engaged in the supermarket. Finally, both sites have a convenient transportation, which is comrised by main roads and railway.

The first potential location () is situated in the countryside, to the northwest of Garlsdon. It lies directly on the main road connecting Garlsdon to the smaller town of Hindon (population 10,000). Notably, is located near the railway line that runs through the region, potentially offering rail access for goods or commuters. However, it is quite far from the main residential areas of Garlsdon. In contrast, the second site () is located in the heart of Garlsdon's town centre. This area is designated as a "no traffic zone," which implies that car access might be restricted for shoppers. The site is surrounded by residential housing, with industrial zones located immediately to the north and south. Unlike , this site is not near the railway line but is centrally located relative to the neighboring towns of Bransdon and Cransdon. Overall, the main difference is that is an out-of-town site with good road and rail access suitable for Hindon residents, while is a central urban site surrounded by Garlsdon's housing but hindered by traffic restrictions.

The map shows two proposed locations for a new supermarket for the town of Garlsdon.

The first potential location (S1) is outside the town iteself, and is sited just off the main road to the town of Hindon, lying 12 kms to the north-west. This would make it accessible to shoppers from both Hindon and Garlsdon who could travel by car. As it is also close to the railway line linking the two towns to Cransdon (25km to the south-east), a potentially 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-trafficc 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.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.

Underground Railway Systems

| 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 |

This table ~~above~~ shows some numeric information about the underground railway systems in six cities. First, it is clearly evident that London is the first city which built the underground railway in 1863. And most of (the) other cities built the railway in (the) 20 century, they are ~~seperately~~(separately) in 1900 (Paris), 1927 (Tokyo), 1976 (Washington DC), and 1981 (Kyoto). Los Angeles constructed its railway system ~~until~~(in the) 21 century, so its route ~~kilometers~~(length) and passengers per year were both in the ~~least~~(lowest) tier, 28 kilometers and 50 million respectively. Furthermore, London had the longest route which is 394 kilometers, and Kyoto had the shortest route which is 11 kilometers. Other cities had ~~a~~(the) same level of route length which ranges between 100-200 kilometers. Finally, the passengers in Tokyo who take the railway ~~is~~(were) the largest, which reached 1928 million people, ~~and then is~~(followed by) 1191 million of Paris and 775 million of London. This figure in Washington DC and Kyoto both does not surpass 200 million, (and) they are 144 million and 45 million respectively.

The table provides information regarding the underground railway systems in six major cities around the world, **detailing** their opening dates, route lengths in kilometers, and annual passenger numbers in millions. Overall, the data shows significant **variations** in the age, size, and usage of these systems. While London has the oldest and most extensive network, the Tokyo system carries the highest annual volume of passengers by a wide margin. Looking first at the age and size of the systems, London's underground is the oldest, opened in 1863, and also the longest with 394 kilometers of route. Paris followed in 1900 with 199 km. The other systems are younger and generally shorter: Tokyo (1927) has 155 km, while Washington DC (1976) has 126 km. The newest systems are in Kyoto (1981) and Los Angeles (2001), which are also the shortest, covering only 11 km and 28 km respectively. In terms of passenger traffic, Tokyo's system is by far the busiest, serving 1927 million passengers per year. Paris and London also have high ridership, with 1191 million and 775 million respectively. In contrast, the systems with shorter routes carry significantly fewer people: Washington DC has 144 million passengers, followed by Los Angeles with 50 million, and finally Kyoto with the lowest figure of 45 million.

The table shows quite a direct relationship between the age of the subway system and the length of track. For example, London, open in 1863 and the oldest, has 394 kilometers of track, while the two most recent systems, Kyoto and Los Angeles, both opened within the last 25 years, are only 11 kilometers and 28 kilometers long respectively.

Not surprisingly, the three longest subways carry the three largest absolute numbers of passengers per year. However, the density of passenger traffic, i.e., passengers per year per kilometer of track (PYK) is strikingly variable. Tokyo carries by far the greatest load at approximately 13 million PYK while Washington, with 126 kilometers of track and just 29 kilometers shorter than Tokyo, has only about 1 million PYK, giving it the lightest passenger density of all the six. Paris carries the second densest load at 6 million PYK while Kyoto, in stark contrast to Tokyo, carries only 4 million PYK. London, the oldest system and Los Angeles, the newest are both used at the rate of about 2 million PYK.

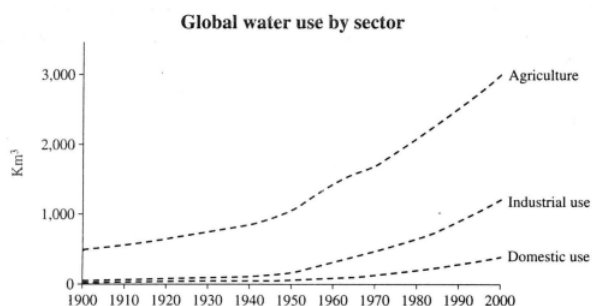
WRITING TASK 1

You should spend about 20 minutes on this task.

The graph and table below give information about water use worldwide and water consumption in two different countries.

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

Write at least 150 words.



Water consumption in Brazil and Congo in 2000

| Country | Population | Irrigated land | Water consumption per person |
|------------------------------|-------------|------------------------|------------------------------|
| Brazil | 176 million | 26,500 km ² | 359 m ³ |
| Democratic Republic of Congo | 5.2 million | 100 km ² | 8 m ³ |

The first line chart shows the changing quantities of water consumption in three different sectors in the world.

The line graph illustrates the growth of global water consumption **by sector** between 1900 and 2000, while the table compares the water consumption and **demographics** of Brazil and the Democratic Republic of the Congo in the year 2000.

Overall, global water consumption increased dramatically over the century, **with** agriculture **accounting for** the largest share. Additionally, the table shows that Brazil had significantly higher water consumption and irrigated land figures than the Congo.

It is clear that (the) agricultural industry consumed the largest part of water resource(s) between 1900 and 2000, and this number rose slightly ~~rapid~~ from around 500 ~~kilometer-cubes~~(cubic kilometers) to about 3000 ~~kilometer-cubes~~(cubic kilometers). In contrast, the water consumption of (the) other two

sectors (i.e., industrial use and domestic use) climbed gradually, and these figures in 1900 were both at approximately 0 ~~kilometer-cubes~~(cubic kilometers), and finally in 2000 industrial water ~~usement~~(usage) reached about 1000 ~~kilometer-cubes~~(cubic kilometers) while domestic water ~~usement~~(usage) peaked (at) about 300 ~~kilometer-cubes~~(cubic kilometers).

Regarding global **usage**, the agricultural sector remained the dominant consumer **throughout the period**. Its consumption rose rapidly, **surging from** around 500 **cubic kilometers** in 1900 to approximately 3,000 cubic kilometers in 2000. In contrast, industrial and domestic consumption **started at** very low levels (near zero). By 2000, industrial usage had climbed to **roughly** 1,000 cubic kilometers, while domestic usage reached a peak of about 300 cubic kilometers.

It records some information ~~of~~(on) water consumption in Brazil and Congo in 2000 in the second table. From this table, we can clearly discern that the water resource(s) of Brazil was richer(more abundant) than that in (the) Democratic Republic of Congo. Although Brazil had a population of 176 million which was significantly larger than 5.2 million in Congo, its water consumption per person, 359 ~~meter-cubes~~(cubic meters), also surpassed Congo's 8 ~~meter-cubes~~(cubic meters). Furthermore, the irrigated land in Brazil was also larger than that in Congo; (;) they were 26,500 ~~kilometer~~ ~~squares~~(square kilometers) and 100 ~~kilometer~~ ~~squares~~(square kilometers) separately(respectively). The table highlights significant **disparities** between the two nations. Brazil, with a population of 176 million, had a massive irrigated land area of 26,500 **square kilometers**. In comparison, the Congo had only 5.2 million people and just 100 square kilometers of irrigated land. Consequently, water consumption per person was much higher in Brazil at 359 cubic meters, compared to a **mere** 8 cubic meters in the Congo.

WRITING TASK 1

You should spend about 20 minutes on this task.

The table below gives information about changes in modes of travel in England between 1985 and 2000.

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

Write at least 150 words.

Average distance in miles travelled per person per year, by mode of travel

| | 1985 | 2000 |
|-------------------|-------|-------|
| Walking | 255 | 237 |
| Bicycle | 51 | 41 |
| Car | 3,199 | 4,806 |
| Local bus | 429 | 274 |
| Long distance bus | 54 | 124 |
| Train | 289 | 366 |
| Taxi | 13 | 42 |
| Other | 450 | 585 |
| All modes | 4,740 | 6,475 |

The table above shows the average distance in miles travelled per person per year in 1985 and 2000 in England.

The table compares the average distance travelled per person per year in England across different modes of transport between 1985 and 2000.

In general, the distances of all manners of journey(modes of transport/types of journeys) had(showed/experienced) a moderate increase. ~~From the level of all modes~~(Overall), there was a significant improvement between 1985 and 2000 in numbers from 4,740 to 6,475 miles per person per year.

Overall, the total distance travelled per person increased significantly over the 15-year period. While car travel remained the dominant mode and saw substantial growth, **reliance on walking, cycling, and local buses declined.**

Furthermore, (travel by) the car, long distance bus, train, taxi, and other modes of travelling(transport) also ~~take~~(followed) the same pattern as the whole trend; in other words, these means(作方式时复数不变) had surged in average distance.

The most significant increase was seen in car travel, which rose from 3,199 miles in 1985 to 4,806 miles in 2000. Other motorized transport also **saw growth: train travel increased from 289 to 366 miles, and taxi usage **more than tripled**, rising from 13 to 42 miles. Long-distance bus travel also **more than doubled**, reaching 124 miles.**

However, the average travel distance by walking and bicycle had a slight decrease. In specific(Specifically), these figures drop(p)ed from 255 miles to 237 miles and from 51 miles to 41 miles ~~separately~~(repectively) in these two ways. Finally, there was a steep decrease in the average distance travelled per person per year by local bus, and its number ~~had a plummet~~(experienced a sharp drop) from 429 miles to 274 miles between 1985 to 2000.

In contrast, active transport and local bus services **experienced a decline. Local bus travel saw a significant drop, falling from 429 miles to 274 miles. Similarly, the average distance walked decreased slightly from 255 to 237 miles, and cycling figures fell from 51 to 41 miles.**

In my view, this situation may ~~be resulted in~~(result from) the sharp development of high-speed and convenient transport methods.

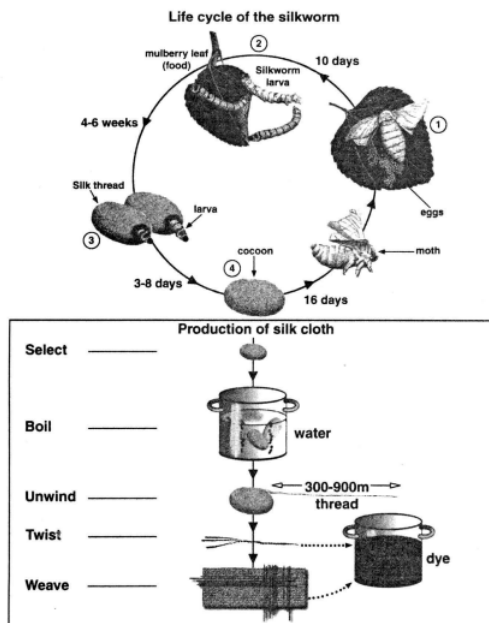
WRITING TASK 1

You should spend about 20 minutes on this task.

The diagrams below show the life cycle of the silkworm and the stages in the production of silk cloth.

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

Write at least 150 words.



The first diagram shows that there are four main stages in the life of the silkworm. First of all, eggs are produced by the moth and it takes ten days for each egg to become a silkworm larva that feeds on mulberry leaves. This stage lasts for up to six weeks until the larva produces a cocoon of silk thread around itself. After a period of about three weeks, the adult moths eventually emerge from these cocoons and the life cycle begins again.

The cocoons are the raw material used for the production of silk cloth. Once selected, they are boiled in water and the threads can be separated in the unwinding stage. Each thread is between 300 and 900 metres long, which means they can be twisted together, dyed and then used to produce cloth in the weaving stage.

Overall, the diagrams show that the cocoon stage of the silkworm can be used to produce silk cloth through a very simple process.

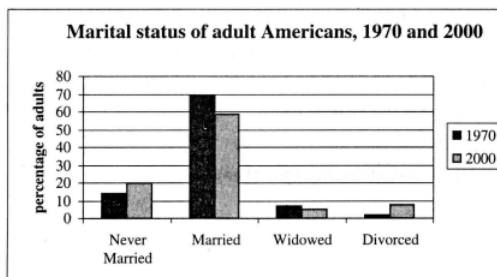
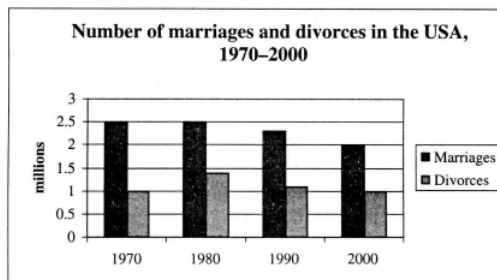
WRITING TASK 1

You should spend about 20 minutes on this task.

The charts below give information about USA marriage and divorce rates between 1970 and 2000, and the marital status of adult Americans in two of the years.

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

Write at least 150 words.



The first bar chart shows the number of marriages and divorces in the USA between 1970 to (and) 2000. There was a gradual decrease in the number of marriages; (.) its figure which was 2.5 million in 1970 dropped down to roughly 2 million in 2000. In contrast, the number of divorced people (divorces) in America climbed from 1 million in 1970 to approximately 1.5 million in 1980 and then decreased slightly to 1 million in 2000.

The second bar chart records the proportions of marital status of adult(s) in the USA between 1970 and 2000. It is evident that the proportions of married people and widowed people both decreased from 1970 to 2000, and these figures are (were) about 10 percent and about 3 percent respectively. The percentages of (the) other two kinds of marital states (status) increased marginally; (.) (The proportion of) people who are (had) never married from about 12 percent in 1970 rose to 20 percent in 2000, while (divorced) people who are in divorced increased significantly from nearly 0 percent in 1970 to roughly 10 percent in 2000.

The first bar chart illustrates the number of marriages and divorces in the USA from 1970 to 2000, while the second chart displays the marital status of American adults in the years 1970 and 2000. Overall, the number of marriages consistently declined over the period, while divorces showed some fluctuation. Consequently, the proportion of married adults decreased significantly, while the percentage of those who were never married or divorced rose.

Regarding the first chart, there was a steady decline in marriages. The figure started at 2.5 million in 1970 and dropped to approximately 2 million by 2000. In contrast, the number of divorces initially rose from 1 million in 1970 to a peak of nearly 1.5 million in 1980, before falling back to around 1 million in 2000.

The second chart shows a shift in marital status. The proportion of married adults dropped significantly from 70% in 1970 to roughly 60% in 2000. Widowed individuals also saw a slight

decrease. Conversely, the percentage of those never married rose from roughly 15% to 20%. Similarly, the proportion of divorced adults increased roughly threefold, rising from about 2-3% in 1970 to nearly 10% in 2000.

WRITING TASK 1

You should spend about 20 minutes on this task.

The table below gives information on consumer spending on different items in five different countries in 2002.

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

Write at least 150 words.

Percentage of national consumer expenditure by category – 2002

| Country | Food/Drinks/Tobacco | Clothing/Footwear | Leisure/Education |
|---------|---------------------|-------------------|-------------------|
| Ireland | 28.91% | 6.43% | 2.21% |
| Italy | 16.36% | 9.00% | 3.20% |
| Spain | 18.80% | 6.51% | 1.98% |
| Sweden | 15.77% | 5.40% | 3.22% |
| Turkey | 32.14% | 6.63% | 4.35% |

This table shows varied proportions of consumer expenditure by category in (five, 数词要放在形容词前面) different ~~five~~ countries in 2002. Through the information that is provided in this table, we can easily discern that the expense ~~in~~(on) food, drinks, and tobacco accounted for the largest share, and ~~cost~~(expenditure) ~~in~~(on) leisure and education was the least part(smallest proportion/lowest share) throughout all the five countries, Ireland, Italy, Spain, Sweden, and Turkey, ~~and~~(Meanwhile, spending on clothing and footwear remained at a moderate level) the percentage spending in clothing and footwear was ~~in~~(at) a moderate ~~stage~~(level).

The table illustrates the percentage of consumer expenditure across three categories in five different countries in 2002. Overall, it is clear that spending on Food, Drinks, and Tobacco accounted for the largest proportion of expenditure in all five nations, whereas Leisure and Education represented the lowest share. The spending on Clothing and Footwear was moderate in comparison.

Furthermore, these figures (for, figures 不能直接 spend) that ~~spent~~(spent) on ~~the~~ food, drinks, and tobacco in Ireland and Turkey, which were 28.91 percent and 32.14 percent respectively, almost doubled that in Italy, Spain, and Sweden, which were around 17 percent.

Regarding the largest category, expenditure on Food, Drinks, and Tobacco was highest in Turkey and Ireland, at 32.14% and 28.91% respectively. These figures were nearly double those of the other three countries (Italy, Spain, and Sweden), which all recorded spending of approximately 16% to 19%.

In addition, the proportions of the national consumer expenditure ~~in~~(on) clothing and footwear among ~~all of~~ the five ~~countries~~(countries) ~~stayed~~(remained at) the same level ranging from 5 percent to 10 percent.

In terms of Clothing and Footwear, the figures were relatively similar across the countries, ranging between 5.40% and 9.00%. Italy reported the highest percentage in this category (9.00%), while the others **remained below 7%.**

At last but not least, considering the leisure and education share, Spain ~~spended~~(spent) the ~~least money~~(lowest proportion), and ~~its number~~(the figure) was 1.98 percent, while Turkey ~~took the most~~(had/recorded the highest figure at) 4.35 percent which was approximately doubled ~~its figure in~~(that of) Spain.

Finally, looking at Leisure and Education, Spain spent the least at 1.98%. In contrast, Turkey recorded the highest figure at 4.35%, which was more than double the percentage spent in Spain.

Task 2 writing

Title: Some people think the newly built houses should be the same as the old houses in local areas. Others argue that local authorities should allow people to build houses in their own style. Discuss both views and give your opinion.

With the rapid development of economy and ~~civilization~~(urbanization), there are some debates about the house style in the newly built constructions. Some people support the idea that newly built houses should be more likely to be the style of the old houses in local areas, but others think local authorities should give the freedom to people to ~~chese~~(choose) their own style. ~~In my point~~, diversified styles of constructions will play an important role in shaping a colorful city view, so I stay with the ~~later~~(latter) argument.

With rapid economic development and **urbanization**, there is an ongoing debate regarding the architectural style of new constructions. Some argue that new buildings should conform to the style of existing old houses, while others believe local authorities should **grant** individuals the freedom to choose their own designs. In my opinion, diverse architectural styles play a crucial role in creating a **vibrant cityscape**; therefore, I **align with** the latter argument.

Keeping the styles of new houses ~~as same as~~(the same as) the old houses in one area will decrease the cost of construction. As there is no demand ~~in~~(for) careful ~~designing~~(design) and ~~building~~(construction), which can lead to higher economic pressure in local authorities and citizens. (there is no main clause) In addition, the standard and ~~indifferent~~(indistinctive) styles of building can (be) used as a strong point to marketing the city, which can ~~acctract~~(attract) more tourists to improve the overall economic environment.

Standardizing new houses to match the old ones can indeed reduce construction costs. Since there is less need for unique designs, it **alleviates** economic pressure on both local authorities and citizens. Furthermore, a uniform architectural style can serve as a strong marketing point for the city, potentially attracting more tourists by **preserving** the area's historical integrity and improving the overall economic environment.

On the other hand, allowing people to build houses in their own style can satisfy most citizens' needs of aesthetics. ~~Beccuase~~ in a developed society, everyone is looking forward to seeking a customized form of house to satisfy their pursuit of beauty (there is no main clause). Furthermore, giving the style freedom of house building to citizens can reduce the administration(administrative) pressure of local authorities. There is no doubt that controlling the same style of houses will make the

government spend too much ~~costs~~(money) and human force. ~~This~~ resources can (be) used to provide a well being of citizens instead of taking control of the form of the houses.

On the other hand, allowing people to build in their own style can satisfy citizens' aesthetic needs. In a modern society, individuals often seek customized housing to reflect their personal taste. Moreover, granting architectural freedom can reduce administrative burdens. Enforcing strict style regulations requires significant government funding and manpower. These resources could instead be used to improve public welfare rather than regulating the appearance of private homes.

In conclusion, I strongly believe that the freedom of style choice can result ~~out~~(in) a more colorful ~~neighbourhood~~(neighbourhood) sight, which can benefits not only the citizens but also the local government from the aesthetic aspect and administration aspect.

In conclusion, I strongly believe that freedom of choice results in a more diverse and colorful neighborhood, which benefits not only the citizens aesthetically but also the local government administratively.

在我看来: In my view; In my opinion; In my perspective; In(From) my point of view;
人力资源: manpower; human resource

Title: In many places, people's lifestyle is changing rapidly, and this affects family relationships. Do you think the advantages of such developments outweigh the disadvantages?

With the rapid ~~developent~~(development) of science and technology, the lifestyle of people in many places has changed quickly. And this change can improve the relationships of family in some tiny aspects, but in my view, the ~~disadvantages~~(disadvantages) of this change outweigh the advantages.

With the rapid development of science and technology, people's lifestyles in many regions have changed significantly. While these changes can improve family relationships in some minor aspects, in my view, the disadvantages of this shift outweigh the advantages.

First of all, the urbanization of society leads to many people work(ing) and live(ing) in cities instead of (the) countryside, therefore they can pay more attention to their small family than villagers.

Because there is no need to do some tough work with many people to live a life, in other word(s), people can only (carefully) maintain ~~carefully~~ the relationships between family ~~partners~~(members). Besides, more and more people make heavy efforts to keep their physical health, and this health will make promisingly the relationships in family longer and more continuous.

First of all, urbanization leads to many people working and living in cities rather than the countryside, which allows them to focus more on their nuclear families. Since there is less need for collective agricultural labor involving large groups, people can dedicate more energy to carefully maintaining relationships with their immediate family members. Additionally, as people place more emphasis on physical health, increased longevity can help sustain family relationships for a longer period.

On the other hand, teenagers are more likely to live a singular life and don't live with their parents, ~~this~~(which) will cause a ~~decreation~~(decrease) ~~of~~(in) family connection. In addition, the overwork in modern society will ~~decline~~(reduce/limit/decrease) the opportunity for people to meet their family face to face even (if) they live in a house. Consequently, the relationships in family will become more and more ~~delicate~~(fragile/weaker).

On the other hand, young people are more likely to lead independent lives away from their parents, which causes a decrease in family connection. In addition, the culture of overwork in modern society reduces the opportunity for face-to-face interaction, even when family members live in the same house. Consequently, family bonds may become increasingly fragile.

In conclusion, although people can pay more attention to their small family rather than big clan, ~~but~~ the lonely lifestyle will largely destroy(weaken/damage) the relationship within the family. So I think the disadvantages of the rapid ~~changing~~(changes) in lifestyle will defeat the advantages.(although ... but ... 不能同时使用)

In conclusion, although people may pay more attention to their immediate family rather than the extended clan, the isolation of modern lifestyles can significantly damage family bonds. Therefore, I believe the disadvantages of these rapid lifestyle changes outweigh the advantages.

In recent years, quick changes in the way people live have inevitably impacted family relationships. While these changes are not without drawbacks, I believe the benefits they bring largely outweigh the disadvantages.

One major advantage is the improvement in communication within families. Technologies such as video calls and instant messaging have enabled family members, especially those living apart, to maintain close and frequent contact. For instance, migrant workers or parents working elsewhere can now see and talk to their children daily, which could narrow emotional distance despite physical separation. Similarly, students studying overseas can easily share their lives with their families in real time, reducing feelings of isolation.

Another benefit lies in the growing equality within family roles. Modern lifestyles have reshaped traditional expectations. Women are no longer confined to domestic duties, and men increasingly participate in household chores and parenting. This shift fosters mutual understanding and reduces conflicts caused by imbalanced responsibilities. When both partners contribute equally, family harmony can be strengthened. Moreover, lifestyle diversification has introduced new opportunities for family bonding. Activities such as weekend travel and online gaming provide meaningful ways for families to connect beyond conventional routines. Engaging in these experiences can build shared memories and a stronger sense of belonging.

Admittedly, a fast-paced lifestyle has made quality family time more fragmented. Many people are preoccupied with work even during personal hours, leading to shallow interactions—being physically present but emotionally distant. However, this issue is often a matter of choice and time management rather than an unavoidable outcome of modern life.

In conclusion, although certain changes in lifestyle may reduce face-to-face interaction, the overall impact on family relationships is largely positive. By adapting consciously, families can enjoy greater connection, equality, and shared experiences in today's dynamic world.

Title: Improving the lives of human being is more important than protecting the animal and birds. What extend do you agree or disagree?

Discussing(及物动词不能加about) ~~about~~ which is more important, ~~between~~ improving the lives of human beings ~~and~~(or) protecting the animal and birds has been popular in recent years. In(From) my point of view, the importance of people ~~is~~ definitely outweigh(s) that of the animals and birds.

****Debates regarding whether improving human lives takes precedence over wildlife conservation have become increasingly common.** While environmental protection is valuable, from my perspective, the welfare of human beings definitely outweighs that of animals and birds, as human survival and progress must be the priority.**

First of all, protecting the animals and birds only contributes to the diversity of creatures in the earth, and the final goal of this diversity is also to ~~service~~(serve) human needs of curiosity and sympathy. Therefore it is a more ~~straight~~(direct) method to elevate the lives of people ~~rather than~~ ~~passing~~(instead of) protecting the animal. In addition, human beings are the ~~dominator~~(dominant species) of the earth, there is no doubt that we can put ourselves into the first place instead of the secondary position. As seeking well-being is the nature of human.

First of all, human beings are the dominant species on Earth, and it is natural to prioritize our own survival and well-being. Many people in developing nations still suffer **from poverty, disease, and starvation.** Therefore, resources should primarily be directed toward solving these humanitarian crises rather than protecting animal habitats. It is **ethically justifiable** to ensure that all humans have access to basic necessities, such as clean water and medical care, before allocating significant funds to wildlife conservation.

~~At last but not at least~~(Last but not least), ~~esc(a)lating~~ the lives of people also can give a hand to ~~reserve~~(preserve) the ~~broods~~(breeds/species) of animals and birds. Because with the development of material lives and psychological ~~civilizations~~(civilizations) in human society, people are more likely to prevent the extinction of rare animal.

Furthermore, improving human lives often indirectly benefits wildlife. Last but not least, as societies develop economically and intellectually, they tend to care more about the environment. When people are no longer struggling for basic survival, they have the capacity to focus on higher-level concerns, such as ecology. For example, developed nations typically have better regulations for preventing the extinction of rare species compared to impoverished regions where people may hunt endangered animals for food or money.

In conclusion, it is absolutely correct that improving the lives of human beings is more important than protecting the animal and birds.

In conclusion, I firmly believe that addressing human needs is of greater importance than animal protection. However, once human living standards are elevated, we will be in a better position to protect the natural world effectively.

Some people argue that improving human living standards should **take precedence over** protecting wildlife. While I acknowledge that human development is essential, I disagree with the view that it should **override** the need to preserve animals and birds. In fact, **the two goals are not mutually**

exclusive but deeply interconnected.

Admittedly, in situations of extreme poverty or hunger, immediate human needs may take priority. However, this does not mean that environmental and wildlife protection should be abandoned. Often, the root cause of these challenges lies not in a lack of resources, but in their unfair distribution and unsustainable use. Sacrificing ecological integrity to meet short-term goals can lead to long-term consequences that further threaten human well-being.

Protecting animals and birds is fundamental to sustaining human life. Wildlife plays a vital role in maintaining ecological balance. Disrupting these natural systems through deforestation or pollution may result in reduced crop yields, natural disasters, and widespread health problems, all of which directly harm human lives. Moreover, biodiversity offers practical benefits. Many life-saving medicines are derived from wild plants, and genetic diversity in animals is essential for future food security. Preserving wildlife ensures that humanity retains access to these valuable resources.

Rather than being a trade-off, human progress and wildlife conservation can support each other. With advancements in green technology and sustainable practices, we can promote eco-friendly agriculture, reduce pollution, and create jobs—improving lives while protecting nature.

In conclusion, protecting animals and birds is not a barrier to human progress but a necessary condition for it. A truly improved life includes not only material comfort but also a healthy, sustainable environment for present and future generations.

Title: An increasing number of developing countries are expanding their tourist industry. Why is this the case? Do you think it is a positive development?

In recent years, many developing countries have actively invested in their tourism industries. This trend is primarily driven by the need to accelerate economic growth, generate employment, and enhance international visibility. Overall, this is largely a positive development, although it requires careful management to be sustainable.

One of the main reasons developing nations focus on tourism is its potential to generate significant revenue. International tourists contribute directly to the economy through spending on accommodation, transportation, and local attractions. For example, in Thailand, tourism has become one of the largest sources of foreign exchange earnings. Additionally, tourism stimulates the growth of related industries such as hospitality, retail, and food services, thereby creating a multiplier effect across the economy. Another key factor is job creation. As a labor-intensive sector, tourism offers employment to a wide range of people, from highly skilled professionals like tour guides to low-skilled workers in hotels and restaurants. In countries like Indonesia, coastal and island tourism has provided stable income for local communities that previously struggled with poverty and underemployment.

Beyond economic gains, tourism can foster cultural exchange and the preservation of local heritage. Countries often gain renewed pride in their identity by showing their traditional crafts, festivals, and customs to a global audience. To remain attractive to tourists, governments may invest in environmental conservation, turning natural resources into long-term assets.

In conclusion, the expansion of tourism in developing countries is largely driven by the desire for economic development and employment generation. When managed responsibly, it can also promote

cultural preservation and environmental protection. Therefore, this trend should be considered a positive and strategic step toward sustainable national development.

Title: Compare the advantages and disadvantages of three of the following as media for communicating information. State which you consider to be the most effective. comics, books, radio, television, film, theatre

Books, radios and films, as different media of communication, vary considerably in the delivery of information and thus in the results produced.

Books boast the longest history compared with radio programs and films. Books can have a touch upon almost the aspects of our life. Therefore it is no exaggerating to say that the history of books is also the history of human development. But books usually tend to be somewhat slower than the time depicted in them. That may disappoint those who want to acquire the latest information.

Films can be the most artistic among the three forms of media as it combines audio, visual and sometimes even special effects. They can get people involved in a more colorful and real world. But unlike books that can be read in the couch of on the bus, movies will not be available without a ticket to the cinema and are shown only once a time.

In comparison with books and films, radio can provide the fastest source of information. Radio programs offer weather forecast and domestic and international developments in the fields ranging from presidential election in the U.S. to reform in the banking system in China to protests against humans mistreatment of animals in Europe. Radio is also easier to carry compared with the other two. **But in terms of the depth of information carried in it, it is no match for books and films.**

In conclusion, books make people think, movies let people enjoy and radio helps people live.

Title: In many countries, art galleries visitors have been declining steadily. What are the possible reason? how can we solve this problem?

There is a sharp ~~declination~~(decline) in the number of art ~~galleries~~(galleries) visitors in many countries. From my point of view, there are two main reasons contributing to this result, and also we can resolve this problem by two approaches.

In recent years, there has been a sharp decline in the number of visitors to art galleries in many countries. **This trend is concerning as it indicates a disconnection between the public and cultural heritage.** In my view, this phenomenon is primarily caused by modern **fast-paced lifestyles** and high costs, but it can be addressed through educational reform and government subsidies.

~~At first~~(Firstly), with the rapid development of economic society, the lifestyle of citizens is ~~becomming~~(becoming) more and more quick so that people can hardly settle down their heart to appreciate the artistics in the galleries. In addition, there are so many types of ~~morden~~(modern) entertainments which cost less money than go(ing) to the galleries that many people will not choose to enjoy the art. For example, people can play the computer game with their friends or work out in the gym; and obviously both of the entertainments cost less even are free.

Firstly, the rapid pace of modern life makes it difficult for people to engage with art. With

increased work pressure, citizens often lack the time and patience to appreciate **artworks** in a quiet gallery setting. Secondly, **traditional galleries face stiff competition from modern digital entertainment**. Activities such as playing video games or streaming movies are not only more accessible but often cost less than going to a museum. For instance, a monthly subscription to a streaming service is often cheaper than a single gallery ticket, making it a more attractive option for **budget-conscious individuals**.

To deter the steady decline of galleries' visitors, the school should make efforts to develop the level of aesthetics ~~appreciating~~(appreciation) of students. Furthermore, price ~~reducing~~(reduction) of tickets should be taken by the gallery to attract more people to engage in the art, and the government can pay for this expenditure.

To reverse this steady decline, two main measures should be taken. First, schools should focus on **cultivating aesthetic appreciation from a young age**. By integrating engaging art history lessons into the curriculum, educators can spark students' interest, making them more likely to visit galleries as adults. Furthermore, financial barriers must be lowered. Galleries should implement ticket price reductions, potentially funded by government **subsidies**. Offering free entry days or student discounts would encourage more people to engage with art without worrying about the cost.

In conclusion, the quick lifestyle and the expensive cost lead to the decrease of galleries' visitors in many countries, and we can solve this problem by elevating students' affections to art and decreasing the price of gallery tickets.

In conclusion, the frantic pace of modern life and the high cost of leisure are the primary drivers behind the drop in gallery **attendance**. However, by **fostering** a love for art in schools and making tickets more **affordable** through government support, we can ensure that art galleries remain vibrant cultural hubs for future generations.

Title: Happiness is considered very important in life. Why is it difficult to define? What factors are important in achieving happiness? Give reasons for your answer and include any relevant examples from your own knowledge or experience.

It is a truism to say that happiness is very important in life. However, it is not an easy concept to define directly, even though we all know when we are happy and when we are unhappy. It has to be defined indirectly, through the things that we normally associate with happiness. These things include such things as looking forward to every day, to enjoying one's work and life in general, to sleeping well, and to laughing easily. Happiness may also be described as the absence of such negative, unwelcome things as crying, being disappointed in love, feeling under stress and, in extreme cases, clinical depression. These factors are all forms of behavior, feelings or attitudes. Many psychologists and philosophers have paid great attention to what factors are important in achieving happiness, and have written many profound books on the subject. But it seems to me that these factors **are in large measure common sense**. They include such things as being brought up in a stable, loving family and learning how to enjoy work and study, as well as play. Parents, teachers and other adults also play a very important role in helping children grow up into people who relate well

to others, whether strangers, acquaintances, colleagues or friends, and, most importantly, people one falls in love with. They also play a key role in helping young people develop a healthy, constructive attitude to coping with disappointment.

The truth of the above has been validated many times in my own personal life. However, I will end with mentioning something I read that might contradict much of it. Some psychologists say each individual is born with a genetically determined 'happiness level', to which, after no matter what disappointment or during what suffering, they tend to return to after a period of weeks or months.

Title: Creative artists should always be given the freedom to express their own ideas (in words, pictures, music or film) in whichever way they wish. They should be no government restrictions on what they do. To what extent do you agree or disagree with this opinion?

There are some debates about whether creative artists should be granted the freedom of expressing (to express) their own ideas (in words, pictures, music or films) by (from) the government. From my point of view, I largely agree with the point that there should be no government confinements (restrictions/control) on literacy (literacy) and art creation.

There is an ongoing debate regarding whether creative artists should be granted total freedom to express their ideas without government intervention. While some argue that censorship is necessary for social stability, from my point of view, I largely agree that there should be no government restrictions on literary and artistic creation, as freedom is the engine of innovation.

First of all, it might bring some detriments to the safety of society (society) if artists are allowed to make artworks in a free way (freely). For example, adolescents who lack the knowledge of value and world may mimic anti-social scenes in these works to bring some destruction to the people. In addition, many people support to impose (ing) some degree of restrictions to art creating as it can lead to a waste of social resources. If there are too many artworks in nonsense fields (, this) will cost not only money but also effort.

Admittedly, opponents of total freedom argue that censorship helps maintain social order. Firstly, unrestricted artistic expression might pose risks to society. For example, adolescents who lack maturity may mimic anti-social or violent scenes found in movies or music, potentially leading to crime. Secondly, some believe that government oversight prevents the waste of social resources on low-quality or offensive art. They argue that without regulation, the market might be flooded with "nonsense" works that consume time and money without offering cultural value.

However, great artworks are more likely to be created in a(n) environment which have (has) little restrictions in my view. It will confine the thought of artists if the government take (s) some strict rules, and then great idea in their hearts will be eliminated. Furthermore, creativity in literacy (literacy) and art will decrease sharply in the confinements of government. Because the artists have to create artworks in a limited scope, they have no chance to explore (explore) more wide methods or contents, and this will ultimately lead to an inferior quality of art.

However, I firmly believe that great artworks are most likely to be born in an environment free from restrictions. Strict government rules inevitably confine the imagination of artists, causing brilliant ideas to be extinguished before they can bloom. Furthermore, creativity in literature and art would decrease sharply under censorship. If artists are forced to create within a limited scope defined by officials, they will lose the chance to explore diverse methods or controversial subjects. This suppression would ultimately lead to inferior artistic quality and a culturally stagnant society.

In conclusion, although there are some negatives in giving unlimited freedom to artists, I believe the positives will outweigh the defects ~~ave~~(owing) to the improved quality of artworks.

In conclusion, although there are valid concerns regarding the potential negative influence of certain artworks, I believe the benefits of artistic freedom outweigh the risks. Owing to the fact that freedom fosters creativity and higher quality art, governments should refrain from imposing restrictions on artists.

On the specific issue of creative freedom versus government restrictions, I am full of the opinion that the latter should give place to the former.

Creation is the soul of art. And creation can only be nurtured in an environment of freedom. Human history has shown that the flourishing eras of artistic works were always those accompanied by great freedom, no matter whether ideologically or politically. These artistic creations enriched people's spiritual life of the time, left the generations to have a valuable legacy, and overall make a good part of human civilization for ever. Without them, human civilization might take on another look undesirable to us all.

Nearly any restriction is bound to impede artistic expression. Of all, the most destructive force is from the government with the strong power behind it. Improper government restrictions kill artistic creation. Without artistic creation, people's spiritual life will be in stagnation. And this will further affect people's physical life directly or indirectly. Ultimately, the whole society is seen in an appalling state. Those dark ages in human history generally fell into this formula.

Therefore, for more colorful life of human beings, artistic creations should be encouraged in freedom. It is the responsibility of the government to help foster such an art-friendly atmosphere, rather than exert (与foster同型) restrictions.

Title: Some people think that violent films and video games have negative effects on people and should be banned. Others think that they are just relaxation sources. Discuss both sides and give your own opinion.

Many people ~~have a point~~(hold the view/ hold the opinion) that films and video games which ~~have~~(contain) ~~violence~~(violent) content have negative effects on people and should be banned. But there ~~exists~~(exist) some people (who) think these works play a(an) important role in relaxing people. From my point of view, the advantages of the violent movies and games outweigh their ~~disadvanges~~(disadvantages).

Many argue that films and video games containing violent content have negative effects on individuals and should be banned. However, others believe that these works play an important

role in relaxation. From my point of view, the advantages of violent movies and games outweigh their disadvantages.

First of all, it is a main concern that the ~~violence~~(violent) content in films and games will be detrimental to the social safety and peace. Specifically, it might tempt students or teenagers who ~~lacks~~(lack) the right ~~conceivness~~(understanding) of world and society to mimic the violence and ~~take some~~(engage in) dangerous behaviors to harm others' physical health (harm others physically). Furthermore, people who want to conduct ~~some~~ crimes will learn skills or methods from these violent films and video games and ~~accomplish their crime events~~(carry out their crimes); ~~and this~~(which) will lead to ~~severe~~(serious) social events.

First of all, a primary concern is that violent content in films and games can be detrimental to social safety. Specifically, it might tempt teenagers, who lack a proper understanding of the world, to mimic violent acts and engage in dangerous behavior that harms others. Furthermore, potential criminals might learn methods from these media to commit crimes, leading to severe social consequences.

However, people can benefit from these films and games because they can ~~relax~~(relieve/ reduce) their mental stress. The ~~fast-pace~~(fast-paced) lifestyle will constrain people's lives, and by enjoying ~~the~~ watching or playing, we can mitigate the stress and live not only a physical(ly) healthy life but (also) a mental(ly) healthy life. What's more, ~~the~~ violent movies and video games can teach people not to ~~do~~(use) violence ~~with~~(against) others in their ways. They can show out the bad results of violence, such as losing lives or getting injuries, to youngsters ~~for~~(to) prevent them from ~~mocking~~(imitating) these wrong activities.

However, people can benefit from these films and games as they serve as a form of stress relief. The fast-paced modern lifestyle often constrains people's minds, but by watching movies or playing games, they can mitigate this stress and live a healthier life, both physically and mentally. Moreover, violent media can actually teach people to avoid violence. By depicting the tragic consequences of aggression, such as injury or death, these works can deter young people from imitating such wrong activities.

In conclusion, though there are some defects that (are) caused by violence scenes in movies and video games, I firmly support (the view) that (the) government should give freedom to these entertainments as they can act as a ~~vent method~~(way to vent) to people's stress and bad emotions; and finally contribute to human's well-being and social peace.

In conclusion, although there are some negative aspects caused by violent scenes in media, I firmly support the view that the government should allow these forms of entertainment. They act as an outlet for people's stress and negative emotions, ultimately contributing to human well-being and social peace.

Violent films and video games have become increasingly popular in modern culture. While there are those who believe such content can foster aggressive behavior and should therefore be banned, others argue that it merely provides a form of recreation. Personally, I think that although violent media may pose certain risks, a total ban would be excessive.

On one hand, critics of violent content raise valid concerns about its potential harm. Psychological research suggests that prolonged exposure to violence can lead to desensitization, leading individuals—particularly teenagers—to exhibit aggressive behavior. In some cases, young people have imitated violent scenes from games or movies, resulting in real-life harm. Furthermore, the portrayal of glory of violence in may **distort moral values**. The idea that problems can be solved through force could be a mislead to young people. For vulnerable audiences, such as children or those with mental health challenges, frequent exposure to violent imagery could **trigger anxiety, fear, and long-term psychological issues**. On a broader level, unchecked circulation of violent content might erode social norms, increasing society's tolerance of aggression and jeopardizing public safety.

On the other hand, supporters **contend** that violent media is often misunderstood. For many adults, playing action-packed video games or watching intense films serves as a **stress-relief mechanism**. The violence portrayed is typically fictional and stylized, not intended to promote real-life aggression. Moreover, violence has long been a part of artistic expression. Many works use violent narratives to reflect on human nature or criticize societal issues, such as war, injustice, or historical trauma. **A ban would hinder cultural diversity and creativity**. Ultimately, it is not the existence of violent content that is problematic, but rather how and by whom it is accessed. Strict age classification systems, along with parental supervision, can help prevent inappropriate exposure and ensure responsible consumption.

From my perspective, the key lies in moderation and education. Governments and media platforms should enforce content rating systems to restrict access by minors. Parents also have a **crucial role** in guiding their children's media habits and encouraging critical thinking about what they watch or play. Additionally, schools and communities can provide education on media literacy, helping young people distinguish between fictional violence and real-world behavior.

In conclusion, the presence of violence in films and games is not **inherently harmful**, but it must be managed carefully. Instead of banning such content entirely, **society should focus on responsible regulation and public awareness**. **This way, we can preserve artistic freedom while protecting vulnerable groups and maintaining social harmony.**

Title: The media should include more stories which report good news. To what extent do you agree or disagree?

There exists a **point**(view/idea/opinion) that the media should report more good news to (the) public. In my view, I largely(strongly/generally) disagree with this point from **both**(the) perspectives of society and individual(s).

It is often argued that the media should focus more on positive stories rather than negative ones. While good news can **uplift the public mood**, I largely disagree with this **proposal**. I believe that reporting on serious issues, even if negative, is essential for both societal progress and individual safety.

First of all, most supporters of this view will argue that (the) more good news **are**(is, news是不可数) reported, (the) more peaceful and happier will people **to** feel (the more+主语+谓语, the more+主语+谓语), and finally it will contribute to human well-being. Because human is more likely to

looking forward to receiving information containing ~~well~~(good/positive) things, which will make them have a more positive feeling about ~~the~~ society and the country.

Admittedly, there is a psychological benefit to positive reporting. Supporters of this view argue that the more good news people consume, the more optimistic and peaceful they will feel.

Constant exposure to tragedy can lead to anxiety and desensitization. Therefore, sharing stories about scientific breakthroughs or acts of kindness can indeed boost public morale and foster a sense of hope and national pride.

However, there are many serious disadvantages emerging concurrently if the media include more stories ~~which are~~(of) good news. At first, social welfare will be ~~detrimented~~(damaged/harmed/undermined) if less and less news about severely social events are revealed(reported/covered) by the media. The government and related companies which are un(a)ware of these bad events will pay no attention to diminish(ing) or solv(ing) these problems, and they will continu(e)a(lly decrease(undermine/reduce) the level of social welfare and affect everyone's life. ~~Except~~(Besides/Apart from, 注意except是不包含) the whole society, such action is going to ruin individuals' well-being. As people who are being injured(affected) by these bad news ~~cannot be~~(are not) imparted what situations they are (in), and they also do not know how to solve (the) present problem because the media and the government will not give the ~~resolution~~(solutions/resolutions).

However, prioritizing good news over reality has serious drawbacks. Firstly, social welfare will be compromised if the media fails to expose critical issues. The media acts as a "watchdog"; without reports on crime, corruption, or environmental disasters, the government and corporations might remain unaware of these problems or feel no pressure to solve them. Secondly, individuals need accurate information to protect themselves. If the media hides a pandemic or a financial crisis to keep people "happy," citizens cannot take necessary **precautions**, ultimately leading to greater harm.

In conclusion, although the media release more stories about good news will give a more positive ~~mind~~(mindset/attitude) to citizens, in my ~~person~~(view/opinion), its disadvantages(,) that not only ruin the social welfare but also the individual benefit(,) largely outweigh its advantages.

In conclusion, although increasing the volume of positive news may temporarily improve the public mood, ignoring negative realities is dangerous. In my opinion, the disadvantages of censoring bad news—namely, the lack of problem-solving and public awareness—largely outweigh the emotional benefits.

Title: Some people think everyone should be a vegetarian, because we do not need to eat meat to have a healthy diet. To what extent do you agree or disagree?

There is an argument that everyone should be a vegetarian as people can have a healthy diet without eating meat. From my point of view, this skewed(biased) point(view) is so ridiculous that I ~~completely~~(completely) disagree with it.

It is often argued that everyone should **adopt** a vegetarian diet, as it is possible to maintain

health without consuming meat. In my opinion, I strongly disagree with this **assertion**, as a balanced diet containing meat **offers** unique nutritional benefits.

It is supported by many people that we can have a ~~more healthy~~(healthier) body if we do not(no longer) eat ~~flesh food~~(meat/animal products) ~~anymore~~. ~~Because~~(because不单独成句) there are many types of vitamins in vegetable(s) that our body needs, and definitely vegetable(s) also ~~maintains~~(provides/contains) enough calories to support our daily activities if we consume ~~much of it~~(large quantities of them). Furthermore, vegetable(s) ~~is~~(are) a healthy food(s) in some degrees(to some extent) as most of it does not contain too much fat and ~~suger~~(sugar) which might impair our physical health and result in diabetes and ~~high-tension illness~~(hypertension).

Admittedly, proponents of vegetarianism argue that excluding meat can lead to better health. Since vegetables are rich in essential vitamins and minerals, they can indeed support daily activities if consumed in sufficient quantities. Furthermore, a plant-based diet is generally lower in unhealthy fats and sugar, which helps reduce the risk of lifestyle diseases such as diabetes and hypertension (high blood pressure).

However, there is a clear disadvantage if we only eat vegetable(s), that is we must ~~take diets~~ ~~often~~(eat frequently/eat meals frequently) and eat ~~much~~(large amounts of) food to support our physical and ~~brain~~(mental) activities. The proportion of energy that vegetable(s) can give us is so low that we can not keep healthy if we do not eat vegetable(s) excessively(in excessive quantities). In addition, it has no ~~evident~~(clear evidence) up to date to prove that eating meat properly will ~~risk~~(pose a risk to/harm) our health. If we have a balanced diet mixed with vegetable(s) and meat, it is less likely for us to have illnesses which come from ~~indeficient~~(deficient) nutrients. Finally, some psychologists have pointed out that people who get rid of meat(eliminate meat from their diet/avoid meat) might ~~be engaged in~~(suffer from/experience) depression. ~~Because flesh food~~(meat/animal-based food) contains some special types of protein, which are raw materials for our brain to synthesize chemicals that play a ~~crutial~~(crucial) part in ~~shaping delight~~(regulating mood/producing pleasure).

However, a strictly vegetarian diet has drawbacks. Plant-based foods often have lower energy density, meaning vegetarians may need to eat more frequently to maintain energy levels. Moreover, there is no scientific evidence suggesting that moderate meat consumption is harmful. In fact, a balanced diet prevents illnesses caused by nutritional deficiencies. Finally, avoiding meat can impact mental health. Meat contains specific amino acids and proteins that are crucial for synthesizing brain chemicals related to mood regulation; without them, individuals may be more prone to depression.

In conclusion, although being a vegetarian can largely prevent us from getting some diseases like diabetes and ~~high-tension~~(high blood pressure/hypertension), there are plenty of advantages to eat meat and vegetable ~~balancedly~~(in a balanced way/in balance), such as less frequency of diets(eating less frequently) and more happiness if we ~~take meat food~~(consume meat).

In conclusion, while a vegetarian diet can help prevent certain diseases, I believe that a diet balanced with both meat and vegetables is superior. It ensures sufficient energy intake and supports mental well-being, outweighing the benefits of a purely plant-based lifestyle.

Some people believe that everyone should stop eating meat and become a vegetarian, as we can stay healthy without animal products. I partly agree that vegetarian diets can be healthy, I do not believe that becoming vegetarian should be a **universal requirement**.

There are several reasons why vegetarianism is becoming increasingly popular. A well-planned vegetarian diet is rich in fiber, vitamins, and antioxidants. **The balanced diet can significantly lower the risk of heart disease, diabetes, and certain types of cancer**. Numerous studies have shown that people who eat mainly plant-based foods tend to have lower cholesterol levels and **healthier** body weight. Moreover, reducing meat consumption can ease the environmental burden, as **livestock farming is a major contribution to greenhouse gas emissions and deforestation**. From an ethical perspective, avoiding meat also reflects concern for animal welfare, especially in the context of industrial farming.

However, **requiring everyone to give up meat is neither realistic nor fair**. People's nutritional needs vary depending on factors such as age, health conditions, and physical activity levels. For example, nutrients like vitamin B12 and iron are more easily absorbed from animal sources, which is a valuable part of the diet for children, pregnant women, and the elderly. Furthermore, in many cultures, meat holds deep social and symbolic meaning. They often play a central role in festivals. If meat consumption were banned, it would not only disrupt local economies—especially in rural areas that rely on livestock—but also lead to the loss of cultural identity.

In conclusion, although vegetarianism offers many advantages, making it a **mandatory** lifestyle choice for everyone is overly simplistic. A more balanced approach would be to encourage people to reduce meat consumption while respecting personal, cultural, and nutritional differences.

Title: Some people think that teachers should be responsible for teaching students to judge what is right and wrong and to behave well. Others say that teachers should only teach students academic subjects. Discuss both these views and give your own opinion.

Some people hold a view that teachers in school should be responsible for students' ~~mature~~(moral) judgement about what is right and wrong and ~~well~~(proper) behavior. While others support that teachers only need to teach students about their studying(academic) task. From my point of view, teachers should take ~~responsibilities~~(responsibility, 固定搭配) for students' ~~well~~(moral) judgement and academic grades(performance).

Some argue that school teachers should be responsible for instilling **moral judgment and good behavior in students, while others believe teachers should focus solely on academic subjects. From my point of view, educators should take responsibility for both the students' moral development and their academic grades.**

First of all, students might have(achieve) a better grades if teachers spend(devote) all their efforts in(to) improving studying methods. It will cost(take up) much school time of students to learn how to judge what is right and behave well(appropriately), and this is definitely detrimental to their ~~literacy studying~~(academic learning) ~~at some degree~~(to some extent). ~~Furthermore~~(Furthermore), from a(the) ~~respective~~(perspective) of teachers and ~~the~~ school(s), they are more likely (to) support this view that they should pay no attention to teach students(') ~~well~~ behavior(,) owing to limited time and resources. Admittedly, it is more difficult for teachers and ~~the~~ school(s) to plan an all-round

method(approach) which ~~takes study and behavior equally~~(gives equal weight to academic study and behavior) than just ~~considering~~(to consider) how to foster students' grades.

First of all, students might achieve better grades if teachers dedicate all their efforts to academic instruction. Spending school time on moral education could detract from academic studies. Furthermore, from the perspective of teachers and schools, they may prefer to focus on academics owing to the intense pressure of standardized exams. Admittedly, it is more difficult to design a curriculum that balances both character building and academic success than it is to focus solely on grades.

However, teachers have ~~the most~~(more) time interacting with ~~adolescents~~(adolescents) than their parents or other people, so it is a good opportunity to teach students how to behave in a ~~well~~(proper) manner. In the fast-paced society, many parents lack the time to develop(cultivate) the judgement and behavior of their children due to overwork, so teachers who enjoy many social welfares(不可数) benefits should act as a role of tutor in students' social life. In add(i)tion, considering the importance of balanced development, ~~the school(s) should not prioritize the academic achievement of students over their right(moral) judgement and behavior. Teachers and the school(s) is(are) liable to teach students what is right and wrong, or students may pursue(pursue) grades in some unethical and illegal methods(means) such as plagiarise(plagiarism). this (behavior) is destructive not only for students' right behavior(moral development) but also their studying(,) as they do not pay attention to the learning(fail to focus on genuine learning).~~

However, teachers often spend more time interacting with adolescents than parents do, providing a prime opportunity to teach proper conduct. In our fast-paced society, many overworked parents lack the time to guide their children's behavior; therefore, teachers should act as mentors. In addition, considering the importance of balanced development, the school should not prioritize the academic achievement of students over their right judgement and behavior. Teachers and schools are liable for teaching ethics; otherwise, students may pursue grades through unethical methods such as plagiarism. This is destructive not only to their character but also to their genuine learning.

In conclusion, there ~~are might~~(may be) some opinions supporting teachers should only teach academic subjects, in my viewpoint, it is an appropriate time and occasion to teach students what is right and how to behave well for whole society.

In conclusion, while there are some opinions supporting the idea that teachers should only teach academic subjects, I believe school is the appropriate place to teach students moral values and good behavior for the benefit of society as a whole.

The role of teachers has long been a subject of debate. Some argue that educators should also bear the responsibility of instilling moral values, while others believe that their focus should remain solely on academic instruction. In my view, a balanced approach that integrates both responsibilities is essential for education.

On one hand, those who support moral education in schools emphasize that teaching right from wrong is a fundamental goal of education. Schools are not merely places for intellectual development but also for character building. Given that students often encounter issues like bullying or peer

pressure on campus, guidance from teachers can help them form a **strong sense of ethics**. Moreover, due to their authority and daily interaction with students, teachers naturally influence young minds. By weaving discussions of responsibility into classroom activities, teachers can provide students with a more **comprehensive** learning experience that extends beyond textbooks.

On the other hand, some argue that teachers should concentrate solely on academic subjects. The increasing demands of standardized curricula and examination pressure mean that teachers already struggle to complete their academic tasks effectively. Diverting their attention to moral education may **compromise** the quality of academic instruction. Furthermore, moral education should not rest on teachers' shoulders alone. Parents, as the primary role models in a child's life, have a deeper and **longer-lasting** impact on moral development. In addition, community organizations and religious groups can **supplement** ethical education.

Personally, I believe that teachers should integrate moral education into their academic teaching, rather than treat it as a separate or isolated task. Subjects like history, literature, and even science naturally provide opportunities to discuss ethical issues such as justice, environmental stewardship, and scientific responsibility. Teachers should be equipped with basic moral education skills, but schools should also employ **specialized counselors** or organize formal courses dedicated to ethical development. Ultimately, effective moral education requires collaboration among teachers, parents, and society at large. Only through such synergy can we **cultivate** individuals who are not only academically capable but also morally responsible.

In conclusion, teachers should not be **confined** to the role of academic instructors. By blending moral values into subject teaching and cooperating with families and communities, schools can **nurture** students who excel both intellectually and ethically. After all, the ultimate goal of education is to shape well-rounded individuals who contribute positively to society.

Title: In many part of the world, children are given more freedom than in the past. Is this a positive or negative development?

There is no doubts that children are becoming more and more free(freer and freer) in many countries of the world. In my point of view, this is a disadvantageous development in most circumstances owing to the damage(harm, damage一般接抽象名词) to themselves and others.

There is no doubt that children are enjoying increasing freedom in many parts of the world. From my point of view, this is largely a negative development, as **excessive freedom can cause significant harm to both the children themselves and society at large.**

First of all, supporters of the positive view may argue that the ~~more free~~(freer) children (are, the more independent they will become) ~~will develop the more independent~~. Children who are ~~given~~(given) the(greater) freedom of(in) social behavior and study(academic) subject are more likely to deal with life problems and learning issues. It is beneficial to cultivate their problem-solving ability to some extent.

Admittedly, supporters of this trend argue that greater freedom **fosters independence.**

Children who are given the autonomy to choose their subjects or social activities may learn to

navigate life's challenges more effectively. Indeed, a certain degree of freedom is beneficial for cultivating problem-solving skills.

However, if the level of ~~behavior~~(behavioral) freedom received by children exceeds (a) proper threshold, it may ~~ruin~~(harm) others seriously in ~~the~~ society. Children who do not have the code of conduct and ethics will be affected by violence and sexism, and they are more likely to mimic these behaviors and finally to hurt other people's physical and mental health (**Children who lack a clear code of conduct and ethical awareness may be influenced by violence and sexism, making them more likely to imitate such behaviors and eventually harm others' physical and mental health**).

Furthermore, (giving) unlimited freedom ~~giving~~(given, 现在分词修饰名词时, 名词必须是“动作的发出者”) to children will place ~~themselves~~(them) in a dangerous position. If children want to do some ~~extroardinary~~(extreme) sports and there is no ~~guardience~~(supervision/protection) of their parents or other professional ~~staffs~~(staff, 不可数), it is (a) high probability that they will get ~~hurted~~(hurt, 过去分词为原型) in these events. In add(i)tion, children who get few instructions on their life may be lost in their ~~directions~~(directions). There ~~are too much~~(is a great deal of) knowledge and experience that ~~is~~(are) ~~erutial~~(crucial) for people's ~~prolong~~(long-term) progress; children who are in(live with) the unlimited freedom may reject ~~to~~ these instructions because they are used to behaving what they want(behaving as they want/doing whatever they want).

However, excessive freedom can be detrimental. Firstly, without a strict code of conduct, children may mimic violent or inappropriate behavior, potentially harming others. Secondly, unlimited freedom poses physical risks. If children engage in extreme sports without **parental guidance, there is a high probability they will get hurt. Finally, a lack of instruction can lead to a lack of direction. Children need guidance to acquire crucial knowledge; without it, they may reject necessary advice simply because they are used to doing whatever they want.**

In conclusion, although more freedom ~~of~~(for) children ~~probably~~(probably) develops their independent thinking and problem-solving ability, it may severely impair not only (children) themselves but also others in physical and mental aspects, so(Therefore,) I think(believe) it is a negative development.

In conclusion, although **granting children more freedom probably develops their independent thinking, I believe it is a negative development overall because it poses severe physical and mental risks to both the children and those around them.**

In recent years, it has become increasingly common for children to enjoy more freedom than previous generations. While some people **are concerned about** potential negative outcomes, I believe that this is a positive development, provided that such freedom is offered **within appropriate boundaries and under proper guidance**.

One of the main advantages of increased freedom is that it allows children to explore their interests and develop their individuality. When given the opportunity to choose their own hobbies, such as art, music, or sports, children are more likely to discover their passions and build unique talents. This not only enhances their sense of **self** but may also help them identify a career path they truly enjoy in the future. Freedom also **encourages creativity and imagination**. In an environment that does not **overly restrict** their thoughts and actions, children are more likely to come up with original ideas, whether

it's inventing new games or writing creative stories. Such experiences lay a strong foundation for innovative thinking later in life. Moreover, when children are trusted to make their own decisions, they gradually learn to take responsibility and solve problems independently. For example, letting children learn resolving conflicts with peers can help them develop essential life skills. These are crucial for becoming self-reliant adults capable of adapting to complex social environments.

However, too much freedom without proper supervision can lead to problems. Children might be exposed to all kinds of dangers like inappropriate content online, or fell in harmful habits such as excessive screen time or even drugs. Additionally, without clear moral guidance from parents and schools, they may adopt misguided values.

In conclusion, while there are potential risks, I believe that giving children more freedom is largely a positive trend. As long as their safety is protected and they receive consistent guidance from adults, freedom can promote personal growth, creativity, independence, and social competence—key qualities for success in the modern world.

Title: If you want to be successful at work, you should have high-level computer skills, do you agree or disagree?

There exists a viewpoint now(a)days that if people are looking forward to success at work, they should acquire advanced computer skills. In my point of view, I largely(strongly) disagree with this argument as computer skills are not the dominant ability that contribute(s) to people's work achi(e)vement.

There is a prevailing viewpoint nowadays that achieving success in the workplace requires advanced computer skills. From my point of view, I largely disagree with this argument. While basic digital literacy is helpful, I believe that high-level computer skills are not the dominant factor contributing to professional achievement for most careers.

First of all, supporters of this view may argue that high-level computer skills can (significantly, 副词一般放在动词前或宾语后) improve significantly people's work efficiency. There is not doubt that expertise in this information technology can foster work finishment(completion/performance) because workers can use multiply(multiple) applications and websites in(on) computer to speed up their efficiency. For example, people can use Excel to easily handle complicate(d) data and search in(on) the internet to solve a great deal of problems in their work(-related) tasks.

First of all, supporters of this view argue that advanced technical skills significantly improve work efficiency. There is no doubt that expertise in information technology can foster task completion, as workers can utilize multiple applications and websites to streamline their workflow. For example, proficiency in software like Excel allows employees to handle complex data efficiently, while advanced search skills help solve work-related problems quickly.

However, having high-level computer skills is not necessarily(necessary) for human's suc(c)ess in(at) work. There are various occupations in the society and many of them do not demand advanced computer skills such as expanded(extensive/wide/expansive) physical workers and teachers. Furthermore, learning(mastering) computer skills well will be at the enormous expenses of time and effort, which is not worthwhile for ordinary people. It is more important to grasp(develop/acquire)

other skills in many work categories. ~~Such as~~(必须接在前一句或改为完整句) high-level social ability in marketing works(jobs) and profes(s)ional subject knowledge in research works(fields), both of them play a more ~~crutial~~(crucial) role than advanced computer skills in reaching success. However, **possessing** advanced computer skills is not necessary for everyone's success. Many occupations do not demand complex IT knowledge; for instance, **manual laborers**, artists, and even some teachers rely more on physical skill or pedagogy than on software. Furthermore, mastering advanced coding or data analysis requires **an enormous amount of time**, which may not be worthwhile for the **average worker**. Other skills are often more important; for example, high-level social skills are vital in marketing, while deep professional subject knowledge is key in research. In these fields, soft skills and expertise play a more crucial role than computer literacy.

In conclusion, although high-level computer skills ~~is~~(are) benefic(i)al to escalate(improve) work efficiency in many circumstances, it is unnecessary to ~~spending~~ too much time and efforts in developing this ability as many other skills should be prioritized for great achievement in most types of work.

In conclusion, although high-level computer skills are beneficial for enhancing efficiency in certain roles, it is unnecessary for every professional to invest heavily in developing this ability. I believe that soft skills and industry-specific knowledge should be prioritized for achieving success in the majority of professions.

熟练的 skillful, proficient, practised, experienced