前 言

雅思考试进入中国 20 年以来,无论是教学探索,还是考生分数,或是复习备考,难度最大的就是雅思写作。究其原因,不外四点:1. 雅思写作本身难度大。写作是综合性很强的、复杂的语言输出过程,是作者思想感情、生活阅历、文化知识、艺术造诣、语言修养、审美意识等的综合体现。2. 考生英文书面表达能力弱。3. 优秀教辅资料很缺乏。很多雅思写作书扯着"速成""高分"的大旗,注重"模板",夸大"技巧",实际上完全脱离了学术能力培养和训练的循序渐进与科学严谨。4. 部分教师浮躁,功利心态有误导。有些老师要么舍本逐末,大讲模板或对一些通过仨瓜俩枣零零碎碎一些大词难句的使用来拉风惹眼,要么照搬书本,随便找些范文读一读,翻译一番应付了事。

实则,唯有依据科学严谨的理论,采用正确有效的方法,才能达到完善理想的效果。本书对写作技巧做了具体的分析,并精心编写了大量的技巧练习。让考生在了解写作技巧并进行相应练习的基础上,提升写作能力。全书分为五部分:

第一部分:雅思写作的 8 大焦点问题。所列出的 8 个问题都是考生在备考过程中所关心或者迷惑不解的问题。考生在弄清楚这些问题之后,可以做到备考心中有数。

第二部分:雅思写作小作文(Task 1)的技巧与题型的介绍及练习。这个部分列出了小作文最重要的 8 大写作技巧,并对雅思 8 个类型的小作文的写法做了介绍。

第三部分:雅思写作大作文(Task 2)的技巧介绍与重要话题读写练习。本部分除了对大作文写作的 8 大技巧进行详细讲解外,也设计了大量的练习。同时,对 8 个常考的大作文的话题也做了考情分析,并分别引入一篇读写训练文章。通过主题读写训练,考生既能开阔思路,也能提高语言运用能力。

第四部分:参考答案。第二、三部分的所有练习均附有答案。但大、小作文的真题模拟练习不附范文仅供学生练习。更多范文参看本人新著《雅思写作 8.0 最新考题与优秀范文》。

第五部分:附录。本部分包括英文写作常用标点符号、雅思写作自评表和 2011 年雅思写作 Task 2 真题还原。此处结合"剑桥雅思真题集"系列中的考官范文列出英文写作中常用标点符号。雅思写作自评表尽可能为考生提供了一些自评的项目,方便教学使用。最后提供最近的雅思大作文题目,供考生日常练习。

本书的特点在于:

1. 科学性。全书内容完全按照雅思写作评分标准中各项要求编写,小作文题目类型及大作文常考话题来自于雅思官方手册(*IELTS Handbook*)的相关说明。本书不但分析了写作技巧和雅思大小作文常涉及的类型,还编写了一系列由易到难、循序渐进的练习题。

2. 新颖性。大、小作文部分都以 2007 年雅思写作实行半分制评分后的最新要求编写,题目采用最新的考试写作机经,并给出写作思路分析或者语言地道的范文。小作文独创"组配式"作文法,让同学们在活动(activity)中领会小作文的写法;大作文部分更是采用"以读带写,读写并进"的写作新思路,暗合"学生自发的课外兴趣阅读有助于作文能力的发展,增加课外阅读比增加经常性写作训练对帮助发展学生作文能力更有效"的理论(Stephen D Krasken 1985)。

3. 实用性。除了大小作文各自 8 大写作能力与技巧的分析,本书还对小作文 8 种题目和大作文 8 类常考话题做了剖析,并提供了大量有针对性的练习题。

4. 权威性。所有大、小作文题目都是经过整理核对的常考题目,范文全部出自多年雅思写作教学和研究经验的国外考官之手。

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编　者
2012 年 6 月

1.0 评分标准有多重要？(Marking Criterion) >>

很多雅思写作课程都是从"雅思写作评分标准"讲起，很多写作成绩无法提高的考生都"被建议"去详细分析"雅思写作评分标准"，从中找不足。那么，这个评分标准为什么这么重要，到底有多重要呢？我们首先从雅思评分讲起。

雅思写作实行的是分项评分制（Analytical Scoring System），也就是将作文按照几个大项和一些小项来打分。考生什么项目达标或者良好、优秀，就会得到相应的分数。如果哪个项目存在问题，就会在相应的项目上丢分。举例来说，写作 Task 2 总是跑题（off the topic）的考生，就会被扣掉 Task Response 的分数，因为你没有完成写作任务。这样评分的一个好处就在于，它为考生从哪些方面进行写作备考提供了权威的方案，也为考生分析自己写作的弱点提供了参照的标准。比如说上面写作跑题的考生，就应加强审题练习并拓宽阅读面，使作文内容切题，并且充实。

分项评分制是非常科学的打分依据，不但尽量避免了按照整体印象评分，受评分人主观判断的干扰，也为考生衡量写作学习中从何入手提供了依据，因此它显得格外重要。雅思写作的评分项目和要求在雅思官方网站（*http://www.ielts.org*）或者雅思官方手册（*IELTS Handbook*）中都有完整的说明。

从评分项目上看，雅思写作的 Task 1（本书统称为"小作文"）和 Task 2（统称为"大作文"）都依据四个大项评分，即：主题、结构、词汇和语法。主题指的是考生是否写出了小作文的特点和事实，或者完成了大作文"观点明确，自圆其说"的论述；结构指的是作文的谋篇布局和段落构造；词汇上，考生要能够自如地使用准确的、符合学术写作风格的词汇；语法上，考生要写出正确连贯而且多样化的句式，时态、名词的数、词性等常见语法内容以及标点使用无误。大、小作文在后三项上的评分项目上要求基本一致。

项目	英文全称	中文解释	写作要求
TA（小）	Task Achievement	完成了任务	概括图表特点，比较相关数据等
TR（大）	Task Response	回应了题目	中心是否明确，有无充分论证等
CC	Coherence and Cohesion	衔接与连贯	段落有衔接，句间或句内有逻辑性
LR	Lexical Resource	词汇丰富性	词汇使用要合适，词汇用法要正确
GRA	Grammatical Range and Accuracy	语法范围及准确程度	句子连贯而且句型有变化，无常见语法和标点、拼写错误

我们根据雅思写作 Task 2 的评分标准，总结了 4.5—8.0 四档分数的具体要求，同学们可以对照各档要求，查找自己作文中存在的问题，并有针对性地加强练习。

Proverbs are the daughters of daily experience.
谚语是日常经验的结晶。

就在 2010 年 3 月，我遇到一位不到两年参加了 7 次雅思考试、写作分数始终在4.5 分左右无法突破的女生，考雅思也几乎耗去了她这两年中所有的空余时间。我问她雅思写作怎么准备的，她说起先用课堂上老师给的模板，后来每天背国内某位几天便可突破雅思写作的名师模板，考前再练一下，就上场了。我看了她写出来的模板文章，果然在意料之中。明显的语法错误虽不是很多，句子之间的逻辑却大多很诡异，连接词搞怪般地耸立在文章中，显得很突兀，全文内容空空洞洞，不知所言为何物，观点勉强说得通，但表达上却过于夸张或者宽泛，论证就更是软绵绵没有力量了。我劝她放弃模板试试看，并为她制定了一个全程写作复习方案。她欣然接受。紧接着，在一个月后的考试中她写作得了 5.5 分。

那么，模板究竟该不该用？如果用，该怎么用？第一个问题摆在喜欢考前突击复习写作，考后却屡次对可怜的写作分不满意的考生面前。第二个问题，是喜欢和擅于思考的备考者在学习雅思写作时常考虑的问题。其实，相当一批"菜鸟级"鸭(雅)友都对模板趋之若鹜，都以获得一些所谓"顶级模板"、"超级模板"、"钻石模板"、"黄金模板"为荣。而且写作的模板在目前国内雅思写作教学界广泛地使用着。笔者是不排斥模板的，尤其是对写作没有头绪的同学，完全可以从模板入手练习写作。关键是，要搞清模板的本质，要最终从模板中走出来，写出属于自己的、个性化的作文。

下面是来自英国考官的模板，翻译看看有何特点。

As far as I can see, _____. On the one hand, _____ in that _____ not only _____ but also _____. As films have repeatedly shown, _____.

On the other hand, _____. For those who are concerned about _____ such as _____ or _____. Ultimately, _____ is not _____. People are still reluctant to _____; they are unlikely to _____.

(From *Insight Into IELTS*, Vanessa. J & Clare. M 2004)

显然，模板无非是在符合英文写作习惯和考场写作要求的基础上，预设的一个雅思写作结构范式。尽管作文模板的固定结构会钳制作者的思维，而且运用模板会致使词汇句式等表达受到束缚，尽管这两样是模板天生的缺陷和使用模板导致低分的原因，但是好的模板符合结构好、连贯性强等特点。模板用好了可以快速成文。但是，有些基础较弱的同学还是将雅思写作的一切交给了模板，不能自拔，分数必然低。因为你的语言能力不能满足优秀的模板在句式上表达的要求。写作初期使用模板的考生如何能最终摆脱模板，"羽化成蝶"呢？

1. 找一些附有范文的雅思题目，自己先分析题目并构思观点和论据；

2. 抬出你认为合适的模板，将范文利用模板来改写，尽量使用范文词汇句式；

3. 将模板套出来的文章二次改写，这次要加入自己的观点；

4. 尽可能对词汇和句式做同义词或者结构的替换，包括原模板中的词汇。

通过这样三次改写，你会发现，模板的影子已经没有了，属于你自己的一篇优秀的作文诞生了。这就是雅思写作"来自模板，高于模板"。

A good beginning makes a good ending.
善始者善终。

高考英语 135 分，高考后因为计划出国留学，就花两个月来准备雅思考试。两个月中，勤奋刻苦的她，天天模仿一本万能的写作书上老外的文章，一周练习写 3—4 篇，结果考下来，写作竟是 4.0 分。

其次，我们看看如何学习范文，从范文中能学习到什么？我建议采取五个步骤，从范文中吸收五个方面的优质养分。学习范文采用的五个步骤为：审题构思题目，列出写作提纲，逐句阅读范文，总结段落词句，模仿范文写作。在学习范文阶段，可以总结和学习范文的五个方面：观点思路、段落组织、衔接连贯、句式使用、词汇表达。如果是 Task 1 的范文，第一点则由观点思路改为概括比较。

我们通过一篇大作文的范文来看学习范文的五个方面：

Many people keep a dog or cat or some other kind of pet in their homes. 【*Although* there is some expense involved in terms of good food and medical treatment, there are still many benefits to keeping a pet.】

First of all, pets are good companions. 【This is especially important for people who live alone and for older people who do not go out much.】 Some pets can *also* help to protect the house from burglars. *Second*, dogs and cats like to play and can give hours of fun to children and adults. 【Children can also learn to be responsible when taking care of an animal, and it also helps them to be more mature and reliable.】 *Finally*, 【the actual expense of feeding pets is not that high as they can eat the leftovers from family meals.】

Some people claim that keeping pets is not hygienic. I do not think this is necessarily true. Responsible pet owners keep their pets clean and healthy *so* they do not smell bad. People *also* say that certain pets, such as large dogs, can be dangerous. *Indeed* there have been cases of dogs attacking and seriously injuring children. 【*However*, these attacks are rare, and are often the result of irresponsible owners who either do not train their dogs properly or actually train them to be aggressive.】 *So*, the issue of pets being unclean of dangerous is in fact often created by the owners, not the pets themselves.

To sum up, there are more benefits than drawbacks to keeping a pet, especially for elderly people and children. In most cases, therefore the cost is justified.

范文简析：

1. 观点思路：观点是同意养宠物。

2. 首段导入主题，亮出观点。主体段从正反展开：正说宠物是人类的伙伴，豢养小动物成本也不是很高。反面反驳说养宠物危险和不卫生的观点。结尾呼应首段观点。

3. 连贯充分，用下划线标出。

4. 句式使用非常丰富，用括号标出值得学习的句式。

5. 值得学习的词汇表达套色，摘录。

范文的临摹，一般来说至少要达到 20 篇，每篇临摹 2—3 遍比较好。范文没有必要背诵，临摹完全可以吸收范文优秀之处，至少做到"取法乎上，得乎其中"。

A friend in need is a friend indeed.
患难见真情。

第二部分 雅思写作小作文 (Task 1)
→ IELTS Academic Writing Task 1

本部分主要介绍 8 种雅思小作文的写作技巧和 8 类雅思小作文图表的写作范例，并为各种写作技巧和各类图表设计了大量的练习。通过对写作技巧的分解练习和各类图表作文真题的组配训练，考生可以迅速、有效提升小作文写作的语言运用能力并掌握各种图表作文的写作技巧和写作方法。

1.0 描写趋势·线条图写作技巧与训练 (Describing Trends · Line Graphs)

本章内容主要涉及：

A friend is never known till a man has need.
需要之时方知友。

从上面的四个图表，我们可以看出，要想描述清楚这种与时间变化相关的数据图，往往要写到六个方面：什么事物在变化？变化的方向是怎样的？变化程度如何？从多少变化到了多少？这些变化发生在哪个时间段内？如何把各个不同的时间段的变化很好连贯起来描述？基于上面六个问题，我们提出趋势描写的"六要素写作法"。

一、趋势描写的六大要素

可以说，写好以下六个要素，就能描写好表趋势的雅思小作文。趋势描写集中体现在以下六个要素：即事物、方向、程度、数据、时间、连接。

要素	含义与难点	例 子
事物要素	指的是线条所代表的事物，常由名词（词组）或其代词体现	tourists, food
方向要素	上升/增加；下降/减少；保持平稳；反复波动；达到顶点；达到低谷（最基本的有六种）	increase, decrease
程度要素	急剧地/突然地；轻微的/逐渐的（主要有两类情况）	slightly, slowly
数据要素	难点为数据前所加介词用法：to, by, from... to..., between... and...	from 50 miles to 2010 miles
时间要素	难点为时间前所加介词用法：in, on, at, from... to..., during, between... and...	in January, at 6 p.m.
连接要素	句子间运用对比、转折、递进、增补、时间等连接手段	whereas, when

下面是运用六要素描写趋势的经典范例：

Sample Task 1.1

The graph shows the sales of laptops in a company in 2010.

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

Sales of laptops in 2010
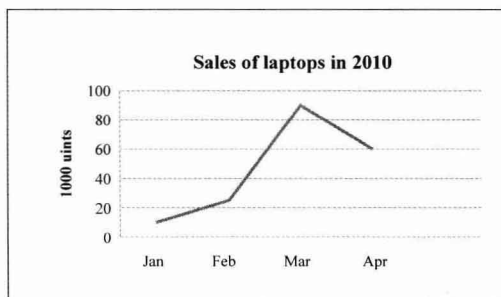
针对 1 月到 3 月 laptops 的销售趋势的描写如下：

时间	事物	方向	程度	数据	连接
Between January and February,	sales of laptops	increased	slightly	from 10 thousand to 25 thousand.	In contrast,
during the next month,	its sales volume	rose	dramatically	to 90,000 units.	However

值得注意的是，在作文中，部分句子写出四个要素即可，有些句子数量、时间要素可省去。如：It, however, had a sudden fall in the following mowth.

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二、趋势描写常用的词汇

↗	rose to	a rise in	swelled to	a swell in
	increased to	an increase in	went up to	a growth in
	ascended to	an ascent to	climbed up to	an upward trend in
	soared to	a soar	boomed to	a boom in
↘	fell to	a fall in	reduced to	a reduction in
	declined to	a decline in	went down to	a slide in
	decreased to	a decrease in	plunged to	a downward trend of
	collapsed to	a collapse in	slumped to	a slump in
→	stayed constant at		remained stable at	no change in
	maintained the same level at		leveled out at	on a level with
↗	peaked at	a peak of	fluctuated around	a fluctuation around
	stood at		plateau at	reached a plateau at

剧烈的	dramatically	dramatic	substantially	substantial
	surprisingly	surprising	noticeably	noticeable
	strikingly	striking	considerably	considerable
	enormously	enormous	significantly	significant
	remarkably	remarkable	obviously	obvious
轻微的	moderately	moderate	gradually	gradual
	silghtly	slight	slowly	slow
	steadily	steady	minimally	small

最高点	arrived at a climax	reached a maximum number / amount of
	hit a peak / peak at	soared / rocketed to a highest point of
最低点	hit a historic low	touched / rocketed / reached the bottom of
	hit a trough	reached a lowest point of

注：以上短语涉及的动词,都用了动词的过去式。

三、趋势描写词汇运用范例

1. 方向要素**词性转换使用**范例

The number of the patients *reduced* steadily to 3 cases on the 30th of December.

→ The patients' number had a steady *reduction* to 3 cases on the 30th of December.

2. 程度要素**词汇替换使用**范例

After an one-hour *remarkable* growth / growing *significantly* from 3 p.m., the passengers in the subway *rapidly* reached a maximum amount / *swiftly* arrived at a climax, 400 people at 4 p.m..

1.2

趋势描写的练习
(Practice for describing trends)

I *Match each graph (a—h) with the most appropriate description below (1—10).*
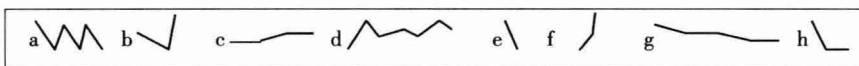
1. Sales of washing machine fell steadily.
2. iPad sales rose gradually.
3. Haier TV sales fluctuated wildly, and the trend was upward.
4. Sales of cell phone fluctuated wildly, and the trend was downward.
5. Total digital camera sales dropped slightly in the last four months.
6. Sales of vacuum cleaner fell and then rose dramatically.
7. The sales of iphone 4 rose gradually and then climbed sharply.
8. Purchases of cassette recorder declines dramatically.
9. Sales of games consoles decreased and then levelled off last month.
10. The production of DVD multi-player in Italy plunged to its lowest point.

II *Find six synonyms of the verbs and adverbs given in the table below.*

Items	Synonyms (verb)	Items	Synonyms (adverb)
grow		fast	
fall		slow	

III *Match the graph and its description.*

☐ The number of books sold was fairly steady over the first few weeks of the year with a slight rise to 205 per day. ☐ After that sales went up and down wildly, first doubling to 400 units, ☐ and subsequently falling back erratically again to 200 books.

☐ These fluctuations were followed by a period of stability as sales hovered around the 200 mark.
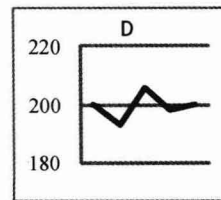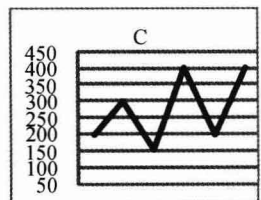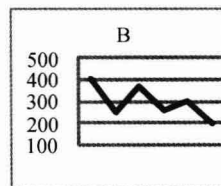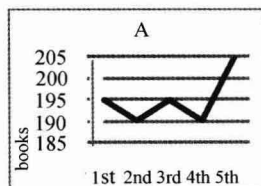
A joke never gains an enemy but loses a friend.
戏谑不能化敌为友，只能使人失去朋友。

Writing Plan

Introduction _____

_____

Body _____

paragraph 1 _____

First important _____

point and related _____

details _____

_____

Body _____

paragraph 2 _____

Other important _____

point and related _____

details _____

_____

_____

Conclusion _____

Important _____

points restated _____

_____

雅思

写作 8.0

第二部分
雅思写作小作文 (Task 1)

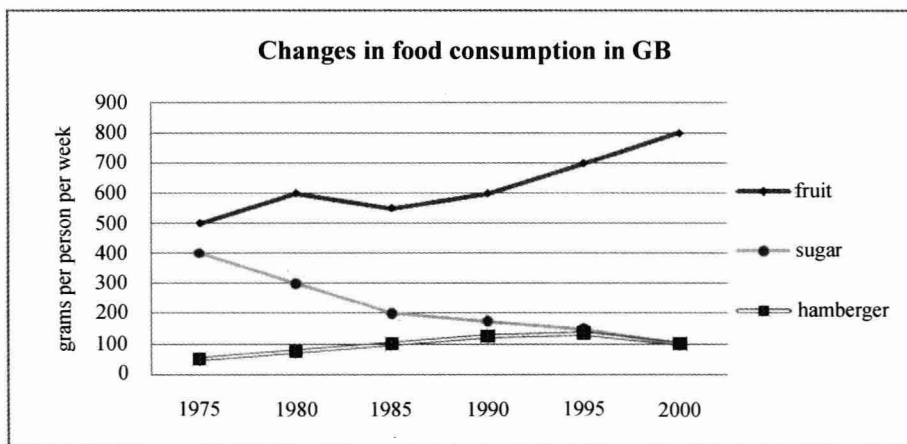_A little knowledge is a dangerous thing._
一知半解，自欺欺人。

Activity 2　More exercises for column graph

You should spend about 20 minutes on this task.

The graph below shows the changes in food consumption in Great Britain from 1975 to 2000.

Write a report for a university lecturer describing the information.

You should write at least 150 words.

Changes in food consumption in GB

grams per person per week

	1975	1980	1985	1990	1995	2000

- fruit
- sugar
- hamberger

All roads lead to Rome.
条条大路通罗马。

数据描写的技巧
（How to describe data）

有些图表更侧重于数据的呈现,而不只是趋势的描写。描写数据要符合两大原则并利用三个方法。其中,两大原则为"重要数据精确原则"和"不解释数据"原则,三个方法为相关数据对比法、重要数据概括法和细节数据补充法。下面我们来一一解释。
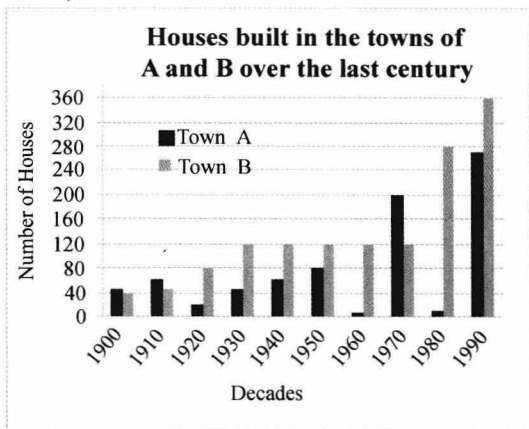
原则一:重要数据描写要精确

以下为右图 Tast 2.1 的重要数据描述

1. The number of houses in Town B experienced a steady rise from <u>40 new houses</u> in the first 10 years of the century, to just <u>exactly 120</u> during the thirties.

2. The number of houses that went up in Town B leapt, first <u>to 280</u> in 1980 and then <u>to 360 houses</u> in 1990.

Sample Task 2.1

分析以上两个句子可以看出,描述重要数据时,要注意:
　　(1) 将事物的具体数字呈现的同时,还要对数据单位做补充;
　　(2) 同时呈现关联的几个数据要分别说明时间以便显得更清晰;
　　(3) 准确描述数据,往往要求使用一些复杂程度较高的句型。

根据这个原则,我们再看描写 Town A 的句子的范例:

3. While the 1980s saw house building in Town A plummeting to <u>only 10</u>, in the 1990s the number of new houses rocketed <u>to 270</u>, a rise of <u>more than 2600%</u> on the previous decade.

原则二:只描写而不解释数据

描写图表时,需要做的是呈现数据本身,或者说对数据本身的归纳性呈现,而不能对数据做出解释。就例题 Sample Task 2.1 来讲就是要避免类似下文划线部分的描述:

*All that glitters is not gold.*
闪光的不一定都是金子。

2.3

柱体图描写范例
（How to describe column charts）

侧重数据统计而非趋势的柱状图,写作上要把握数据描写的原因和方法以及段落设计。

Sample Task 2.4

The chart shows the number of mobile phones and landlines per 100 people in selected countries.

Write a report for a university lecturer describing the information given.

Mobile Phones and Landlines, per 100 people

- Mobile Phones
- Landlines
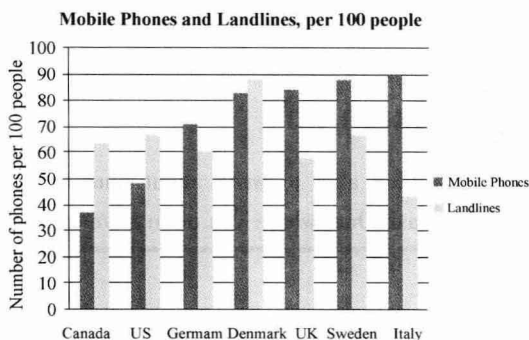
柱体图审题及范文分析:

Model Answer （8.0 分）

The graph shows the number of mobile phones and landlines per 100 users, for selected countries. Overall, most of the countries included in the graph have more mobile phones subscribers than landlines.

Most European countries have high mobile phone use. The biggest users of mobile phones are the Italians, with 88 cell phones per 100 people. For example, Italy has twice as many mobile phones as landlines, with 88 mobiles per hundred people compared to 45 for landlines. Mobile phone use is low in Canada, with fewer than 40 phones per 100 people. Denmark is also unusual because it has slightly more landlines than mobile phones.

However, in some countries, the number of landlines is higher than the number of mobile phones. One example is the USA, where the number of mobiles, at 50 per 100 people, is much lower than the number of landlines, at almost 70 per hundred. A similar pattern can be seen in Canada. The highest number of landlines in the graph is in Denmark, with about 90 per 100 people. In contrast, the lowest figures for fixed lines are in Italy and the UK.

In conclusion, it seems that mobile phone use is higher in Europe than in North America.

(205 words)

审题思路:

柱体图写作一要注重数据的特点,二要注重数据的对比。本图表并非趋势型图表,写法上须注意比较关联数据,概括重要数据,适当补充细节数据。

范文分析:

数据介绍详略得当,段落结构清晰合理。

词汇运用丰富,句式富于变化。

无过去时间,用一般现在时。

从上面的范文可以看出:

1. 全文由四个段落组成。首段导入主题,末段总结图表,中间主体段落描写重要数据。

2. 首段导入主题,是运用词汇替换对题目做了改写。末段对总特点做了概括。

3. 尽管有 7 组柱体,但是不必一一详细介绍,抓住重点数据来写即可。

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A miss is as good as a mile.
失之毫厘,谬以千里。

柱体图组配练习
(Practice for assembling column charts)

This activity prepares you to do an academic writing test by giving you practice in writing a description based on another numerical information.

> ### Exam tip
>
> Being able to write about numerical information is important for IELTS writing Task One, where you often have to describe the information in a column chart.

Activity 1   How to assemble column charts

Study this graph and the writing plan carefully. Then copy down what you choose from the Step 3 to Step 6 given after the plan on the Writing Plan paper.

You should spend about 20 minutes on this task.

The graph below shows the different modes of transport used to travel to and from work in one European city in 1960, 1980 and 2000. Write a report for a university lecturer describing the information below.

You should write at least 150 words.
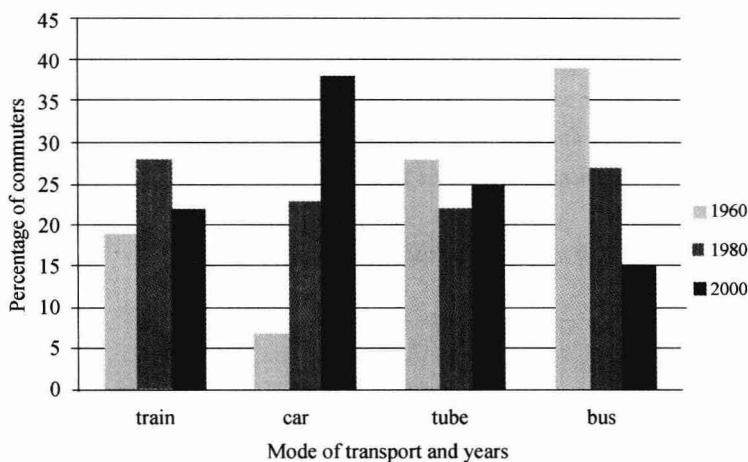
A mother's love never changes.
母爱永恒。

Writing Plan

Introduction _____

_____

Body

paragraph 1 _____

First important _____

point and related _____

details _____

_____

Body

paragraph 2 _____

Other important _____

point and related _____

details _____

_____

_____

Conclusion _____

Important _____

points restated _____

_____

An apple a day keeps the doctor away.
一天一个苹果，不用请医生。

to more than 28%, but witnessed a fall back to nearly 22% in 2000, which was a little higher than 1960 (18%). Adversely, use of the tube was relatively stable, falling from around 28% of commuters in 1960 to 22% in 1980, but climbing back to reach 25% by 2000.

p) The number of people using trains at first rose from just under 20% in 1960 to about 26% in 1980, but then fell back to about 23% in 2000. Use of the tube has been relatively stable, falling from around 27% of commuters in 1960 to 22% in 1980.

q) The number of people using trains at first rose from just under 20% in 1960 to about 26% in 1980, but then fell back to about 23% in 2000. Conversely, tube passengers fell from approximately 28% in 1960 back to 22% in 1980.

Step 5. *The second body paragraph.* Choose the best second body paragraph.

r) On the other hand, the use of cars increased steadily from just over 5% in 1960 to 23% in 1980, reaching almost 40% by 2000, whereas the popularity of buses declined, falling from just under 38% in 1960 and only 15% in 2000.

s) On the other hand, the rate of car use increased steadily in these forty years, form over 5% in 1960 to 23% in 1980, reaching almost 40% by 2000; whereas the preference of buses declined gradually between 38% and 26% in the first 20 years, even arriving at its lowest point 15% in 2000.

t) On the other hand, there was a dramatic increase in car using for travelling and working from over 5% to 23% during the first twenty years, but bus commuters tended to choose other devices over the same period, reaching 26% in 1960. During 1980—2000, the number of car drivers went up but bus decreased to its historic low in 2000.

Step 6. *Conclusion.* Choose the best concluding sentence.

u) Altogether, the graph shows that citizens in one European city preferred driving their cars to travel and work than taking buses in recent years.

v) Altogether, car user in 2000 was more than any other three transport devices.

w) Altogether, the graph shows that there was a surprising change in people who chose four kinds of transport devices (train, car, tube and bus) in the period of 1960, 1980 and 2000.

x) Although, the rate of choosing buses as commuters' main transport mode was the highest (38%) in 1960, it was fact that 22% and 25% of them used trains and tubes respectively 40 years later, which was far below car user in 2000, 38%.

y) The rate of choosing cars as commuters' main transport mode was the highest in 2000, but it was the fact that 22% and 25% of them used trains and tubes repectively in 2000.

An hour in the morning is worth two in the evening.
一日之计在于晨。