

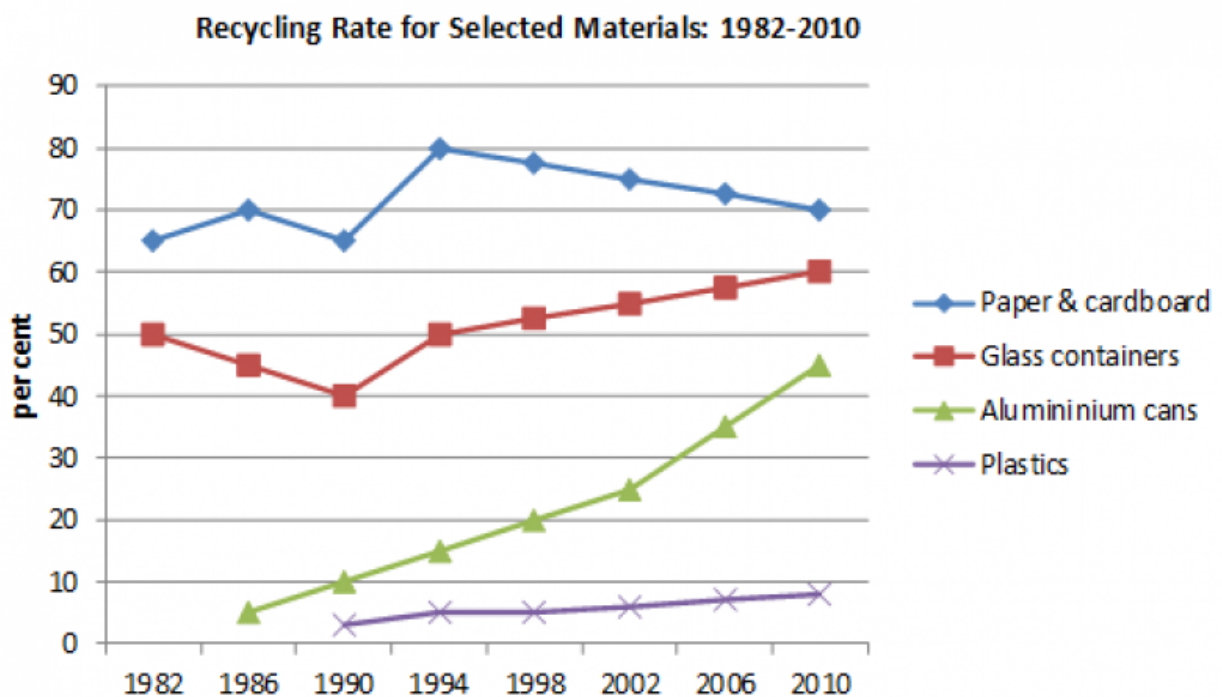
IELTS ACADEMIC WRITING TEST

TASK 1

The graph below shows the proportion of four different materials that were recycled from 1982 to 2010 in a particular country.

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

Write at least 150 words.



TASK 2

Write about the following topic:

Learning English at school is often seen as more important than learning local languages. If these are not taught, many are at risk of dying out.

In your opinion, is it important for everyone to learn English? Should we try to ensure the survival of local languages and, if so, how?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

SAMPLE ANSWERS (BRITISH COUNCIL)

WRITING TASK 1 – Model Answer

The chart shows the percentages of paper and cardboard, glass containers, aluminium cans and plastics that were recycled in one country between 1982 and 2010. In 1982, about 65% of paper and cardboard was recycled.

This figure fluctuated before rising steeply to reach a peak of 80% in 1994. From then on, however, it decreased steadily to a level of 70% in 2010. In 1982, half of all glass containers were recycled; after dipping to a low of 40% in 1990, the glass recycling rate gradually increased to 60% by 2010.

Aluminium cans were first recycled in 1986, starting at about 5%, but this figure climbed rapidly over 25 years and by 2010 it had reached 45%. Recycling of plastics, on the other hand, was not introduced until 1990 and, although the growth in this category was also constant, it was very slow, rising from about 2% to around 8% over the period.

Overall, the proportion of paper and cardboard that was recycled was the highest of the four classes of material, but this category experienced a decline after 1994, whereas there was a continuing upward trend in the recycling of the other materials. (194 words)

WRITING TASK 2 – Model Answer

In many countries throughout the world, young people are pushed into careers that they have no aptitude for, or do not want to do, and there are two main reasons for this situation.

The first reason is lack of tertiary study options. In some countries, such as China, there are limited places available for tertiary study, and those who do not manage to earn a place at the institution of their choice often find themselves studying a subject which does not interest them, or which is a poor match for their skills and aptitudes.

The other main reason, which is closely aligned to the former point, is parental aspirations. Many parents push their children into a limited set of career options because these choices represent social success, security and money in later life. In many cases, the skills and needs of the children are ignored, as their parents encourage them to earn places in prestigious, if inappropriate, institutions and to study subjects that are acceptable to their friends and extended family. Some of those children who do manage to jump through all the required hoops find that they are trapped in a career which does not suit their needs or abilities, and that they can see no escape from the life sentence imposed by well-meaning family. This can have both personal and social consequences.

Firstly, unsatisfied workers can suffer from job stress, which drains human potential and may lead to physical and psychological illness. Dissatisfaction and distress also impact on their chosen profession and on society as a whole, as unhappy and disaffected workers tend not to give their best, and this affects the quality of their work.

In conclusion, a person who is pushed into uncongenial work because of social constraints or family pressure is not likely to be a productive and happy member of society. We need to ensure that individual talents and skills are recognised and catered for if we are to have a harmonious and well-developed society. (333 words)