

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

English is a gateway to the world and no one should be deprived of the opportunities that arise for those with a strong command of the English language. This does not mean that local languages are dispensable, however. They have an important role to play in supporting education, including English language education.

People who insist on prioritising local languages are often those who can speak fluent English themselves. Advocates of minority languages need to be fluent in English in order to research their field and support the cause at international conferences. In doing so, however, they are also demonstrating why English is so important. Learning English allows people to gain knowledge, communicate with society, further themselves as individuals and have a global impact. It is unfair to willingly dispossess people of this ability in order to preserve tradition.

But this does not mean local languages can be forgotten or downplayed. People are more likely to succeed – not just at learning English, but in employment and education generally – if they are immersed in a community rich in history and tradition. Local dialects are a part of this tradition. Efforts to regenerate and celebrate indigenous cultures in recent decades have demonstrated that the preservation of local languages and the teaching of English are mutually-reinforcing developments. In this way, the local language serves as the bedrock for learning English, rather than being an obstacle in need of removal.

I think it is important for everyone to learn English but I feel it is unnecessary to frame learning English and keeping local languages alive as conflicting possibilities. Each goal supports the other. We should focus on how best to develop both English and local languages in particular local contexts.

285 words