

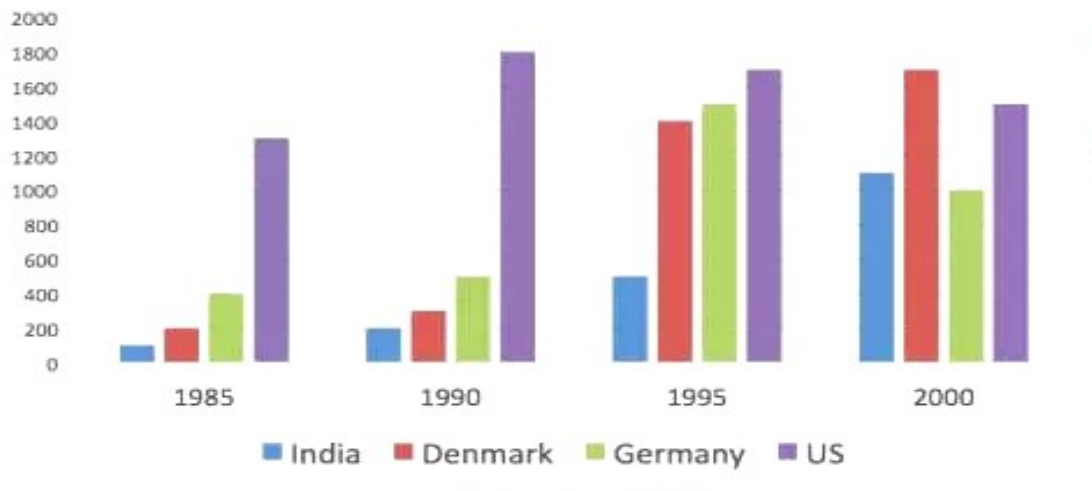
朗阁雅思写作考题预测

Task 1 考题预测

1) Bar chart (柱状图)

The chart below shows the production of energy (million units) generated by wind in four different countries between 1985 and 2000.

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



参考范文

The bar chart shows data on the wind energy production in India, Denmark, Germany and the US in the period ranging from 1985 to 2000.

As is observed from the given data, India and Denmark both produced increasing amount of energy within the fifteen years. Unlike India, whose wind energy output escalated steadily, Denmark witnessed a dramatic increase of 1100 million units from 1990 to 1995. And in 2000, Denmark generated the largest quantity of wind energy among the four nations, at 1700 million units.

Germany and the US shared a similar pattern of wind power generation, both experiencing a rise and then a fall. It is noticeable that the US was the country where the most wind energy was produced for the first ten years, reaching a peak at 1800 million units in 1990. Meanwhile, Germany's wind energy production peaked at 1500 million units in 1995 and then showed a notable drop over the following five years.

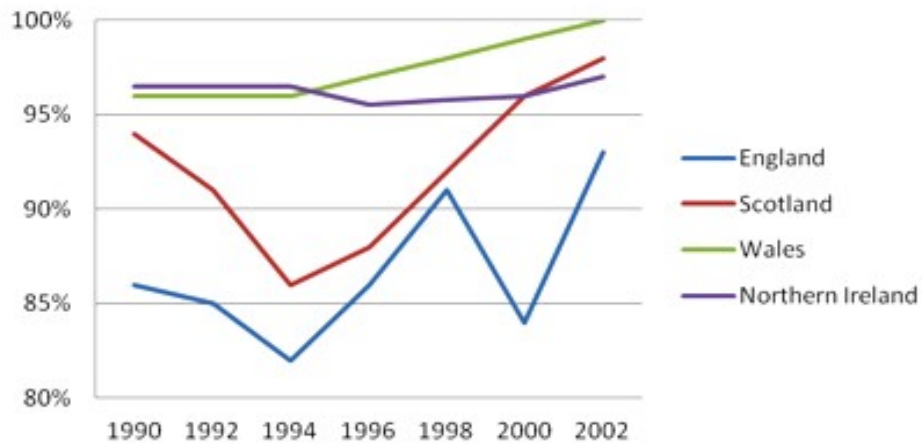
In general, as a renewable energy, wind power enjoyed a rising popularity. Its output in the four countries in 2000, as a whole, almost tripled the quantity in 1985.

2) Line chart (线形图)

The graph below shows the percentage of river water of good chemical quality in four regions of the UK from 1990 to 2002.

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

Riverwater of Good Quality



参考范文

The graph illustrates the percentage of river water of good chemical quality in four regions of the UK between the time period of 1990 to 2002. Overall, a significant increase occurred in this proportion in all four areas during this period of time.

The percentage of high river water in Northern Ireland, which was larger than that in the other three regions in 1990, remained relatively stable at approximately 96.5% during the first initial 4 years. In the following 8 years, this figure rose and fell evenly. Similarly, the proportion of river water of excellent quality in Wales had leveled out at roughly 96% by 1994 before increasing to 100% by 2002, overtaking that in Northern Ireland in 1995.

By contrast, after declining to estimated 86% during the first four-year period, Scotland recorded a considerable rise in the proportion of qualified river water, growing to almost 98% between 1994 and 2002. The year 2000 marked a point at which the figure in Scotland exceeded that in Northern Ireland.

In general, there was a dramatic increase in the proportion of qualified river water in England from 1990 to 2002, despite a couple of decreases in 1990 and 1998 respectively.

Since 1999

Task 2 考题预测

1) 同意与否类:

Many customs and traditional ways of behaviour are no longer relevant to the modern life and not worth keeping.

To what extent do you agree or disagree?

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

参考范文

In the era of information explosion, an increasing number of individuals hold a view that customs and traditional cultures cannot keep the pace with social development and should be abandoned. From my perspective, I believe most of them is worthy to be preserved.

Initially, it is universally acknowledged that some standards of behavior and moral values inherited from heritage can still be utilized and promulgated in the contemporary age. For instance, traditional values stress the significance of rules, discipline and social order which is still appropriate and applicable in the modern times, especially for the market-oriented society which prioritizes the monetary benefit requires urgently a criterion to regulate economic progress. Consequently, conserving conventional culture does not engender conflict with modern civilization. Conversely, it makes some advancement for the society.

Plus, some traditional values promote the harmoniousness of communities and families. For example, traditional family norm emphasizes the essentiality of communication, back-up and solidarity among communities and family members, which not only strengthens the ties and bonds between youth and families, but also enhances the psychological well-being of young people, particularly in the era of Internet, when the teenagers and youth become increasingly dependent on the virtual world.

However, we cannot deny that some of conventional culture renders obsolete and old-fashioned, which may exert some adverse effects on the advancement for the individuals and society as a whole. For example, majority of Eastern civilizations tend to keep a low profile in schools and workplaces, which originates from Confucianism since the ancient time. Yet, in the stiff competition of academia and job-hunting market, young people are encouraged to develop critical-thinking skills, innovations and their own analytical abilities, instead of stifling and restricting their thoughts and capabilities.

In conclusion, in spite of some limitations and inapplicability of customs and traditional values, it does not necessarily mean that we should neglect or even discard them. Instead, it is imperative to preserve and pass on the essence distinguished from the dregs to the next generation.

2) 利弊讨论类

Differences between countries are becoming less evident recently. People can see the same films, brands, fashion, advertisements and TV channels.

To what extent do the disadvantages outweigh the advantages?

参考范文

Due to the fact that the process of globalization has been accelerating in various aspects, a growing number of people around the world tend to experience the same lifestyle, including music, films or TV programs. Such similarity blurs people's racial and national identity and the sense of belonging.

Some opponents may claim that this phenomenon will impair the global diversity sooner or later. Although it is plausible that life may be enriched by means of implanting foreign products or culture, locals are likely to gradually discard their traditional customs or ways of life, which will cause a negative impact on their national identities in the long run. Especially for the minority groups, globalization will make it impossible to preserve their distinctive cultures.

Nevertheless, a vast majority of people still consider some minority cultures as special cases rather than the general rule. Proponents hold the view that cultural exchanges on the global basis can further mutual understanding between different nations. Exposed to a variety of rock music from western countries, people can realize that egoism and personality may be given the top priority in the west. On the other hand, teens in the United States gain an understanding of Japanese culture through animation, comic books and video games. Therefore, the spread of globalization incorporates the international elements into the local.

In conclusion, even though globalization can affect traditional culture in a few basic ways, it disperses diverse cultures throughout the world, forging deeper connection between different groups, improving the access to information, technology and goods for the general public.



Since 1999

3) 报告类:

Some people think that education should help students to be useful to the whole society. Other people think that education should provide students with opportunities to achieve personal ambitions.

Discuss both views and give your opinion.

参考范文

The crucial importance of education has long been proven beyond the shadow of a doubt. Yet, it's not the case with the more profound question of the purpose education is expected to serve in today's society, a fiercely disputed issue that is subject to two divergent interpretations. From a socioeconomic perspective, education is a device of the government to aspire to sustained prosperity of the country; however, a more selfish view dictates that education is a weapon at the disposal of individuals in their fight for their dreams.

Adherents of the former argument may portray the educational sector as no different from any other for-profit private entities. Just as the shareholders stand to gain the largest share of profit earnings from the business investment, so the state-backed education should work in exactly the same fashion, in which case the government is the architect responsible for devising the curricular structure and course contents for each grade and training qualified teaching staff to deliver the class. It thus makes good sense for those on the receiving end to reward the provider of the educational resources – i.e. the government – upon graduation. In fact, a closer scrutiny of variations in curriculum across different countries lends strong support to such notion. In its inception, curriculum is designed to cultivate talents that can tackle the issues particularly severe in the country, as evidenced by an emphasis on engineering courses in nations whose economy hinges on manufacturing and a rapidly growing entrants to IT-related majors in those industrialized nations that embrace innovation and cutting-edge technologies.

Nevertheless, the opponents are hardly convinced and instead argue that the interests of participants in the educational system take precedence over those of the government. Unless in a dictatorial regime – North Korea for instance - where citizens are forced to make unconditional sacrifices and put state interests and goals above their own, the public choose to receive education for a reason, one that is highly unlikely an altruistic one. This is particularly the case for those born in impoverished families, for whom life has deteriorated into a struggle for survival and education is deemed the last resort for the concerned to extricate themselves from the abject poverty and to pursue a better quality of life their rich counterparts take for granted. Whether education offers them an opportunity to pay back to the society and any sense of satisfaction from such deeds would be the least of their concerns. An alternative scenario presents a clearer picture: if education had failed to empower them to pursue their personal goals and ambitions, many school-age children would not have gone to school in the first place.

Upon a careful evaluation of both sides of the argument, these two seemingly contradictory arguments are, in fact, not at odds with each other. Interestingly, education can serve both the society and individual ambitions equally well. Those who manage to realize their personal ideals are bound to be useful individuals that make continuing, productive contributions to society. The discrepancy between social and individual ends only exists when the latter involves harming others such as scientists hired by terrorist



organizations to build deadly bombs. That's the only plausible scenario in which the duality of the purpose of education requires justification.

