



# IELTS Practice Test Volume 2

## Writing Practice Test 2

### HOW TO USE

You have 2 ways to access the test

1. Open this URL <https://link.intergreat.com/y4cPT> on your computer
2. Use your mobile device to scan the QR code attached



# WRITING TASK 1

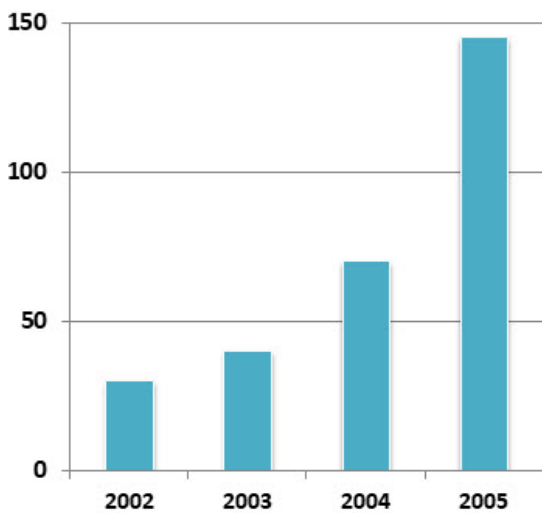
You should spend about **20** minutes on this task.

The charts show information concerning speed-camera use, together with statistics on road accidents, for the city of Melbourne.

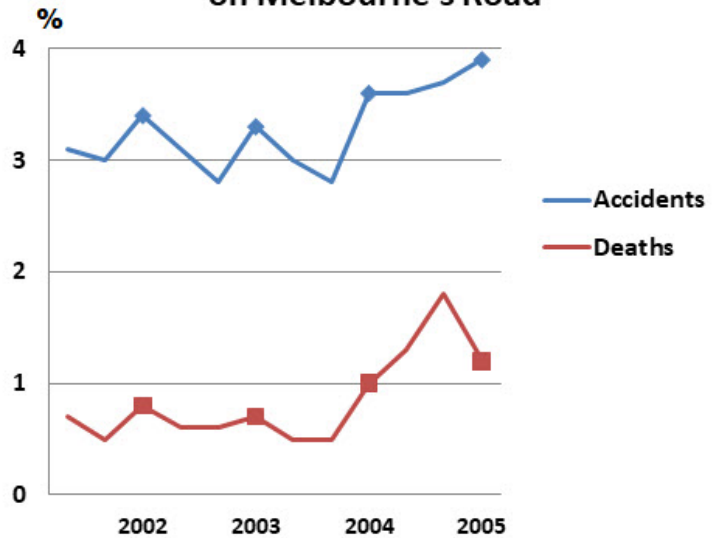
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

You should write at least **150** words.

### Number of Speed Cameras in Melbourne



### Percentage of Accidents & Deaths on Melbourne's Road



# WRITING TASK 2

You should spend about **40** minutes on this task.

The use of corporal punishment (physically hitting students) in schools is in decline, yet it should be used to improve behaviour.

To what extent do you agree or disagree with this statement?

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

You should write at least **250** words.

# SAMPLE WRITING TASK 1

The graph shows the rates of Melbourne's implementation of speed cameras, compared with road accidents, including fatalities, from 2002 to 2005.

Looking as a whole, these photographic devices were installed with increasing zeal (and, undoubtedly, correspondingly higher revenues); however, this had no correlation whatsoever with the prevalence of accidents, which, with utter indifference, only worsened. Additionally, the degree of lethality on the roads remained significant and similarly unaffected throughout.

Regarding these cameras, the number began at its lowest level of 30, after which it increased with an exponential gradient, making a two-fold leap in the last year alone, by which time it had reached almost 150.

Moving onto auto-accidents, the figures paint a rather bleak picture. For the first three years, they merely fluctuated (apparently randomly) at around 3%. before angling upwards to finish at the highest point of 3.5.

As for fatalities, these mimic, in reduced proportions, the erratic path charted by the accident rate, remaining for the most part at about 0.5%, or one loss of life per six incidents on the road. Sadly, this figure also migrated higher, finishing with an anomalous spike, which lifted it to 1.5% — the worst rate of all — before withdrawing to one.

Cynically, one sees here only blatant revenue-raising under the hypocritical stance of enhancing safety, clearly contradicted by the data.

# SAMPLE WRITING TASK 2

This is an Argument Question (give an opinion, argue a side).

It was when I worked for a year in a Korean junior high school (and a somewhat rough one at that) that I witnessed first-hand a variety of corporal punishments. That experience merely confirmed my views — that it is a system which should not be used.

Basically, it would be difficult to prove that such punishment rectifies students' misbehaviour. Their motivation results from deeply rooted and complex forces, such as malignant peer groups or abusive parents, and it is underestimating the complexity of human psychology to assume brute force is the answer. An illustrative example occurred in Korea, where I once wielded my 'stick', striking a student in frustration, yet after a short hiatus, his antics continued. I struck, grimly, three times in total, with a force that would perhaps render me criminally liable in the West, but to no avail. That young learner— a veritable 'Cool Hand Luke' - typifies the human propensity to rebel against all attempts at physical intimidation.

Another reason against this method is its legitimisation of violence as a means of resolving disputes. In an age of increasing division and diversity, what needs to be promoted is

understanding, amity, and a willingness to engage in constructive dialogue. Corporal punishment is the complete antithesis, and imbuing such an ethic in school (that microcosm of society) does students a future disservice in an intensely communicative world where political and people-handling skills are paramount.

The point could be made that, practically, and with the time constraints facing busy schools, corporal punishment is expedient for particularly recalcitrant subjects. However, this immediate saving of time comes at the cost of a later and greater waste, given that the root causes of misbehaviour remain unaddressed. Harsh punishment only exacerbates these underlying issues, which ultimately and inevitably resurface, usually in even worse behaviour, thus illustrating the futility of such a shortsighted approach.