IELTS Mock Test 2021 February
Writing Practice Test 1

HOW TO USE

You have 2 ways to access the test

1. Open this URL **https://link.intergreat.com/jBkt4** on your computer
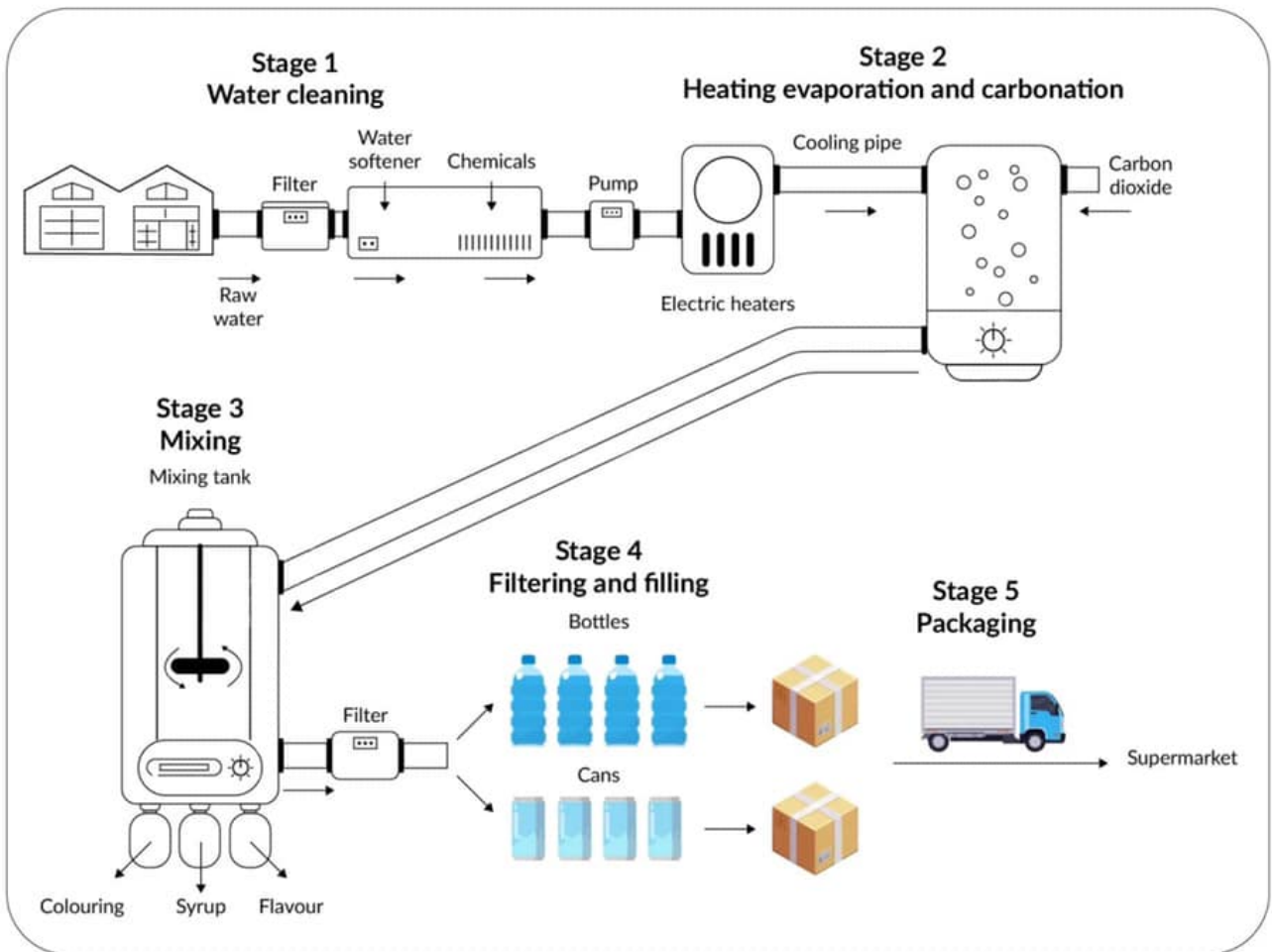
2. Use your mobile device to scan the QR code attached

WRITING TASK 1

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

The diagram gives information about the process of making carbonated drinks.

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

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

WRITING TASK 2

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

Computers are now the basis of the modern world. They should therefore be introduced into classrooms, and their programs used for direct teaching purposes. However, dependence on computers in teaching may carry a certain degree of risk to students.

Discuss both sides and give your opinion.

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 charts present a breakdown of tourist numbers to Australia and Germany, from America, Europe, Asia, and Britain, in 1960 and 2010.

Overall, Australia, originally by far most favoured by European tourists, shows a complete turnabout, with Asian travellers flocking to these shores in even greater proportions. For Germany, however, there are no major changes, rendering it most popular with neighbouring continental* nations in both years.

Considering Australia, initially,* European visitors account for 53%, which is the highest, with Britain being the only other significant source, at 25%. Asia is the smallest, providing one in ten disembarkations down under for recreational purposes. However, five decades later, these Eastern nations have grown to a completely dominating 63%, the greatest for either destination, creating corresponding* reductions in others visiting this southern continent.

Regarding Germany, originally, European tourists similarly constitute the majority, at 45%, followed by Americans with a quarter of arrivals. 50 years later, these nationalities hold identical ranks, but with the former falling marginally (to 40%), the latter rising to 29%. Interestingly, despite the distance and pronounced cultural dissimilarities, an increasingly affluent* Asia again provides more, at 25%; however, this bears no comparison to its overwhelming contribution to Australia's doubtlessly lucrative tourist industry.

SAMPLE WRITING TASK 2

It would be almost impossible to envisage today's world without computers. My own life is completely ruled by these machines, in both work and leisure. Thus, there appears to be a convincing rationale for allowing them into classrooms to undertake some of the teaching itself, yet I would say this is not a good idea.

The main reason is that computers do not provide the empathetic interaction necessary for genuine learning. Human beings are innately gregarious, with an embedded urge to communicate, yet these are instincts which static electronic circuitry can obviously never reciprocate, immediately introducing limitations. An example occurred recently, when colleagues sent me advanced 'avatar' programs to provide simulated speaking partners. I dutifully forced it upon my students, but true to my predictions, few tried this system, few wanted to, and I received not one of positive feedback. The concept was eventually abandoned, illustrating how high-minded expectations must ultimately succumb to human reality.

Proponents of using computers in the classroom would argue that these devices resonate with the technologically-savvy youth. This union of human ingenuity with microchip potential has indeed been demonstrated in other spheres, and there certainly exists an eclectic mix of engaging programs, offered through devices which today's students are highly conversant

with, if not totally proficient at. Logic then suggests the exploitation of their natural proclivities for direct pedagogic purposes, in theory creating a symbiosis, which may yield interesting results.

However, students are mostly familiar with computer technology only when confined inside the narrow domain of social networking or game-style diversions. This does not necessarily translate into respecting these tools as purveyors of academic learning - quite the opposite in fact. In the absence of a guiding human presence, these much vaunted programs are surely reduced to passive vehicles, unlikely to sustain serious interest.

All this is why computers can only remain auxiliary to teachers.