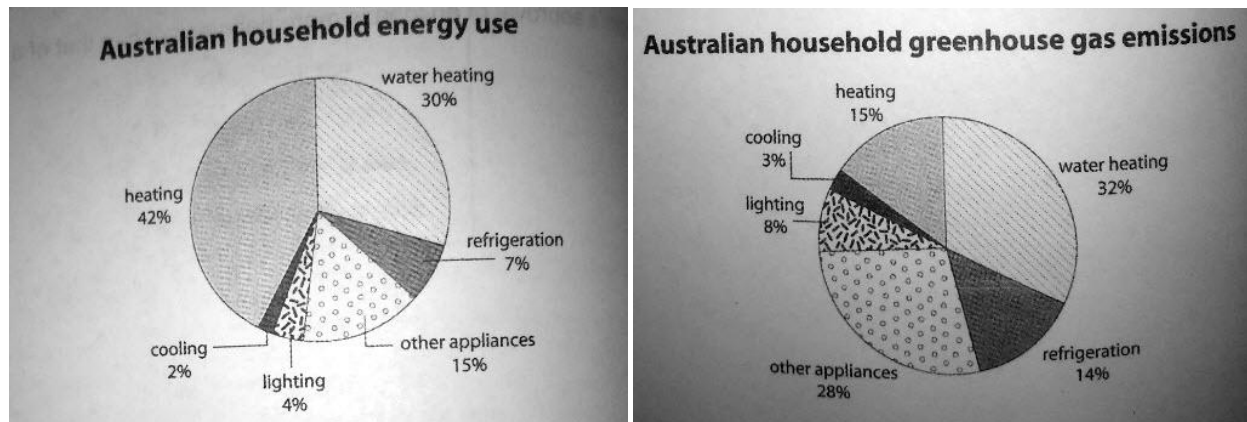


## Book 10 >> Test-01 >> Task-01

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Topic: The first chart below shows how energy is used in an average Australian household. The second chart shows the greenhouse gas emissions which result from this energy use.



The pie charts reveal the amounts of energy used for domestic needs in Australia along with the percents of the concomitant emissions yielded on account of using energy.

Taking a look at the first chart, heating is the integral source of energy usage, accounting for 42% of the energy use. Following that, water heating and other appliances are the chief matters for energy consumption with 30% and 15% energy usage respectively. Moreover, refrigeration, lighting, and cooling have the least shares of consumption with 7%, 4%, and 2% energy usage respectively.

Moving to the second chart, in terms of generating emissions, water heating is at the top of the list, constituting 32% of the emissions. Thence, other appliances and heating are responsible for 28% and 15% of the emissions, and they are followed by refrigeration (14%) and lighting (8%). Interestingly, not only does cooling have the least amount of energy usage, but also it causes the tiniest emission in contrast to its counterparts.

To sum up, warming up is the most prominent matter, in terms of both energy consumption and generating pollution.

## Book 10 >> Test-01 >> Task-02

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Topic: It is important for children to learn the difference between right and wrong at an early age. Punishment is necessary to help them learn this distinction.

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

What sort of punishment should parents and teachers be allowed to use to teach good behavior to children?

Answer: It is crucial to raise a child into a good individual in the society. Some people believe we should employ punishment to help children establish good behaviors at an early age. I totally agree with this opinion.

Although some people think it is enough to tell someone what is right and what is wrong, this is obviously not the case for children as their brains are still new to how the world works. If no punishment takes place, then children may take the words lightly. They may not remember what they have been taught, or they may underestimate the consequences of their actions. So, they will likely repeat their wrong actions given a chance.

However, if a punishment is applied, then children will take the words seriously and unable to forget them. Every time a bad intention comes up in their mind, their body will reflexively remind them of the past punishment of a similar action.

How should we apply punishment on children? Eastern residents tend to punish children by violence, while Western residents believe it is better to deter them from their favorite activities such as playing games or watching TV. The latter should be encouraged. As violence may cause children to suffer mental problems, they may grow up into a criminal instead of becoming a good adult.

In conclusion, while punishing children for their wrongdoings may help them remember what is wrong, too much of it may lead to mental issues in children. Therefore, parents and teachers should study different kinds of punishment carefully before applying any of them.

## Book 10 >> Test-02 >> Task-01

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The two tables provide the sales status of Fair-trade labeled coffee and bananas among five European countries in 1999 and 2004.

As can be seen from the tables, the sales of bananas far exceeded that of coffee, especially in Switzerland, who consumed the most bananas than the other countries, while UK preferred to consume more coffee than the others. Moreover, the sales of these two products saw an increase over the five years, except Sweden and Denmark, whose sales on bananas went to downward trend.

As of coffee sales, UK had a sharp increase about 13 times in 2004, amounted to 20 million Euros, over that in 1999. Similarly, Switzerland also doubled its sales of coffee from 3 million Euros in 1999 to 6 million Euros in 2004. Other countries also saw an upper trend, though less significantly, which are Denmark, Belgium, and Sweden.

As of bananas sales, Switzerland outstood all the other countries shown in the table, accounted for 15 million in 1999, later more than tripled in 2000. By contrast, the other countries' sales figures on bananas are much insignificant, less than 6 million Euros altogether in 1999, later in 2000 not even exceeding 12 million Euros. More interestingly, while the other three countries are adding value on its banana sales, Sweden and Demark saw a drastic decline by 80% (Sweden) and 55% (Demark).

## Book 10 >> Test-02 >> Task-02

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Some people think that all university students should study whatever they like. Others believe that they should only be allowed to study subjects that will be useful in the future, such as those related to science and technology.

Discuss both these views and give your opinion.

Some people believe that university students should be given the option to learn whatever they want. Others argue that they must study subjects that can be of use in the future, such as math, physics, engineering, etc. I agree with the first opinion to some extent while partially disagree with the second.

The freedom of choice for students can be beneficial or disadvantageous. For the determined minds that already has clear goals and plans, being able to freely choose their preferred subjects often yield great results as it allows the dreamers to pursue the knowledge they find particularly useful to them. However, for the ones that haven't figured out their path, not knowing what they really like yet, the experience of finding the right subjects to take can be a daunting and occasionally, frustrating task. Those impressionable minds will be tempted to take the same classes as their best friends or a girl that they had taken a particular liking. This will often result in bad grades, time wasting and possibly unemployment upon graduation.

On the other hand, restricting students' option to only a few subjects deemed beneficial to the society may do more harm than good to some. With limited choices, especially when options for the pursuit of arts unavailable, several may find tertiary education experiences to be tedious and uninspiring. Which in turn, guarantee to discourage efforts and hinder achievements.

In my opinion, students should be required to take certain compulsory subjects, like math, English, while having freedom of choice for the rest of the curriculum to keep them inspired while remaining on track.

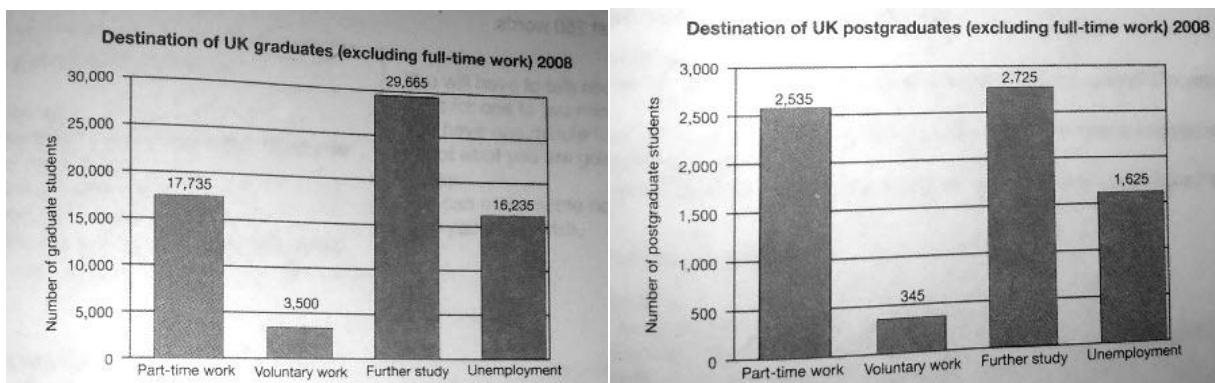
In conclusion, allowing university student to freely choose their curriculum can be beneficial, given certain important subjects are kept compulsory.

## Book 10 >> Test-03 >> Task-01

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Topic: The charts below show what UK graduate and postgraduate students who did not go into full-time work did after leaving college in 2008.

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



The bar graphs give information and compare between the kinds of jobs opted by UK's undergraduate and postgraduate students who did not go for a full time job after completing their degrees in 2008.

Overall, it is clear that most students preferred to opt for further studies after completing their respective degrees. A very small percentage of students started to work on a voluntary basis.

Out of the 4 destinations of UK's under and post graduate students, 3 of them shared more or less similar percentages between undergraduate and post graduate students. For example, the percentage of students from both the categories who worked on voluntary basis was just about 12% that is, 3500 out of 30,000 students and 345 out of 3000 students respectively. Students who

wanted to complete their education after their degrees and those who were not able to find any jobs also shared similar percentages. Over 90%, 54% respectively.

Lastly, the figure for postgraduate students who worked on part time basis was higher, at 84%, while graduate students constituted to only about 59% of the part-time workforce.

## Book 10 >> Test-03 >> Task-02

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Countries are becoming more and more similar because people are able to buy the same products anywhere in the world. Do you think this is a positive or negative development?

Answer: Since the earliest of times, no country or society has been immune from international trade and this has continued throughout the centuries. The experience today is no different and to think otherwise is a tremendous misjudgment.

True those cultures change or disappear overtime; age-old practices, customs and languages sometimes fail to transit from past generations and wile into disuse. This is sad, but factual and true. However, to square it on international trade is doubtful as science and anthropology has decisively shown that it has continued since time immemorial.

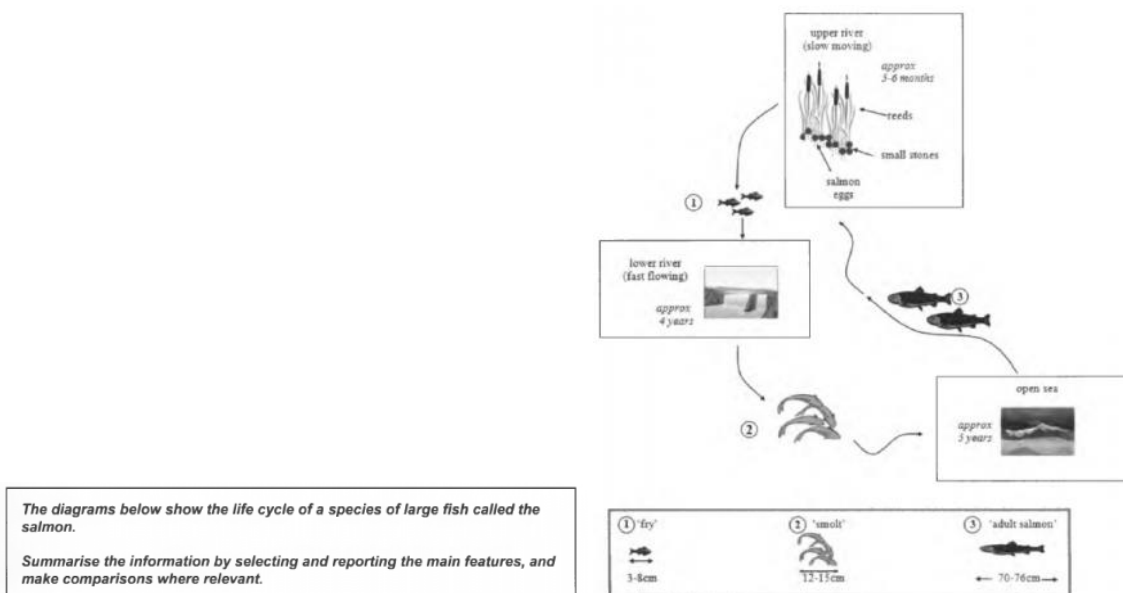
The position today is no different and it is the developed mind that does its utmost to discover and preserve this heritage with methods and techniques far beyond the lay imagination and this will continue as more of the lost world is recovered through the sciences' of discovery. Believing that we are entitled to re-experience by-gone cultures in situ is the equivalent of finding extra-terrestrial life forms.

All cultures across the globe, irrespective of international trade, are overlapped to a larger or lesser degree and the same applies in uniqueness when looking at differences. Societies migrate in search of greener pastures and encounter native inhabitants. Violent or non-violent situations may occur resulting in cultures that may be demolished or shared or adopted and even taught as a result. The mixing of the populace becomes an eventuality and contributes significantly to both the overlap and uniqueness.

International trade will find its way into nations as a quest for further economic wealth and it is certain that some influence will impart. But to say in wholesale fashion that it 'makes' countries similar is sacrilegious.

## Book 10 >> Test-04 >> Task-01

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The diagrams illustrate how the salmon lives in its whole life, which is a quite a large fish in its species.

First of all, the salmon eggs reside around small stones under reeds for approximately five to six months in the slow moving upper river, before they go to lower river where water flows fast. At this later stage, they are called “fry”, a

small salmon infant, whose size varies from 3 to 8 cm. After four years, they will grow into 12 to 15 cm, when they will also be called “smolt”, which will continue to grow to as large as 70 to 76 cm, in open sea area, where they will spend another 5 years of living. This is also the final stage, when they are identified as adult salmon, and able to produce eggs in the similar environment they were born before.

To summarize, the salmon needs to go through three significant stages in their life cycle, and in each stage their size changes sharply than before.

## Book 10 >> Test-04 >> Task-02

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