

TEST 3

SECTION 1

Questions 1 – 10

Complete the notes below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

Riverdale Pre-school	
<i>Example</i>	
Children:	_____ 20 _____ in a class
Classes:	First group - Mrs. Oliver Second group - Mrs. 1
Hours & Days:	Suzie will attend 3 days a week for a total of 2 hours
Activities:	<u>Outside time</u> - running, playing, or something quieter - just got a new piece of equipment - intend to make a 3 <u>Indoors</u> _____ - this year, 4activities are popular - they hear a 5 every day
Fees:	Now costs 6 \$.....per term Fees include: - a trip to a 7this year - chance to take home a 8every week
Do not forget:	• Put a 9, in Suzie's bag • Arrange a visit; phone number: 10

SECTION 2

Questions 11-20

Questions 11-15

Complete the sentences below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

- 11 Special conditions may apply tostudents looking for a job.
- 12 The university Job Centre is located on theCampus.
- 13 The Job Centre remains open until.....every evening.
- 14 The only day the employment lawyer is available is.....
- 15 The university.....regularly advertises new jobs.

Questions 16-20

Choose the correct letter, **A**, **B** or **C**.

- 16 At present, the university is offering part-time work in
- A its offices.
 - B the IT centre.
 - C the car parks.
- 17 Local employers visit the university _____
- A only in the first term.
 - B twice a term.
 - C throughout the year.
- 18 According to the speaker, a part-time job can
- A lead to a full-time job after graduation.
 - B provide a useful work record for the future.
 - C give the chance to develop team-work skills
- 19 Students who work part-time
- A will be taxed.
 - B will be paid every week.
 - C will need private insurance.

20 Part-time student workers are advised to

- A give notice in writing.
- B communicate by email.
- C have a mobile phone.

SECTION 3

Questions 21 - 30

Question 21 - 26

Choose the correct letter, **A**, **B** or **C**.

Research Project

21 How did John choose the topic of his research project?

- A He thought the information would be useful for town planning.
- B He has a special interest in the use of public services.
- C He read about a similar study which had been done earlier.

22 During his research, John is expecting to find that

- A The use of public services has altered very little.
- B A group of people has changed its habits.
- C The most frequently used facility is the library.

23 What is the problem with using official records?

- A They may be lacking in detail.
- B They may not be readily available.
- C They may be difficult to analyse.

24 What does the tutor think about John using a questionnaire to get information?

- A He needs to do a course in questionnaire design first.
- B He should use this method instead of looking at public records.
- C He will find the practice he gets useful the following year.

25 Which new variable does John agree to add to his investigation?

- A Occupation
- B Income group
- C Qualifications

26 How many questionnaires will John distribute?

- A The same number as in the previous study
- B A greater number than he needs for analysis
- C The number recommended in the project guidelines

Question 27 - 28

Choose **TWO** letters, **A-E**

Which **TWO** strategies will John use to encourage people to fill out his **questionnaire**?

- A** Using simple language
- B** Delivering the questionnaires in person
- C** Making the questionnaires anonymous
- D** Providing return envelopes
- E** Trialing the questionnaire on friends

Questions 29 and 30

Choose **TWO** letters, **A-E**.

Which **TWO** pieces of advice does the tutor give John about his questionnaire?

- A** There should be a mixture of question types.
- B** Some questions should elicit personal information.
- C** There should be an introduction to explain the survey's purpose.
- D** A telephone number should be provided for queries.
- E** The questions should only take a few minutes to answer.

SECTION 4

Questions 31 - 40

Questions 31-33

Complete the sentences below.

Write **NO MORE THAN TWO WORDS** for each answer.

Driverless vehicle competition

- 31** Undergraduates from both the engineering school and the department can definitely take part in the project.
- 32** The automated vehicles will have to avoid obstacles such as
- 33** The tutor mentions one vehicle which used technology such as, lasers, and laptops to measure its surroundings.

Questions 34 - 36

Choose the correct letter, **A**, **B** or **C**.

- 34** The purpose of holding the race is to

- A** Interest students in careers in industry.
- B** Help provide finance for universities.
- C** Find useful new design features.

35 The tutor says success will depend on

- A** The software design.
- B** Good, solid construction.
- C** Sophisticated mechanisms.

36 This year's competitors were surprised that the vehicles

- A** Were so easy to design.
- B** Were as successful as they were.
- C** Took such a short time to construct.

Questions 37-40

Complete the table below.

Write **ONE WORDS ONLY** for each answer.

Schedule	
Early May	Introductory 37about the project
Late May	Essay giving information about relevant 38and experience
June	Visit to a factory
September	Workshop <ul style="list-style-type: none"> • discuss 39 • learn to use design package
December	Submission of initial designs
January	Selection of the 40

TEST 3

READING PASSAGE 1

You should spend about 20 minutes on Questions 1-13, which are based on Reading Passage 1 on pages 2 and 3.

An important language development

Cuneiform, the world's first known system of handwriting, originated some 6,000 years ago in Sumer in what is now southern Iraq. It was most often inscribed on palm-sized, rectangular clay tablets measuring several centimetres across, although occasionally, larger tablets or cylinders were used. Clay was an excellent medium for writing. Other surfaces which have been employed – for example, parchment, papyrus and paper – are not long-lasting and are easily destroyed by fire and water. But clay has proved to be resistant to those particular kinds of damage.

The word 'cuneiform' actually refers to the marks or signs inscribed in the clay. The original cuneiform signs consisted of a series of lines – triangular, vertical, diagonal and horizontal. Sumerian writers would impress these lines into the wet clay with a stylus – a long, thin, pointed instrument which looked somewhat like a pen. Oddly, the signs were often almost too small to see with the naked eye. Cuneiform signs were used for the writing of at least a dozen languages. This is similar to how the Latin alphabet is used today for writing English, French, Spanish and German for example.

Before the development of cuneiform, tokens were used by the Sumerians to record certain information. For example, they might take small stones and use them as tokens or representations of something else, like a goat. A number of tokens, then, might mean a herd of goat. These tokens might then be placed in a cloth container and provided to a buyer as a receipt for a transaction, perhaps five tokens for five animals. It was not that different from what we do today when we buy some bread and the clerk gives us back a piece of paper with numbers on it to confirm the exchange.

By the 4th century BCE, the Sumerians had adapted this system to a form of writing. They began putting tokens in a container resembling an envelope, and now made of clay instead of cloth. They then stamped the outside to indicate the number and type of tokens inside. A person could then 'read' what was stamped on the container and know what was inside.

Gradually, Sumerians developed symbols for words. When first developed, each symbol looked like the concrete thing it represented. For example, an image which resembled the drawing of a sheep meant just that. Then another level of abstraction was introduced when symbols were developed for intangible ideas such as 'female' of

'hot' or 'God'. Cuneiform, in other words, evolved from a way used primarily to track and store information into a way to represent the world symbolically. Over the centuries, the marks became ever more abstract, finally evolving into signs that looked nothing like what they referred to, just as the letters 'h-o-u-s-e' have no visual connection to the place we live in. At this last stage in the evolution of cuneiform, the signs took the form of triangles, which became common cuneiform signs.

As the marks became more abstract, the system became more efficient because there were fewer marks a 'reader' needed to learn. But cuneiform also became more complex because society itself was becoming more complex, so there were more ideas and concepts that needed to be expressed. However, most linguists and historians agree cuneiform developed primarily as a tool for accounting. Of the cuneiform tablets that have been discovered, excavated and translated, about 75 percent contain this type of practical information, rather than artistic or imaginative work.

Cuneiform writing was used for thousands of years, but it eventually ceased to be used in everyday life. In fact, it died out and remained unintelligible for almost 2,000 years. In the late 19th century, a British army officer, Henry Rawlinson, discovered cuneiform inscriptions which had been carved in the surface of rocks in the Behistun mountains in what is present-day Iran. Rawlinson made impressions of the marks on large pieces of paper, as he balanced dangerously on the surrounding rocks.

Rawlinson took his copies home to Britain and studied them for years to determine what each line stood for, and what each group of symbols meant. He found that in the writing on those particular rocks every word was repeated three times in three languages: Old Persian, Elamite and Babylonian. Since the meanings in these languages were already known to linguists, he could thus translate the cuneiform. Eventually, he fully decoded the cuneiform marks and he discovered that they described the life of Darius, a king of the Persian Empire in the 5th century BCE.

Questions 1-5

Do the following statements agree with the information given in Reading Passage 1?

In boxes 1-5 on your answer sheet, write

- | | |
|------------------|---|
| TRUE | <i>if the statement agrees with the information</i> |
| FALSE | <i>if the statement contradicts the information</i> |
| NOT GIVEN | <i>if there is no information on this</i> |

- 1 Cuneiform tablets were produced in different shapes and sizes.
- 2 When Sumerian writers marked on the clay tablets, the tablets were dry
- 3 Cuneiform was often difficult to read because of its size.

- 4 A number of languages adopted cuneiform.
- 5 Cuneiform signs, can be found in some modern alphabets.

Questions 6-13

Complete the notes below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes 6-13 on your answer sheet,

The development and translation of cuneiform

Before cuneiform

- tokens, for example, **6**.....were often used
- the first tokens were kept in containers made of **7**.....
- tokens were used as a **8**.....to give when selling something

By 4th century BCE

- tokens were put in a container that looked like a clay **9**.....

Complex, abstract symbols developed

- at first, signs looked like what they indicated, e.g. **10**.....
- then signs became more abstract
- eventually, cuneiform signs shaped like **11**..... were developed
- according to experts, cuneiform was mainly used for **12**.....

19th-century translation of cuneiform inscriptions by Henry Rawlinson

- Rawlinson found cuneiform inscriptions in the Behistun mountains
- Rawlinson copied inscriptions onto **13**.....
- Rawlinson realised that each word of the inscriptions appeared in different languages
- When translated, Rawlinson found the writings were about a 5th-century BCE king

READING PASSAGE 2

You should spend about 20 minutes on **Questions 14-26**, which are based on Reading Passage 2 on pages 6 and 7.

Children's comprehension of television advertising

- A** In 1874, long before the advent of television, the English Parliament passed a law to protect children 'from their own lack of experience and from the wiles of pushing tradesmen and moneylenders' (James, 1965). The act is one of the earliest governmental policies to address children's vulnerability to commercial exploitation and was produced before major corporations earned huge profits by marketing products directly to children. Yet the issues underlying this 19th-century policy remain much the same in the 21st century.
- B** Television has long been the predominant medium that advertisers have chosen for marketing products to children. It is estimated that the average child sees more than 40,000 television commercials a year, most of which are 15 to 30 seconds in length (Kunkel, 2001). According to another estimate, children aged 14 years and under make \$24 billion in direct purchases and influence \$190 billion in family purchases, underscoring the high stakes involved (McNeal, 1987).
- C** A number of factors have contributed to an unprecedented growth in both the amount and type of advertising directed at children. First and foremost among these are changes in the media environment. In decades past, television programming targeted at children was limited and relegated to time slots unpopular with their parents, such as Saturday mornings (Turow, 1981). Today, the number of channels received in the average US home has escalated with the diffusion of cable television and satellite technologies. In this new multi-channel era, there are numerous national program services devoted exclusively to children. Naturally, these channels deliver significant amounts of child-oriented marketing messages. Although parents may be pleased that their youngsters can now watch children's programming at any hour of the day, they may not recognize that such viewing opportunities entail much greater exposure to advertising than any previous generation of youth has experienced.
- D** Approximately 80% of all advertising targeted at children falls within four product categories: toys, cereals, candies, and fast-food restaurants (Kunkel et al, 1992). Commercials are highly effective at employing specific features designed to attract children's attention. For example, they use the strategy of introducing unique sound effects and rapidly moving images (Greer et al, 1982). The other most common persuasive strategy employed in advertising to children is to associate the product with playfulness and happiness, rather than to provide any actual product-related information (Kunkel et al, 1992). For example, a commercial featuring Ronald McDonald dancing, singing, and smiling in McDonald's restaurants

without any mention of the actual food products available reflects a playful or happy theme. This strategy is also found frequently with cereal ads, which often include cartoon characters to help children identify the product. In contrast, most commercials fail to mention even the major grain used in each cereal.

- E** Another common feature of advertising to children is the use of product disclosures such as 'batteries not included' or 'each part sold separately'. Studies make clear that young children do not comprehend the intended meaning of these disclaimers. For example, fewer than one in four kindergarten through second grade children could grasp the meaning of 'some assembly required' in a commercial. In contrast, the use of child-friendly language such as 'you have to put it together' more than doubled the proportion of children who understood the qualifying message (Liebert et al, 1977). The phrase 'part of a balanced breakfast' is also a frequent disclosure included in most cereal ads to combat the concern that sugared cereal holds little nutritional value for children. Research shows that most children below age 7 years have no idea what the term 'balanced breakfast' means (Palmer & McDowell, 1981). Rather than informing young viewers about the importance of a nutritious breakfast, this common disclaimer actually leaves many children with the misimpression that cereal alone is sufficient for a meal. This pattern of employing creative terminology in advertising content so as to obscure certain information that might be unhelpful

to the sponsor is a long-standing practice that often misleads the consumer (Geis, 1982).

- F** Very young children do not recognize that there are two fundamentally different categories of television content: programs and commercials. Most children below the age of 4 or 6 exhibit low awareness of the concept of commercials, frequently explaining them as if they were a scene in the program itself. Once this confusion diminishes, children first recognize the difference between programs and commercials based on either affective ('commercials are funnier than TV programs') or perceptual ('commercials are short and programs are long') cues (Blatt et al, 1972).
- G** Although most children's programs indicate that a commercial break is coming (e.g. by saying 'We'll be right back after these messages'), research reveals that these 'separators' generally do not help children to recognize advertising content (Palmer & McDowell, 1979). This likely occurs because they are not perceptually distinct from the adjacent programming that surrounds them; in fact, many separators feature characters that appear in the same show that the commercial has just interrupted. When an ad includes one of the characters featured in a program, this is known as host-selling. This type of advertising makes the task of discriminating between program and commercial content particularly difficult for young children (Kunkel, 1988) and is thus restricted in the US by the Federal Communications Commission during children's programs.
- H** In sum, because young children

lack the cognitive skills and abilities of older children and adults, they do not comprehend commercial messages in the same way as

more mature audiences, and are therefore uniquely susceptible to advertising influence.

Questions 14-18

Reading Passage 2 has eight paragraphs, **A-H**.

Which paragraph contains the following information?

*Write the correct letter, **A-H**, in boxes 14-18 on your answer sheet.*

NB You may use any letter more than once.

- 14** a description of recent innovations in TV broadcasting
- 15** a mention of the main goods and services advertised to children
- 16** a reference to a current limitation on television advertising aimed at children
- 17** two techniques used to encourage children to watch TV commercials
- 18** a type of advertisement that may make children believe the opposite of what is true

Questions 19-22

Look at the following statements (Questions 19-22) and the list of researchers below.

Match each statement with the correct researcher(s). **A-H**

*Write the correct letter, **A-H**, in boxes 19-22 on your answer sheet.*

- 19** Ads often aim to teach children that a brand is fun rather than telling them about what is being sold.
- 20** Originally, children's programmes were only broadcast when adults rarely watched TV.
- 21** Children have a significant impact on what adults buy.
- 22** Tests showed that children can follow information if simple words are used.

List of Researchers	
A	Kunkel
B	Kunkel et al
C	McNeal
D	Turow

C	Greer et al
F	Liebert et al
G	Palmer & McDowell
H	Geis

Questions 23-26

Complete the summary below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 23-26 on your answer sheet.

How very young children perceive commercials

Children below the age of 4 or 6 do not understand the difference between television programmes and commercials. In fact, these children often mistake an advertisement for a **23**..... from the programme they are watching. This is despite the fact that children's TV programmes usually include announcements called **24**..... to show that there is going to be a commercial break. The problem is made more difficult because of a technique called **25**..... Whereby a person or cartoon figure from the programme is used to sell a product during the commercial break. From the age of 4 or 6, children begin to realise that commercials are different from TV programmes; for example, they may recognise that there is a difference in length or that advertisements are **26**..... than actual TV.

READING PASSAGE 3

You should spend about 20 minutes on **Questions 27-40**, which are based on Reading Passage 3 on pages 10 and 11.

A New Voyage Round the World

A very old travel hook that holds an unusual place in English literature

Part travelogue, part historical record of the Caribbean pirates, part scientific treatise, *A New Voyage Round the World* was William Dampier's account of his twelve-year series of journeys around the globe from 1679 to 1691.

The wealth and novelty of Dampier's descriptions, combined with the highly counts of his comrades', escapades, proved so popular with a public hungry for tales of discovery and adventure that *A New Voyage* went into its third reprint

within a year of publication. So groundbreaking was Dampier's account that the writers Swift and Defoe were inspired to create two of the most famous books in the English language, *Gulliver's Travels* and *Robinson Crusoe*.

Dampier's commentators have portrayed him as an unusual, not to say peculiar, man. Notwithstanding his undoubted qualities as an observer, he has been variously characterised as aloof, arrogant, hot-tempered and a weak leader of men. When he arrived on the western coast of Australia, he promptly elected to leave and head north out of dislike for the cold of more southerly latitudes. This physical sensitivity has often been seized on by his detractors, who point out that, as a result, Dampier missed out on becoming the name forever associated with the European discovery of Australia, that honour instead going to Captain James Cook some 80 years later. Yet it should be remembered that he was able to endure a never-ending plague of discomforts and ailments in the tropics. And once, wrecked off Ascension Island in the South Atlantic Ocean, he managed with his crew to survive for five weeks without help, living entirely on turtles and goats.

What of his early life, then? Dampier was born in 1651 in Somerset, England, the son of a tenant farmer, George, and his wife Ann. His birthplace, Hymerford House, stands to this day. His parents died before he reached seniority and his guardians apprenticed the young William to a ship's captain, the boy having shown very early inclinations to see the world'. There was nothing in his childhood to set Dampier apart from the numerous other young boys who were sent to sea at this time.

Having made brief passages to France and Newfoundland, he

completed a more extended voyage to Java, where he began to learn the art of navigation. Returning briefly to Somerset, a neighbour offered Dampier a position overseeing his plantation in Jamaica, which he took up for a time, but he soon returned to sea on a trading voyage among the Caribbean islands. From the viewpoint of posterity, the most significant aspect of this time was that, as plantation manager, Dampier first started to keep a journal.

Although Dampier wrote several books, *A New Voyage Round the World* is the most important and it is worth considering just why this text met with such success. Certainly, the book would not have done so well purely on the merits of Dampier's findings regarding meteorology and natural history, even though they broke new ground at the time. What appealed more to book buyers of this era was his narrative of life among the pirates of the Caribbean islands, whom he joined for several years after leaving Jamaica. These tales of adventure among rogues and villains who had no regard for the law sparked widespread interest among his countrymen back home. More important even than this, however, it is the superb nature of Dampier's prose, and his ability to communicate so vividly that raised the book above the common lot.

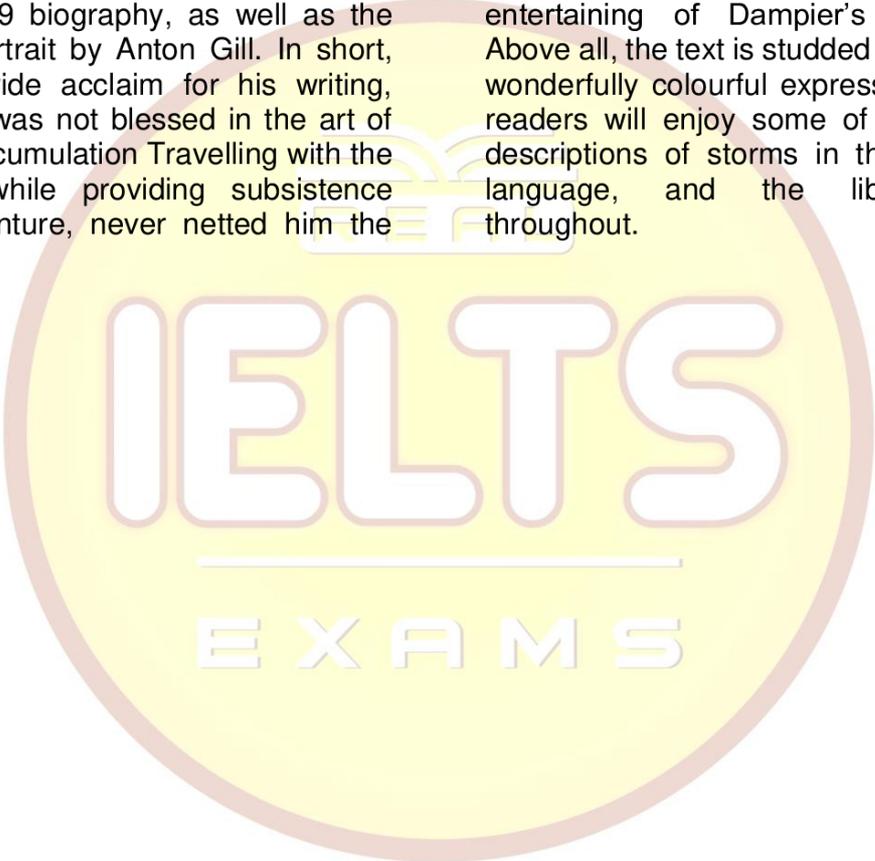
Dampier himself admits in the book's preface that he received help with the writing of the book, and other evidence exists to suggest that he was assisted by an unknown source. But whatever outside assistance he may have had, the book still has certain problems. In particular, his observations about nature are sometimes roughly dropped into the narrative at very odd junctures and these asides can sometimes interrupt the flow of the story Dampier himself

kept his observations about nature entirely separate from the main body of his travels, and we should therefore hold James Knapton responsible, as he was in charge of checking and revising Dampier's text, and his publishing company brought the finished book to a wider audience.

Dampier's life has been chronicled in full by numerous biographers, and I refer the reader in particular to Clennell Wilkinson's excellent (and sadly out-of-print) 1929 biography, as well as the recent portrait by Anton Gill. In short, despite wide acclaim for his writing, Dampier was not blessed in the art of wealth accumulation. Travelling with the pirates, while providing subsistence and adventure, never netted him the

treasure chest that a more astute financial operative might have acquired. He died in 1715, aged sixty-three, in Colerman Street, London.

We have then a man of myriad and colourful parts, and perhaps not always the easiest of sailors to get along with because of his arrogance and hot temper. But to dwell on these aspects today is to miss the point: it is *A New Voyage Round the World* that should provide the most illuminating and entertaining of Dampier's legacies. Above all, the text is studded with some wonderfully colourful expressions, and readers will enjoy some of the finest descriptions of storms in the English language, and the liberal wit throughout.

A large, semi-transparent watermark logo for IELTS EXAMS is centered on the page. It features the word 'IELTS' in a large, bold, white, rounded font with a thin black outline, positioned above a horizontal line. Below the line, the word 'EXAMS' is written in a smaller, white, spaced-out, sans-serif font. The entire logo is set against a light yellow circular background with a thin brown border.

IELTS
EXAMS

Questions 27-31

Choose the correct letter, **A**, **B**, **C** or **D**.

Write the correct letter in boxes 27-31 on your answer sheet.

- 27 Which of the following best summarises the writer's point in the first paragraph?
- A Dampier's book does not fall into a single category.
 - B Readers were not interested in books on the subject of travel.
 - C Today's readers do not appreciate the style of Dampier's writing
 - D Dampier sailed round the world more quickly than anyone before.
- 28 The writer refers to Swift and Defoe in order to
- A provide information regarding Dampier's sources.
 - B compare Dampier to two earlier writers.
 - C give an example of Dampier's influence
 - D highlight two of Dampier's critics
- 29 Dampier left the western coast of Australia because
- A. He wanted to get to the north before Cook arrived
 - B. He found the temperature there unpleasant
 - C. He had problems with his crews
 - D. He requested medical attention
- 30 What does the writer more about Dampier in the second paragraph?
- A. He could cope with physical hardship
 - B. He was a more adventurous explorer than Cook was
 - C. He had a kind personality than he is given credit for
 - D. He was calm in a crisis
- 31 What information is given about Dampier's early life?
- A. He had a difficult relationship with the people looking after him
 - B. He was different from other youths who went to sea
 - C. He wanted to travel from a young age
 - D. He came from a family of sailors

Questions 32-35

Complete the summary using the list of words, **A-I** below.

Write the correct letter, **A-I**, in boxes 32-35 on your answer sheet.

The Text of *A New Voyage Round the World*

The success of the book cannot solely be attributed to the originality of Dampier's **32** Readers of the time were fascinated with his stories of the time he spent with outlaws and his colorful way of writing. It seems certain that Dampier worked on the book with a mystery **33**..... Some aspects of *A New Voyage Round the World* are problematic, descriptions of **34**..... were inserted into the account of Dampier's adventures in a way that distracted the reader. It seems that the responsibility for the final version of the book lies with the **35**.....

- | | | |
|---------------------------|----------------------------|-------------------|
| A. Detailed illustrations | D. Editor | G. The crew |
| B. Traveller | E. Writer | H. Artist |
| C. Nature | F. Scientific observations | I. Plain language |

Questions 36-40

Do the following statements agree with the claims of the writer in Reading Passage 3
In the boxes 36-40 on your answer sheet, write

- YES** if the statement agrees with the information
NO if the statement contradicts the information
NOT GIVEN if there is no information on this

- 36 Many people wrote biographies of Dampier as a result of personal contact with him
37 Dampier was skilled at making money
38 Dampier's patience was represented by the writer
39 *A New Voyage Round the World* is considered as one of the most modern books
40 Dampier supervised his neighbour's plantation in Jamaica

Candidate Number

Candidate Name _____

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

0381/2

Academic Writing

55123

1 hour

Additional materials:

Task 1 Writing Answer Sheet

Task 2 Writing Answer Sheet

Time 1 hour

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name and candidate number in the spaces at the top of this page.

Read the instructions for each task carefully.

Answer both of the tasks.

Write at least 150 words for Task 1 and at least 250 words for Task 2.

Write your answer for Task 1 on the Task 1 answer sheet and for Task 2 on the Task 2 answer sheet.

Write your name, centre number, candidate number and the date at the top of each answer sheet you use.

Write clearly in pen or pencil. You may make alterations, but make sure your work is easy to read.

At the end of the test, hand in both this question paper and your answer sheets.

INFORMATION FOR CANDIDATES

There are **two** tasks on this question paper.

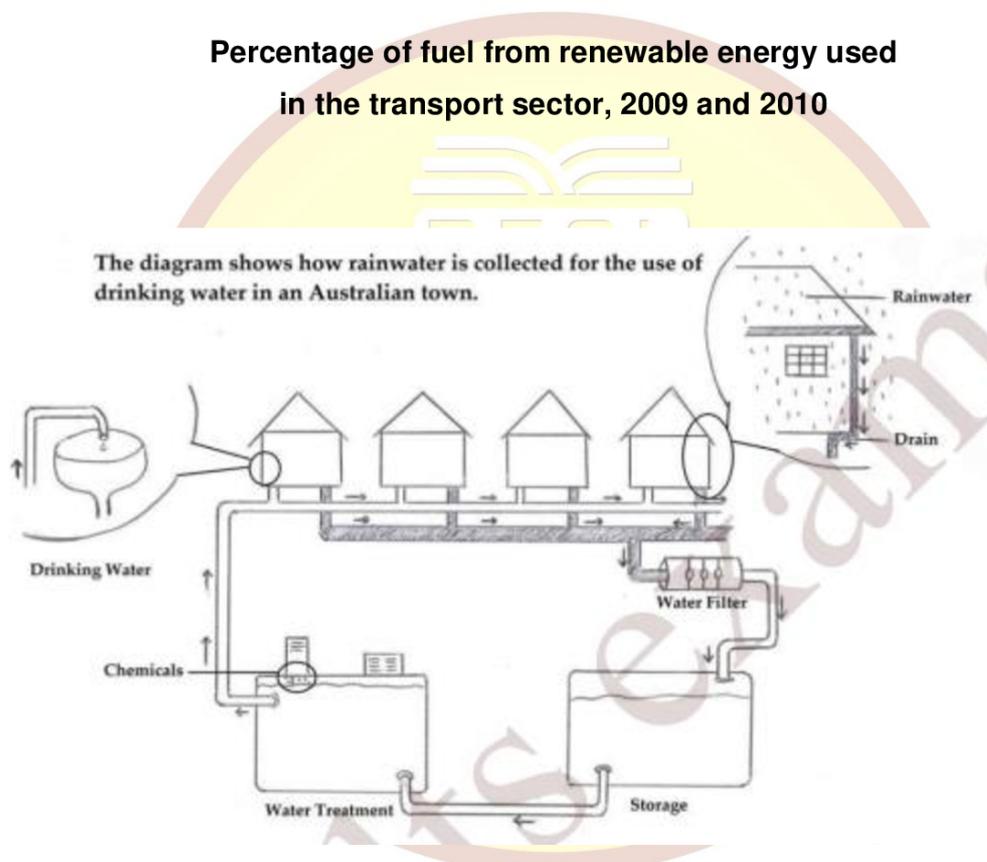
Task 2 contributes twice as much as **Task 1** to the **Writing** score.

WRITING TASK 1

You should spend about 20 minutes on this task.

The diagram shows how rainwater is collected for the use of drinking water in an Australian town

Write at least 150 words.



Sample Answer:

The diagram outlines an Australian town's method of collecting rainwater and transforming it into drinking water

From an overall perspective, it is evident that rainwater from drains **undergoes** several chemical treatments and become pure drinking water

As a first step, Australia's water department channelizes the drain water houses in to a series of pipes. The drain water flows through the pipes and reaches a water filter. The filtering of water takes place. **As a next step**, they enter a storage tank

Water from the storage tank flows through pipes and reaches a water treatment tank where water is treated with chemicals. This process purifies the water and makes it fit enough for residents to drink. **Just after this**, water flows through pipes to home. Care is taken that these pipes are different from the drain pipes. They reach the homes where people use this water for drinking purposes

To summarize, the Australian town follows a four- stage process of collecting, filtering. Storing, and treating to convert rainwater from drains into pure drinking water.

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Many people are afraid to leave their home because of their fear of crime. Some people believe that more action should be taken to prevent crime, but others feel that little can be done.

Discuss both views and give your own opinion

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

Write at least 250 words.

Sample Answer :

The high crime rate has led to a phenomenon that plenty of people are afraid of leaving home, which impairs the social security and stability. There are conflicting views regarding whether crime could be prevented or not. Personally, I believe that the measures could be done to reduce the high crime rate efficiently.

On the one hand, some people believe that there are solutions that will ensure people feel safer outside their homes. Firstly, offenders should be given the punishment according to the severity. For those who commit felony like murder, they should receive strict punishment such as life imprisonment or death penalty. Strict punishment could be a deterrent to potential lawbreakers, they might be afraid of the consequence of being caught. As a result, some of them might give up their illegal plans. Moreover, some people recommit after being released because they cannot find a decent job and make a living, this is also a reason contribute to the high crime rate. If education or vocational training can be provided in prison, prisoners are more likely to secure employment when they go back to society, this measure could lead them to the correct path. Lastly, the education system should play an important role in preventing crimes. Schools can provide moral lessons to help students develop a sound moral system. Since there is much misbehaviour promoted in public, if they are exposed to improper information, their moral awareness could prevent them from being misled. This could reduce juvenile delinquency and the possibilities of becoming criminals when they grow up.

On the other hand, others argue that nothing can be done hold this view for several reasons. To begin with, a fear of crime is a state of mind perpetuated by the media. For example, we are constantly bombarded with negative news stories about offence and violence on our streets. Thus, the belief is that whatever we do to reduce levels of crime, people will still be scared. Another belief is that this wrongdoing is caused by wider structural issues in society that are too difficult to tackle, such as the growing income gap between the rich and the poor. Little then can be done about this issue in the capitalist societies.

In conclusion, from my perspective, although tackling crimes is challenging, the prevention can be achieved through the measures mentioned above. Therefore, both the government and the education system should take responsibility to build a secure society.

KEY LISTENING

<i>Riverdale Pre-school</i> 1 keogh 2 15 3 garden 4 music 5 story 6 470 7 farm 8 toy 9 pillow 10 0914638520	<i>Section 2:</i> 11 overseas 12 WOODSIDE 13 8 14 tuesday 15 website 16 C 17 C 18 B 19 A 20 C
<i>Research Project</i> 21 C 22 B 23 A 24 C 25 C 26 B 27 D 28 E 29 B 30 C	<i>Driverless vehicle competition</i> 31 computer science 32 rocks 33 video cameras 34 C 35 A 36 B 37 seminar 38 skills 39 ideas 40 team

Key reading

An important language development		Children's comprehension of television advertising		A New Voyage Round the World	
1	TRUE	14	C	27	A
2	FALSE	15	D	28	C
3	TRUE	16	G	29	B
4	TRUE	17	D	30	A
5	NOT GIVEN	18	E	31	C
6	stones	19	B	32	F
7	cloth	20	D	33	E
8	receipt	21	C	34	C
9	envelope	22	F	35	D
10	sheep	23	scene	36	NOT GIVEN
11	triangles	24	separators	37	NO
12	accounting	25	host-selling	38	NO
13	paper	26	funnier	39	NOT GIVEN
				40	YES