# IELTS Writing Course (Academic)

Downloadable Student Resources

**Preparation**

**Course-Z**

**Prepared for you by Ken哥哥**

Please be advised that this resource is a study companion designed to complement your learning experience for Ken哥哥's IELTS Academic Writing Course.

The enclosed material is not a substitute for the complete lessons and is not intended for distribution on its own.

# Preparation

**What you need to know for a Band 7+ in Academic Writing**

**Prepared for you by Ken哥哥**

## 1. Task Achievement

**You should…**

**Candidates should be able to take care of the requirements from the task(s).**

**Example:**

*The table below gives information on the time spent on social media platforms by people in 3 different age groups.*

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

## 1. Task Achievement

**A score of Band 7 should allow for some room for error.**

## 2. Coherence and Cohesion

**You should…**

Candidates should be able to organize the information logically.

Writing organization: You need to know what to say, how to say it, and in which order to say them.

**Solution:**

The writing guide will have Writing Outlines for Task 1 / Task 2

Detailed practice outlines for Task 1 and Task 2 will be provided in the course.

## 3. Lexical Resources - "English Foundation"

You should…

Candidates should be able to use a good range of vocabulary to show a degree of precision in their writing.

**HOWEVER**, it is recommended that all candidates master at least 2000 core words in the English language for the best effect in ALL of IETLS.

## 3. Lexical Resources - "English Foundation"

### Useful vocabularies for Task 1:

**Useful vocabularies for Task 1:**

**Verbs to show sharp increase:**

1. **Skyrocket**
2. **Soar**
3. **Jump**
4. **Spike**
5. **Surge**

**Useful vocabularies for Task 1:**

**Verbs to show normal increase:**

1. Rise

2. Increase

3. Grow

4. Gain

**Verbs to show sharp decrease:**

1. Plummet

2. Nosedive

3. Sink

4. Plunge

**Useful vocabularies for Task 1:**

**Verbs to show normal decrease:**

1. **Drop**

2. **Lower**

3. **Fall**

4. **Decline**

5. **Decreased**

6. **Go down**

**Useful vocabularies for Task 1:**

**Verbs to show a steady pattern:**

1. Maintain

2. Keep

3. Sustain

4. Retain

5. Remain

**Useful phrases for Task 1:**

**Expressions to show a sudden change of direction:**

1. **Something makes a u-turn**

2. **Something did a turnaround**

3. **Something did a one-eighty**

4. **Something makes a reversal**

**Useful phrases for Task 1 or Task 2:**

**Vocabularies to summarize your thoughts:**

**( Task 1: Macro Data Cohesive Devices)**

1. **Generally speaking,…**

2. **To sum up the major findings,…**

3. **To sum it all up,…**

4. **In summary,…**

5. **In short,…**

6. **On the whole,…**

**Useful vocabularies for Task 1 and Task 2:**

**Vocabularies to introduce additional items**

1. Also,…

2. And…,

3. In addition to…,

4. What is more,…

**Useful vocabularies for Task 1 and Task 2:**

**Vocabularies to show dissimilarity (contrasting words)**

1. However,…

2. On the contrary,…

3. On the other hand,…

4. Alternatively,…

5. Instead,…

**Useful vocabularies for Task 1 and Task 2:**

**Vocabularies to introduce order or sequence**

1. Firstly,
2. First and foremost,…
3. Secondly, / Thirdly,…
4. On top of that,…
5. Afterwards,…
6. More importantly,…
7. Next,…
8. And then,…
9. Finally,…
10. Lastly,…
11. In the end,…

# Preparation

## The Bare Minimum on Grammar Part 1

**Tenses:**

**Past Tense:**

| | Simple | Continuous / Progressive | Perfect | Perfect Continuous / Perfect Progressive |
|---|---|---|---|---|
| Timeline | P ——— F | P ——— F | P ——— F | P ——— F |
| Example | I studied for IELTS. | I was studying for IELTS. | I had studied IELTS before dinner. | I had been studying for IELTS before dinner. |
| When? | Started and finished in the past | Started and lasted for some time in the past | Started and finished before another action | Started and continued to another action |
| SVO | S+V'ptense+O | S+was+V'ing+O | S+had+V'pp +O | S+had been+V'ing+O |

**Tenses:**

**Present Tense:**

| | Simple | Continuous / Progressive | Perfect | Perfect Continuous / Perfect Progressive |
|---|---|---|---|---|
| Timeline | P · · \| · · F | P ●→ F | P ●—● F | P ●→ F |
| Example | I study for IELTS. | I am studying for IELTS. | I have studied for IELTS. | I have been studying for IELTS. |
| When? | All the time | Still happening | Past to now | Past to now and still happening |
| SVO | S+V+O | S+Be+V'ing+O | S+have+V'pp+ O | S+have been+V'ing+O |

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**Tenses:**

**Future Tense:**

|  | Simple | Continuous / Progressive | Perfect | Perfect Continuous / Perfect Progressive |
|---|---|---|---|---|
| Timeline | P ———\|——— • F | P ———\|——— •→ F | P ———\|——— • • F | P ———\|——— •—• F |
| Example | I will study for IELTS. | I will be studying for IELTS. | I will have studied for IELTS before tomorrow's test. | I will have been studying for IELTS until tomorrow's test. |
| When? | Some time in the future | Some time in the future and on-going | Some time in the future before another action | Some time in the future and continues to another action |
| SVO | S+will+V+O | S+will be+V'ing+O | S+will have+V'pp+O | S+will have been+V'ing+O |

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## Tenses in action (An example)

*The table below gives information on the time spent on social media platforms in different periods by people in 3 different age groups.*

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

| | Time spent on social media from 2000 - 2004 (daily average in hours) | Time spent on social media from 2005 - 2008 (daily average) | Time spent on social media from 2009 - 2012 (daily average) |
|---|---|---|---|
| Ages 13-17 | 0.5h ★ | 3h ★ | 5h |
| Ages 18-22 | 0.5h | 2.5h | 3h |
| Ages 23-27 | 0.3h | 2h | 2h |

Idea: Time spent on social media remained low until 2005.

**Let's write the two starred data points out**

| | Time spent on social media from 2000 - 2004 (daily average in hours) | Time spent on social media from 2005 - 2008 (daily average) |
|---|---|---|
| Ages 13-17 | 0.5h → 3h | |
| Ages 18-22 | 0.5h | 2.5h |
| Ages 23-27 | 0.3h | 2h |

The occurrence is continuous

| Perfect | Perfect Continuous / Perfect Progressive |
|---|---|
| ●● ‖ P   F | ●—● ‖ P   F |
| I had studied IELTS before dinner. | I had been studying for IELTS before dinner. |
| Started and finished before another action | Started and continued to another action |
| S+had+ V'pp +O | S+had been+V'ing+O |

**S + had + been + v'ing + O =**

*Time spent on social media by people ages 13 to 17 from 2000 to 2004 had been remaining low until it sky-rocketed in 2005.*

# Preparation

## The Bare Minimum on Grammar Part 2

## 1. Subject-verb Agreement

**The verb must agree with the subject's plurality in the sentence.**

**Example:**

Verb: Be

These men are angry.

This group of men is angry.

*"Groups" are usually treated as a whole: singular.*

## 1. Active and passive voice

**Active voice = The subject "acts" on the verb.**

**Example:**

E.g. Ken picked up the computer.

Ken is doing the "pick up".

*Write in active voice when possible because the relationship between the subject and the verb is clear.*

## 1. Active and passive voice

**Passive voice = The verb acts on the subject.**

**= Subject 被動**

**Example:**

| Object | Verb | Subject |
|--------|------|---------|

E.g. The computer was picked up by Ken. （電腦已被 Ken 拎走。)

Ken receives the action.

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**Why passive voice?**

**1. The subject is not important or purposefully left out.**

**Example:**

The computer was picked up.　　by who? Not important.

The pool will be built tomorrow.　　by who? The data might not say.

**Wait! But isn't the sentence missing a subject?**

**Yes but not really, because the subject is <span style="color:orange">implied</span>:**

**Example:**

The computer was picked up.      Subject = by someone

The pool will be built tomorrow.      Subject = by someone

## Compound sentences

### Coordinating conjunctions

**FANBOYS**

| | |
|---|---|
| For | 因為 |
| And | 並 |
| Nor | 也不 |
| But | 不過/相反 |
| Or | 或者/還是 |
| Yet | 然而 |
| So | 這樣/那麼 |

1. Ken picked up the computer.
2. He went to work.

Ken picked up the computer, and he went to work.

Ken picked up the computer, for he went to work

## Complex sentences

### Subordinating conjunctions

| | | |
|---|---|---|
| After | If | Though |
| Although | In order that | Till |
| As | In case | Unless |
| As if | Now that | Until |
| As long as | Once | Whenever |
| As soon as | Only | Where |
| As though | Only if | Whereas |
| Because | Provided that | Wherever |
| Before | Since | Whether (or |
| By the time | So | While |
| Even if | That | |
| Even though | Than | |

Cause-and-effect relationship (因果關係) between a dependent and independent clause.

Bad example:

e.g. *Ken picked up the computer, even if (即使) he likes to eat oranges.*

**???**

## Complex sentences

### Subordinating conjunctions

| After | If | Though |
|---|---|---|
| Although | In order that | Till |
| As | In case | Unless |
| As if | Now that | Until |
| As long as | Once | Whenever |
| As soon as | Only | Where |
| As though | Only if | Whereas |
| Because | Provided that | Wherever |
| Before | Since | Whether (or |
| By the time | So | While |
| Even if | That | |
| Even though | Than | |

Cause-and-effect relationship (因果關係) between a dependent and independent clause.

Bad example:

e.g. Ken picked up the computer, *even if (即使)* he likes to eat oranges.

???

**Task 1**

# Preparation

## Task 1 Explained and Writing Guide

**Task 1 Question Types: Quantitative Data (Measurable data)**

### 1. Trends Questions

What happened over the duration

What changed between a set time?

### 2. Comparative Questions

1. Order

2. Rank (if the data supports it)

3. Compare (if the data supports it)

**Task 1 Question Types: Qualitative Data (Use words to describe the data)**

**3. Process (Steps, Stages, Levels, Phases)**

Describe the steps, stages, levels or phases

**4. Maps or Map-like Diagrams**

Describe what's different between the two maps.

## Data Visualization

### 1. Lines
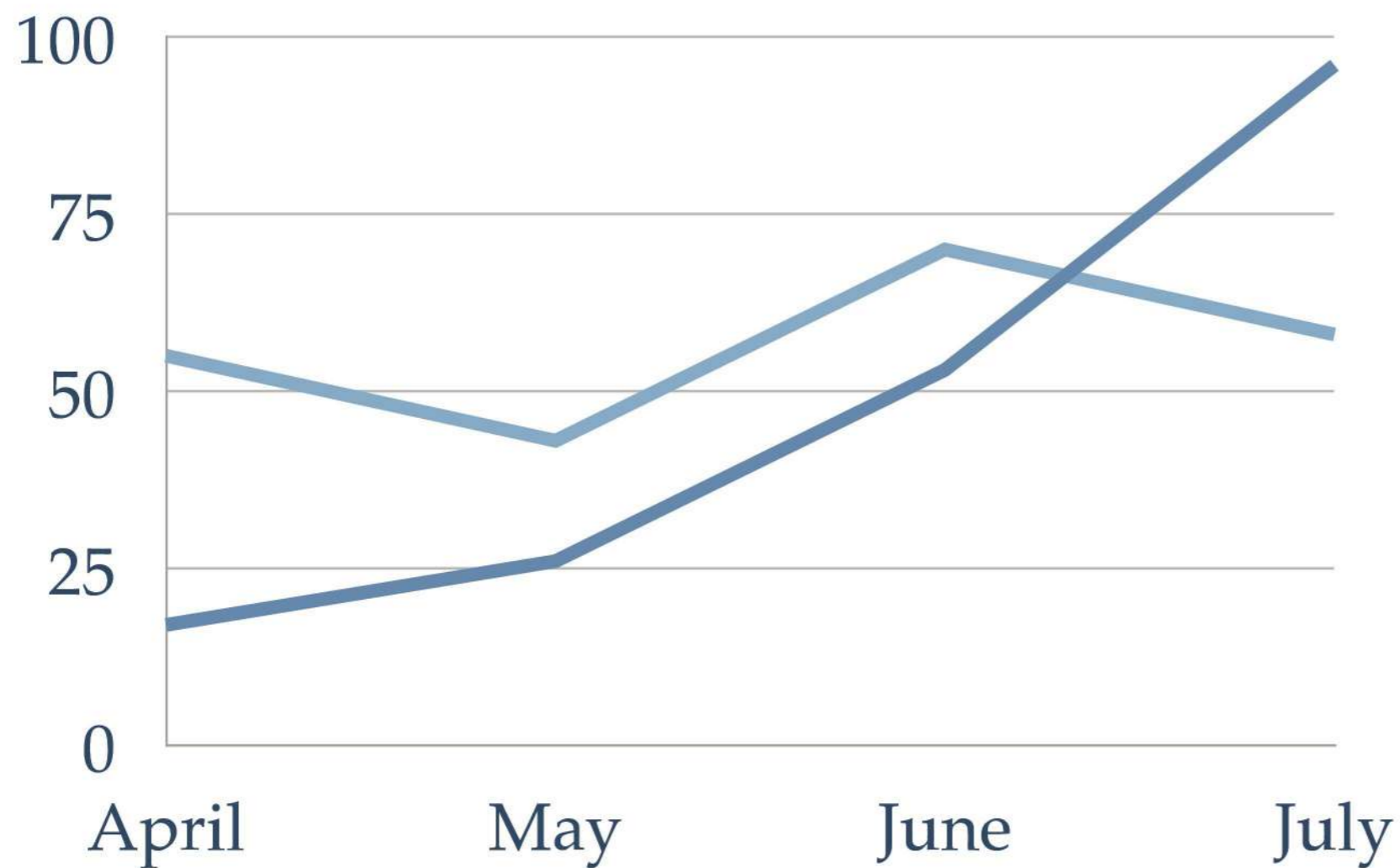
**Data Visualization**

**2. Bar graph**



Bar Graph
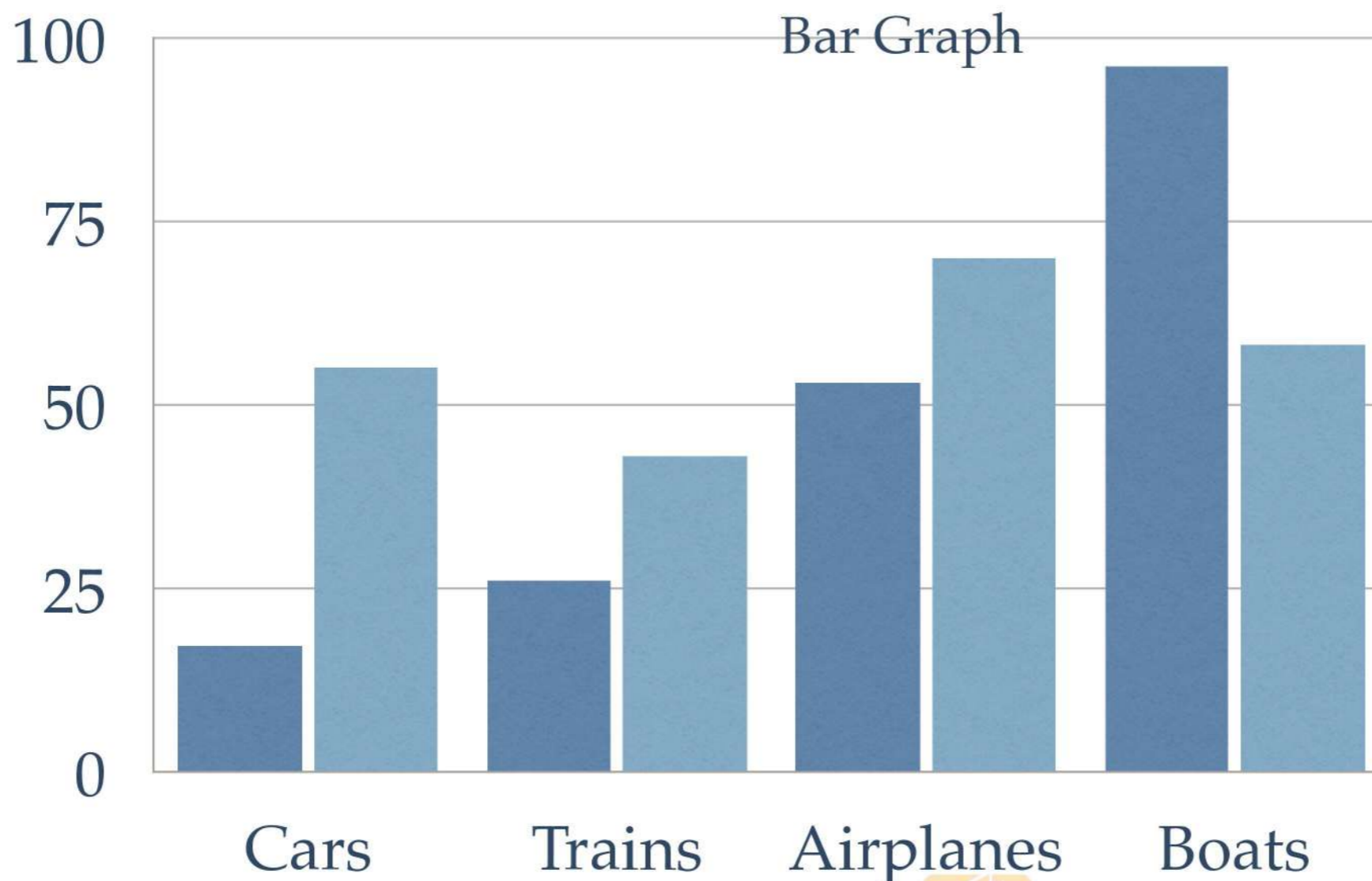
**Data Visualization**

**3. Tables**

|  | Test 1 | Test 2 | Test 3 |
|---|---|---|---|
| Group A | 45% | 13% | 6% |
| Group B | 23% | 23% | 89% |
| Group C | 45% | 66% | 11% |
| Group E | 65% | 33% | 33% |

**Data Visualization**

**4. Pie Chart**
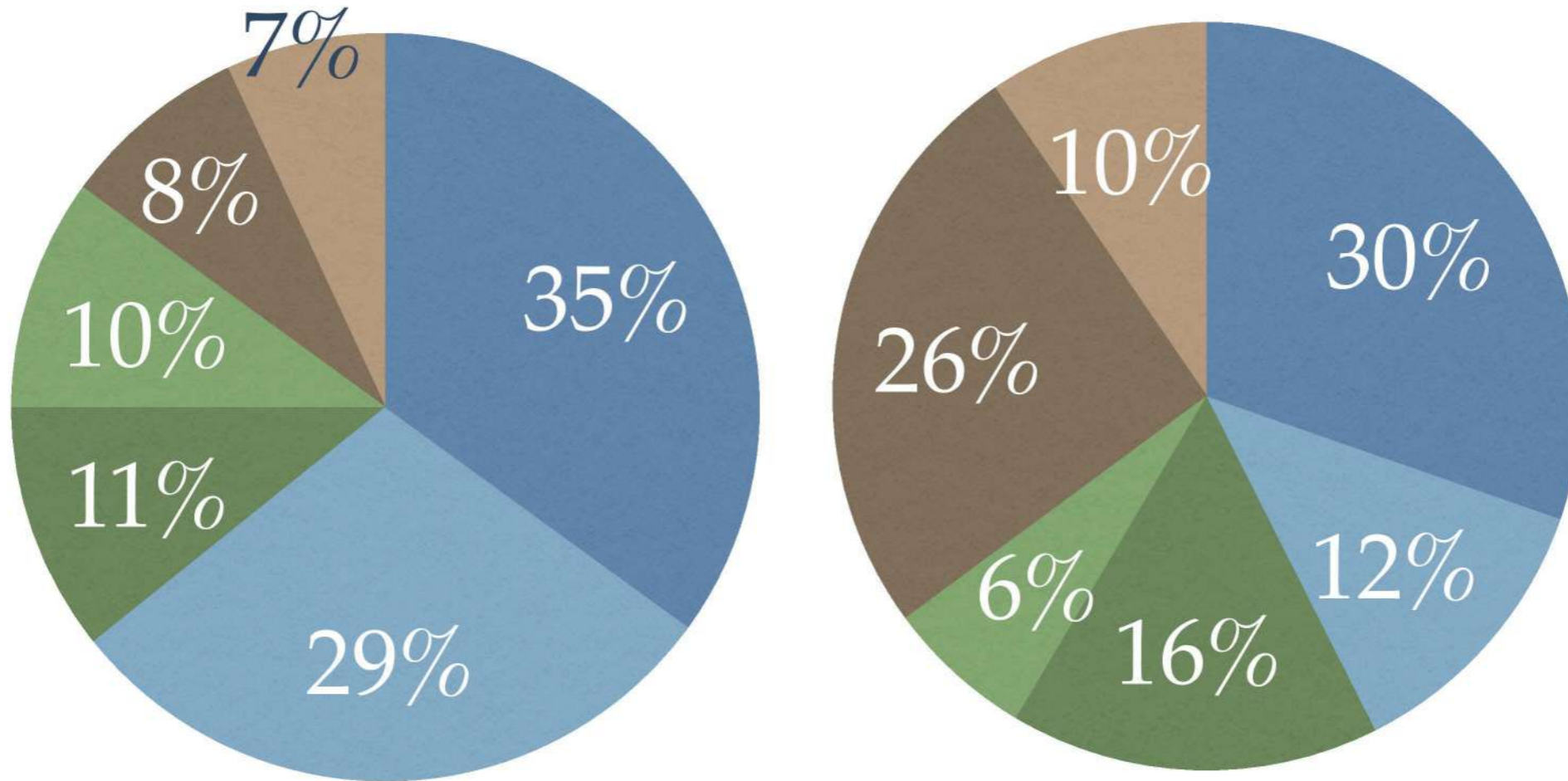
**Data Visualization**

**5. Maps or Map-like Diagrams**
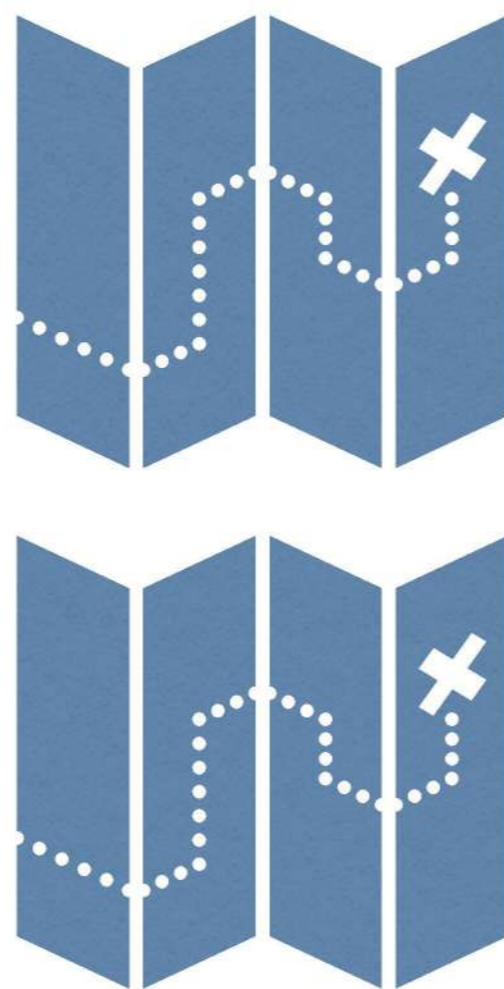
**Data Visualization**

**6. Steps / Stages / Levels / Phases**
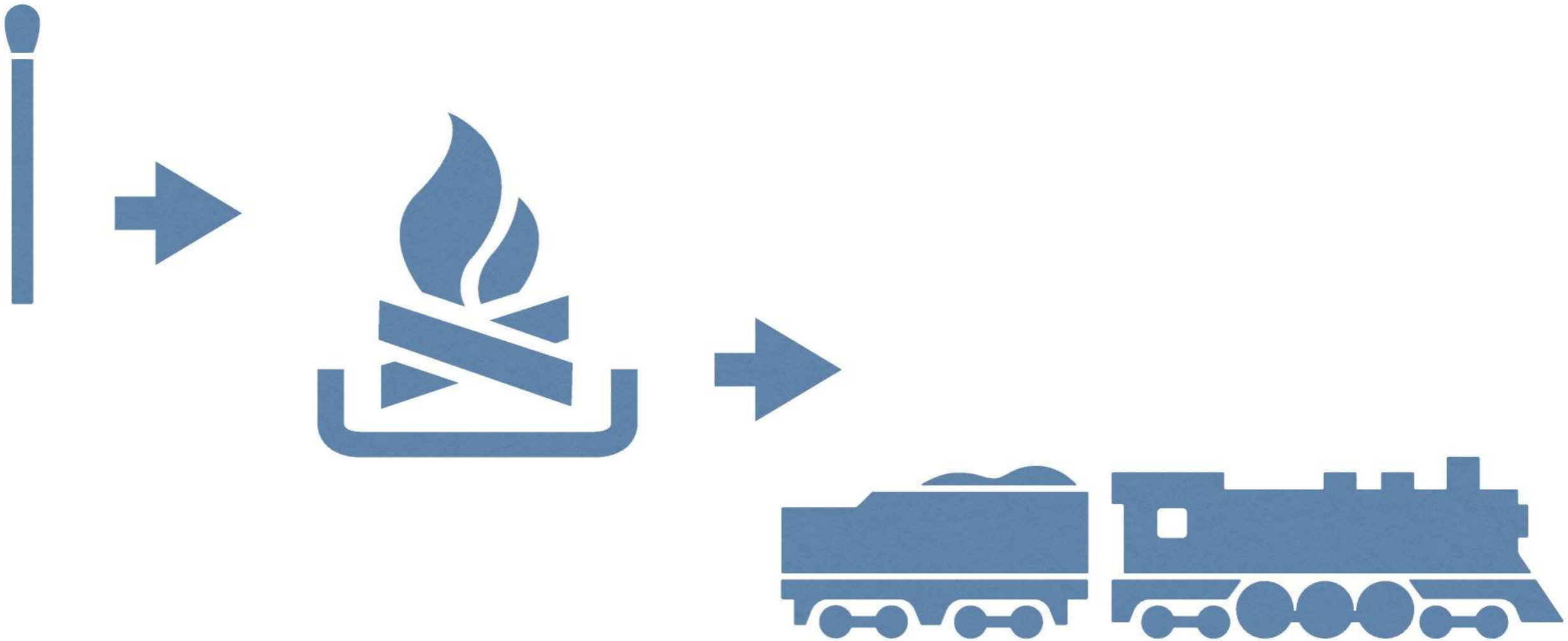
**Task 1 Important Reminders**

1. You just need to translate the data into English in 20 minutes.

2. Do not add your own interpretation / do not or create something that's not there (be boring even if you are an excellent writer)

3. We are a machine at this point. Think AI report writing for financial companies.

4. The data is telling the story, not you. No "I think." The subject should always be the data.

5. Don't overthink it.

Worst case scenario: Using simple sentences with simple tenses to state the data still counts as fulfilling the task.

**Task 1 Writing Guide**

~150 words 3-4 paragraphs

1. Introduction (Paraphrase the data description)

2. Macro summary of the data (宏觀) (Select your data nodes and write)

3. Micro summary of the data (細微) (Select your data nodes and write)

(Will require 1 to 2 paragraphs depending on the diagram)

## Looking at Task 1

*The graph below shows landline phone usage in Hong Kong between 1962 to 2012 by four different age groups.*

*Summarize the information by selecting and reporting the main features, and make comparisons where relevant.*
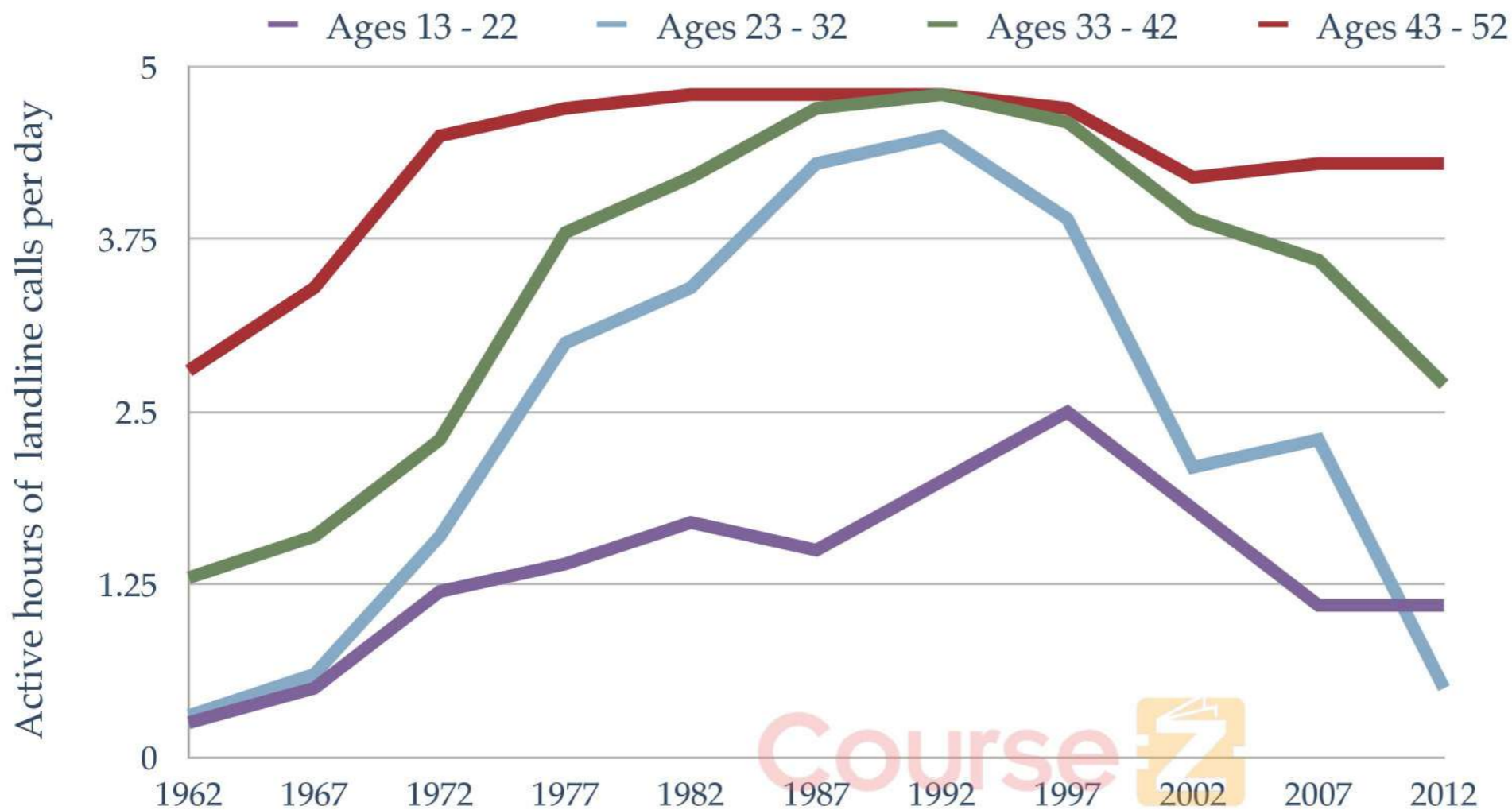
**What is a Data Node? What makes a good Data Node?**

A good data node should have one or more of the following types of data.

It should show when a data is…

- Starting / First / Before

- Ending / Last / After

- Lowest

- Highest

- Steps/Stages/Levels/Phases

- Pattern change

- Rank change

- Spikes

**Task 1**

# Preparation

**Trends - Line Graphs**

## Looking at Task 1

> *The graph below shows landline phone usage in Hong Kong between 1962 to 2012 by four different age groups.*
>
> *Summarize the information by selecting and reporting the main features, and make comparisons where relevant.*



Ages 13 - 22  Ages 23 - 32  Ages 33 - 42  Ages 43 - 52

Active hours of landline calls per day

5
3.75
2.5
1.25
0

1962 1967 1972 1977 1982 1987 1992 1997 2002 2007 2012

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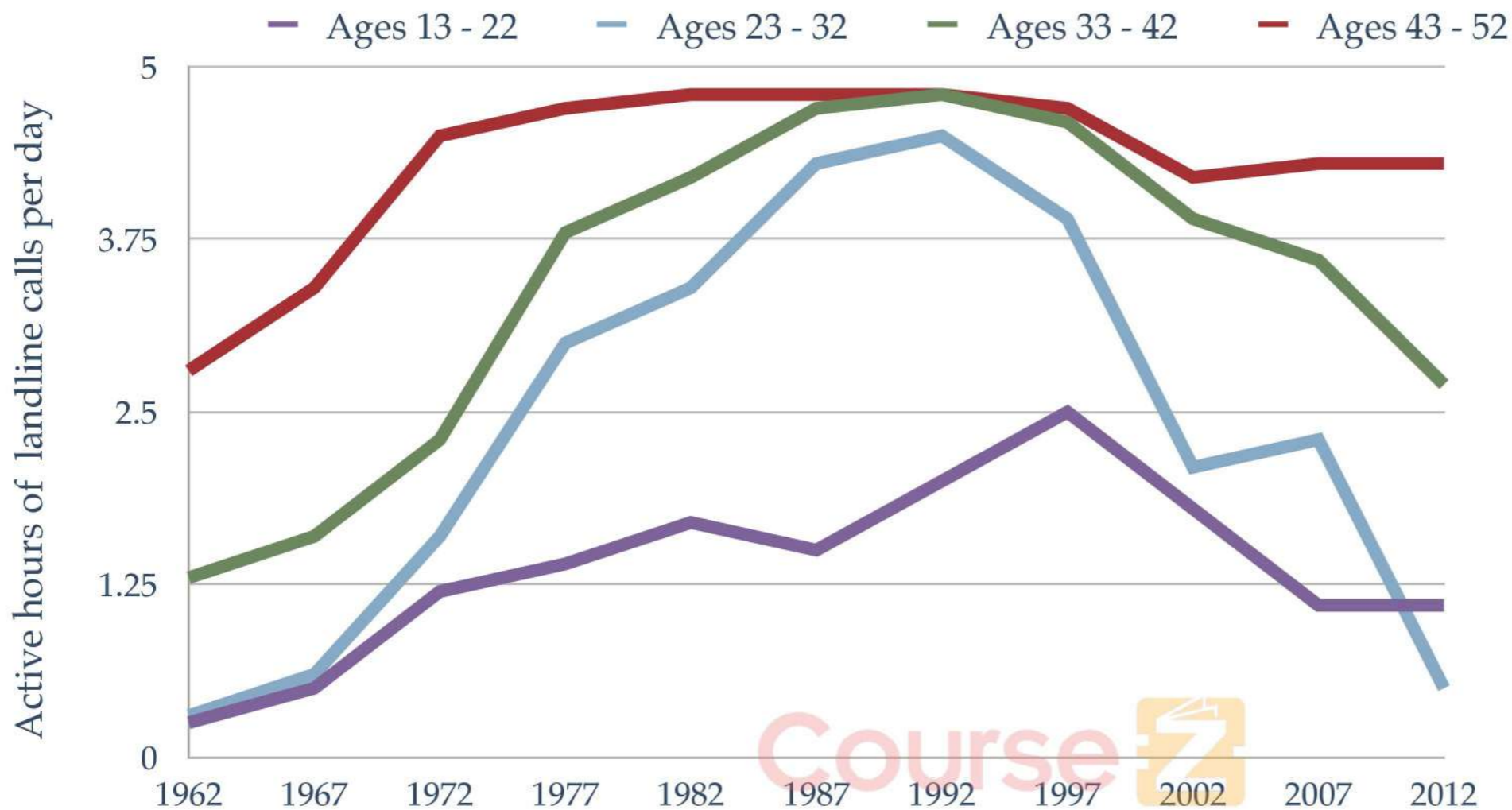
## Introduction:

*The graph below shows landline phone usage in Hong Kong between 1962 to 2012 by four different age groups.*

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

## Rephrase (Put into your own word):

*"The information tells us the amount of time Hongkongers spent talking on landline telephones by four different age ranges from 1962 to 2012."*

*or*

*"The data shows landline telephone usage from 1962 to 2012 by four different age groups in Hong Kong."*

## Macro Data Nodes



Legend: Ages 13 - 22, Ages 23 - 32, Ages 33 - 42, Ages 43 - 52

Y-axis: Active hours of landline calls per day (0, 1.25, 2.5, 3.75, 5)

X-axis: 1962, 1967, 1972, 1977, 1982, 1987, 1992, 1997, 2002, 2007, 2012

## Macro Data Nodes in action

*By looking at the bigger picture, people between 13 and 42 typically spent little time talking on landline phones in 1962 in Hong Kong, whereas people between 43 to 52 talked for much longer.*

*Furthermore, by 2012, landline phone talk time for people between 13 to 32 (in Hong Kong) is the lowest, but the usage is high for Hongkongers between 33 to 52 age group.*

## Micro Data Nodes
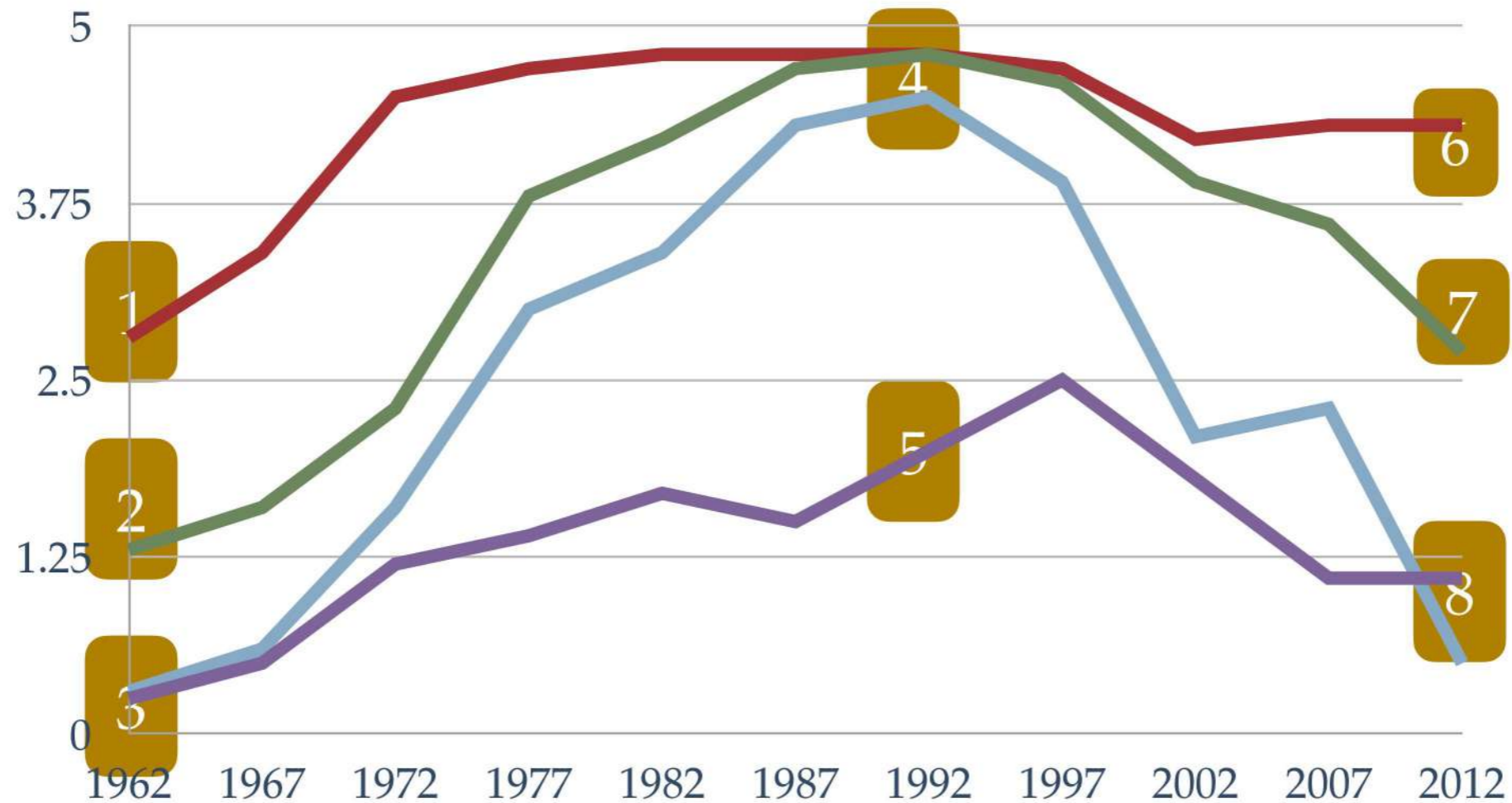
## Micro Data Nodes in action

*In 1962, Hongkonger between 43 to 52 spent about over 2.5 hours on the landline telephone each day.*

*Younger Hongkonger between 13 to 22 spent significantly less time at under 2 hours per day in 1992.*

*By 2012, the oldest age group (43 to 52) still spent a little over 4 hours on the landline phone.*

*In the same time, people between 33 to 42 used less at just over 2.5 hours.*

*Finally, in 2012, 13 to 32-year-olds in Hong Kong only spent an hour using landline phones.*
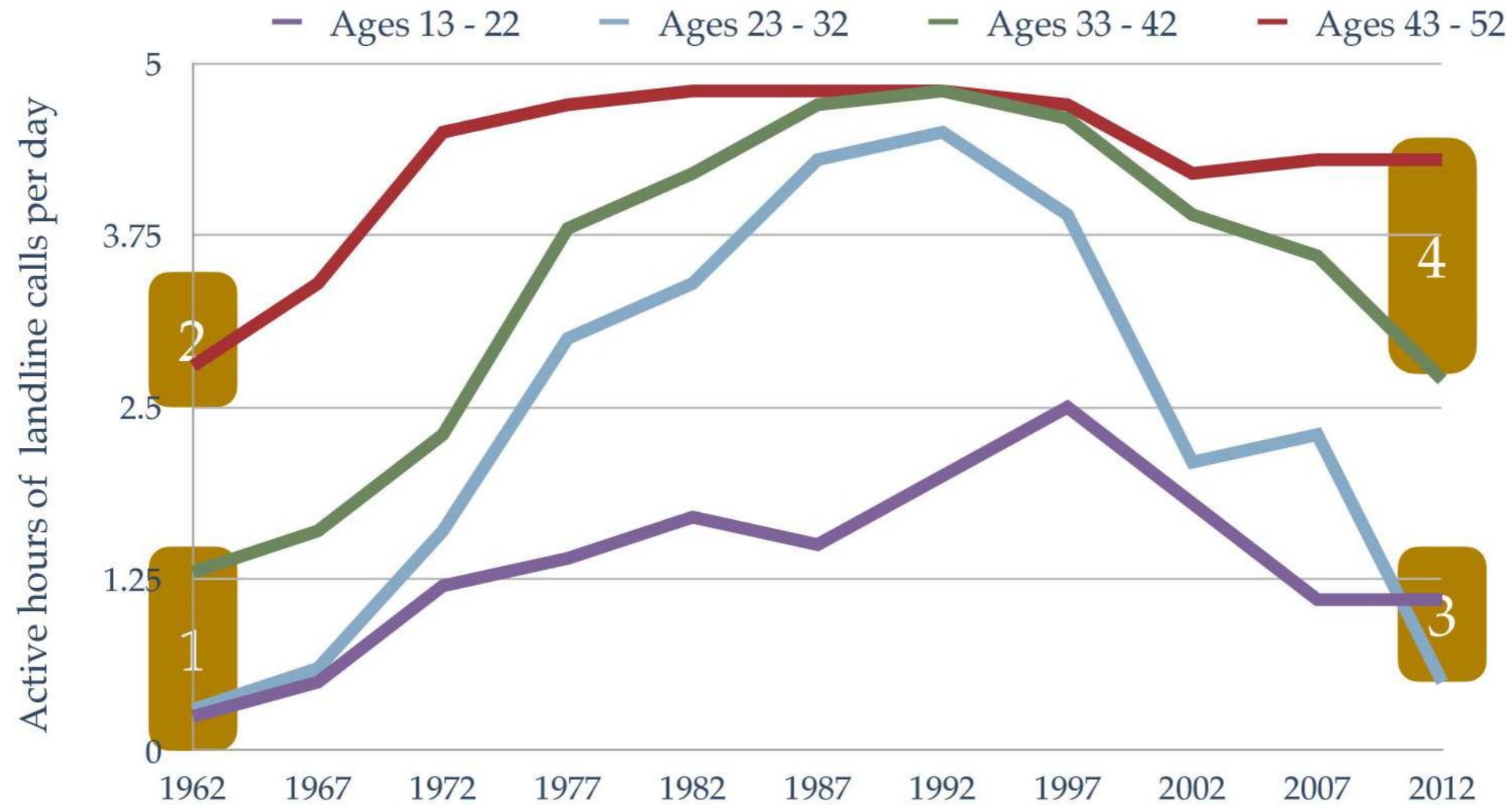
**Final script:**

**12 Data Nodes, 236 words**

*The information tells us the amount of time Hongkongers spent talking on landline telephones by four different age ranges from 1962 to 2012.*

*By looking at the bigger picture, people between 13 and 42 typically spent little time talking on landline phones in 1962 in Hong Kong, whereas people between 43 to 52 talked for much longer. Furthermore, by 2012, landline phone talk time for people between 13 to 32 (in Hong Kong) is the lowest, but the usage is high for Hongkongers between the 33 to 52 age group.*

*In 1962, Hongkonger between 43 to 52 spent about over 2.5 hours on the landline telephone each day. During the same period, people between 32 to 42 talked for 1 hour and 15 minutes, compared to people between 13 to 32 who spent almost no time at all on the phone. Moreover, in 1992, Hongkongers spent more time talking on the landline phone with around 4 hours each day for people between 23 and 52. Younger Hongkonger between 13 to 22 spent significantly less time at under 2 hours per day in 1992. By 2012, the oldest age group (43 to 52) still spent a little over 4 hours on the landline phone. In the same, people between 33 to 42 used less at just over 2.5 hours. Finally, in 2012, 13 to 32-year-olds in Hong Kong only spent an hour using landline phones.*

**Task 1**

# Preparation

**Trends - Bar Graphs**

## Looking at Task 1

*The chart below shows the information on the average individual's meat consumption from 2010 to 2040 in Japan and Germany.*

*Summarize the information by selecting and reporting the main features, and make comparisons where relevant.*
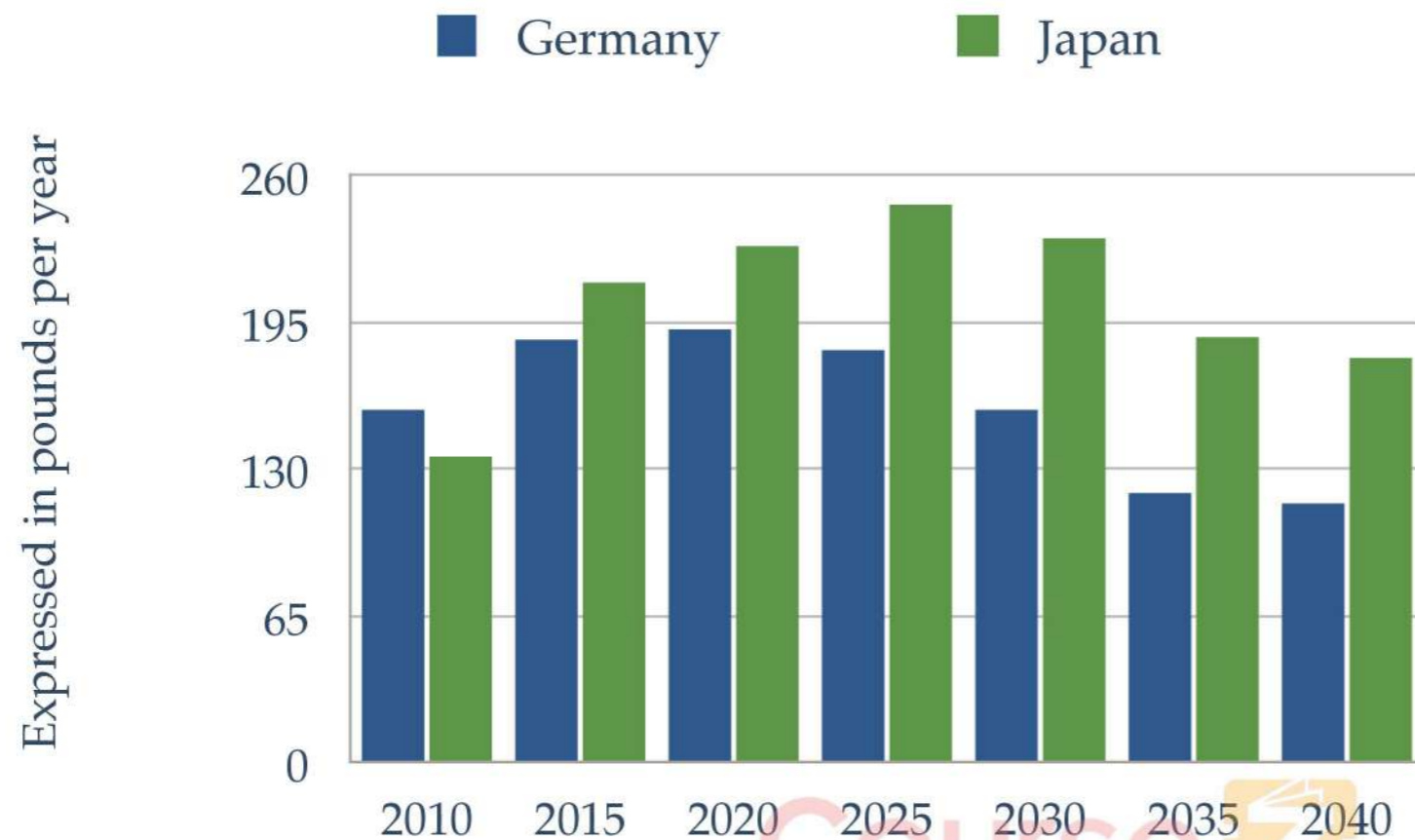
## Introduction:

> *The chart below shows the information on the average individual's meat consumption from 2010 to 2040 in Japan and Germany.*
>
> *Summarize the information by selecting and reporting the main features, and make comparisons where relevant.*

## Rephrase (Put into your own word):

*The data gives information on the meat-eating habits of the average person from Japan and Germany, from the period of 2010 to 2040.*

## Macro Data Nodes
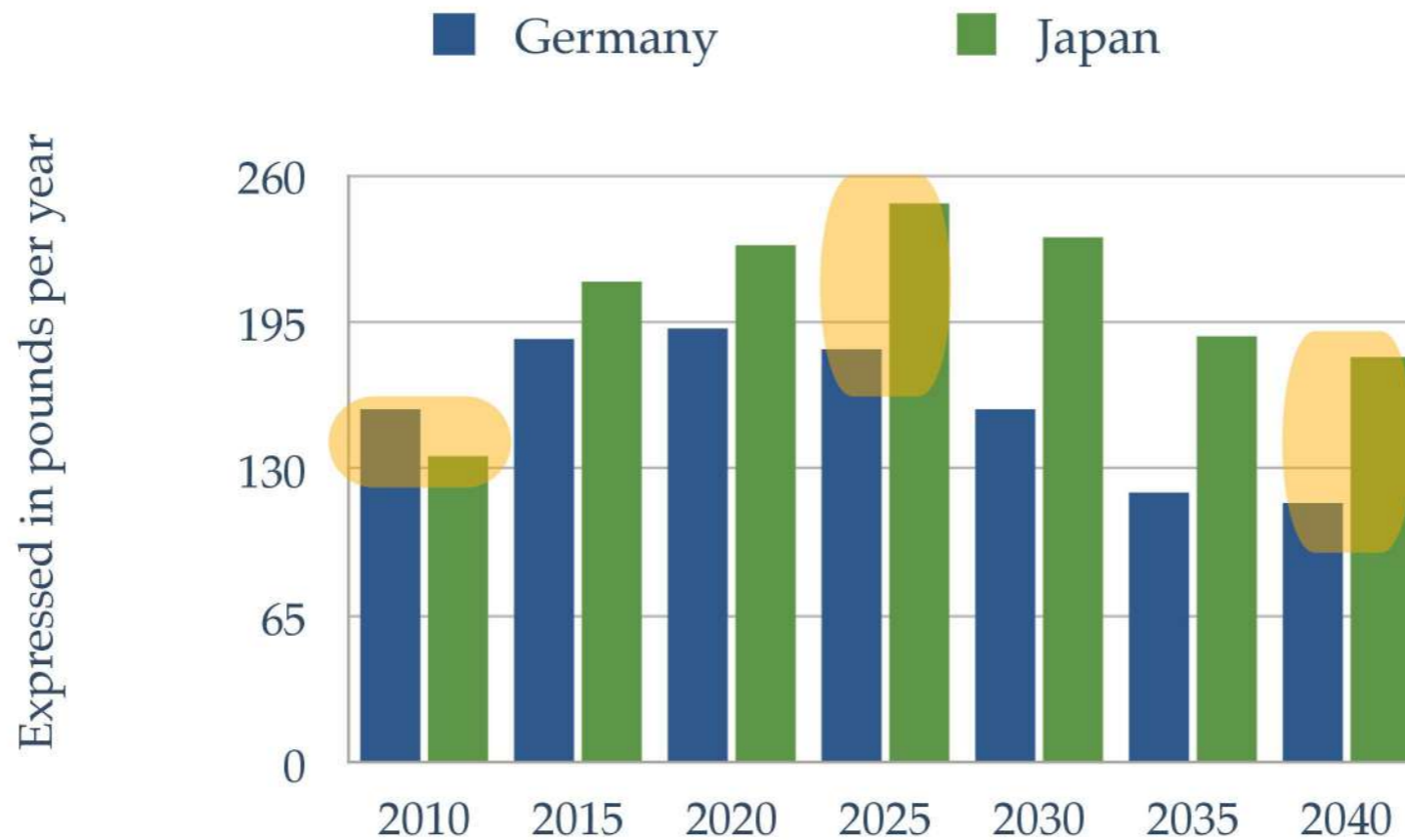
**Macro Data Nodes in action**

*In general, meat consumption levels between the people of Japan and Germany were comparable in 2010.*

*However, in 2025, the similarity in consumption will seem to stop, with Germany's falling meat appetite.*

*By 2040, the average Japanese will consume a lot more meat than the Germans.*

## Micro Data Nodes
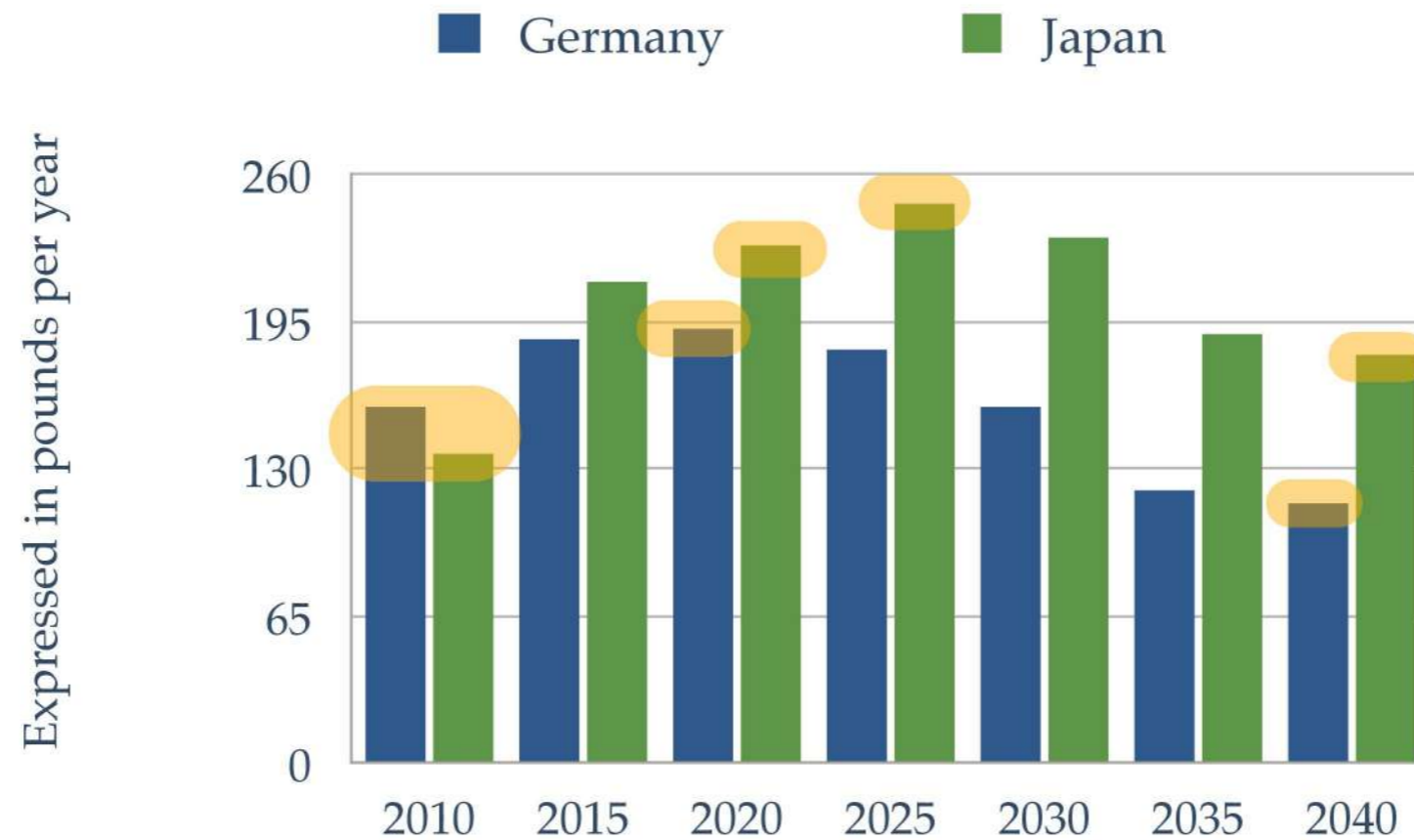
## Micro Data Nodes in action

*At the start, the average person in Japan and Germany consumed about 140 pounds of meat in 2010.*

*However, starting in 2020, the two countries' meat-eating habits are no longer rising together, with the people in Germany eating their highest amount of meat at just under 195 pounds that year.*

*For the average Japanese, they will be eating around 220 pounds of meat in 2020.*

*Five years later, the average Japanese citizen will reach peak meat consumption, with the average person eating under 260 pounds of meat a year.*

*At the end of the data period, the people of Germany will just eat about 110 pounds of meat a year per person, less than what they used to eat in 2010, and for the people Japan, they will eat close to 180 pounds.*

**Final script:**

**12 Data Nodes, 204 words**

*The data gives information on the meat-eating habits of the average person from Japan and Germany, from the period of 2010 to 2040.*

*In general, meat consumption levels between the people of Japan and Germany were comparable in 2010. Younger Hongkonger between 13 to 22 spent significantly less time at under 2 hours per day in 1992. By 2040, the average Japanese will consume a lot more meat than the Germans.*

*At the start, the average person in Japan and Germany consumed about 140 pounds of meat in 2010. However, starting in 2020, the two countries' meat-eating habits are no longer rising together, with the people in Germany eating their highest amount of meat at just under 195 pounds that year. For the average Japanese, they will be eating around 220 pounds of meat in 2020. Five years later, the average Japanese citizen will reach peak meat consumption, with the average person eating under 260 pounds of meat a year. At the end of the data period, the people of Germany will just eat about 110 pounds of meat a year per person, less than what they used to eat in 2010, and for the people Japan, they will eat close to 180 pounds.*

**Task 1**

# Preparation

**Trends - Tables**

## Looking at Task 1

*The tables below give information on phone and computer shipments from different original equipment manufacturers (OEMs) in 2003 and 2013.*

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

| Phone | 2003 (in millions) | 2013 (in millions) |
|---|---|---|
| A tech | 30 | 46 |
| B tech | 13 | 12 |
| C tech | 15 | 32 |
| D tech | 23 | 12 |

| Computer | 2003 (in millions) | 2013 (in millions) |
|---|---|---|
| A tech | 1 | 1.5 |
| B tech | 0.5 | 0.5 |
| C tech | 0.5 | 1 |
| D tech | 8 | 5.5 |

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## Introduction:

*The tables below give information on phone and computer shipments from different original equipment manufacturers (OEMs) in 2003 and 2013.*

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

## Rephrase (Put into your own word):

*The data tells us shipment performance from four original equipment manufacturers (OEMs) in phones and computers for two periods, 2003 and 2013.*

## Macro Data Nodes

| Phone | 2003 (in millions) | 2013 (in millions) |
|---|---|---|
| A tech | 30 | 46 |
| B tech | 13 | 12 |
| C tech | 15 | 32 |
| D tech | 23 | 12 |

| Computer | 2003 (in millions) | 2013 (in millions) |
|---|---|---|
| A tech | 1 | 1.5 |
| B tech | 0.5 | 0.5 |
| C tech | 0.5 | 1 |
| D tech | 8 | 5.5 |

## Macro Data Nodes in action

*Generally speaking, in 2013, the two OEMs that shipped the least amount of phones were B tech and C tech out of the four.*

*In the same year, computer shipments were also low for A tech, B tech, and C tech. (D tech was the only standout OEM.)*

*However, in 2013, C tech managed to improve their phone shipments significantly (compared to 2003), while D tech lost shipment levels in the same year for computers (compared to 2003).*

## Micro Data Nodes

| Phone | 2003 (in millions) | 2013 (in millions) |
|-------|--------------------|--------------------|
| A tech | 30 | 46 |
| B tech | 13 | 12 |
| C tech | 15 | 32 |
| D tech | 23 | 12 |

| Computer | 2003 (in millions) | 2013 (in millions) |
|----------|--------------------|--------------------|
| A tech | 1 | 1.5 |
| B tech | 0.5 | 0.5 |
| C tech | 0.5 | 1 |
| D tech | 8 | 5.5 |

## Micro Data Nodes in action

*From 2003 to 2013, A tech has seen an improvement in terms of phone shipments, as they were able to increase it from 30 million devices to 46 million devices by 2013.*

*Also, C tech followed a similar growth pattern, as they increased the phone shipments from 15 million units in 2003 to 32 million units in 2013.*

*In contrast, D tech lost phone shipment volume from 2003 to 2013, as they dropped to 12 million units ship in 2013 from 23 million units in 2003.*

*In terms of computer shipments, B tech and C tech both shipped half a million devices in 2003.*

*However, B tech and C tech's computer shipment remained roughly the same, averaging at around 750,000 devices shipped in 2013.*

*D tech was leading computer shipments in 2003, at 8 million devices, but experienced a drop by 2013 to 5 and a half million devices.*

**Final script:**

**14 Data Nodes, 272 words**

*The data tells us shipment performance from four original equipment manufacturers (OEMs) in phones and computers for two periods, 2003 and 2013.*

*Generally speaking, in 2013, the two OEMs that shipped the least amount of phones were B tech and C tech out of the four. In the same year, computer shipments were also low for A tech, B tech, and C tech. (D tech was the only standout OEM.) However, in 2013, C tech managed to improve their phone shipments significantly ( compared to 2003), while D tech lost shipment levels in the same year for computers ( compared to 2003).*

*From 2003 to 2013, A tech has seen an improvement in terms of phone shipments, as they were able to increase it from 30 million devices to 46 million devices by 2013. Also, C tech followed a similar pattern of growth, as they increased the phone shipments from 15 million units in 2003 to 32 million units in 2013. In contrast, D tech lost phone shipment volume from 2003 to 2013, as they dropped to 12 million units ship in 2013 from 23 million units in 2003.*

*In terms of computer shipments, B tech and C tech both shipped half a million devices in 2003. However, B tech and C tech's computer shipment remained roughly the same, averaging at around 750,000 devices shipped in 2013. D tech was leading computer shipments in 2003, at 8 million devices, but experienced a drop by 2013 to 5 and a half million devices.*

# Task 1

# Preparation

## Trends - Pie Charts

## Looking at Task 1

> *The charts below give information on soft drink label preferences for the Hong Kong population in 2010 and 2020.*
>
> *Summarize the information by selecting and reporting the main features, and make comparisons where relevant.*
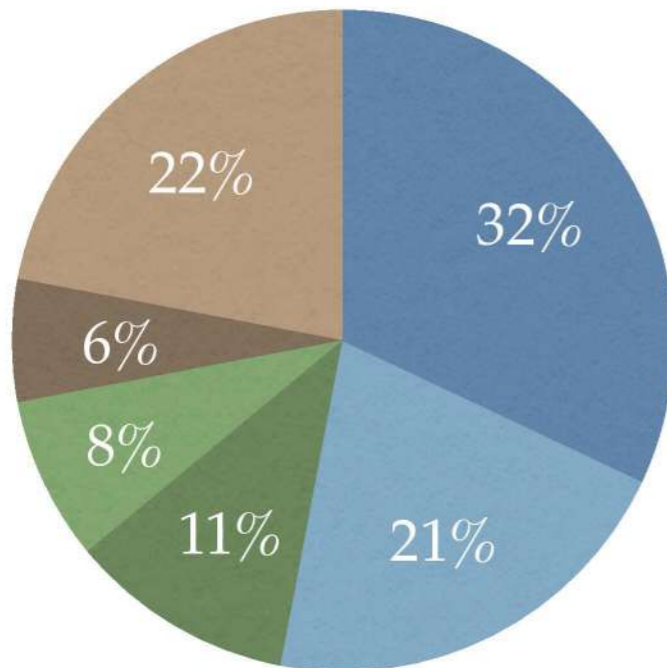
### 2010



### 2020
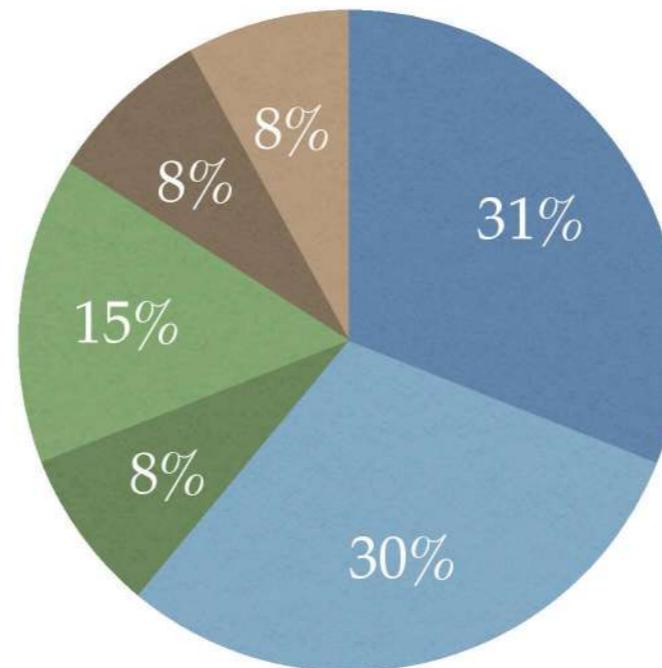


● Coca-Cola    ● Pepsi    ● Sprite    ● Fanta    ● Ribena    ● Schweppes

## Introduction:

*The charts below give information on soft drink label preferences for the Hong Kong population in 2010 and 2020.*

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

## Rephrase (Put into your own word):

*The data tells us the soda company preferences for Hongkongers in 2010 and 2020.*

## Macro Data Nodes
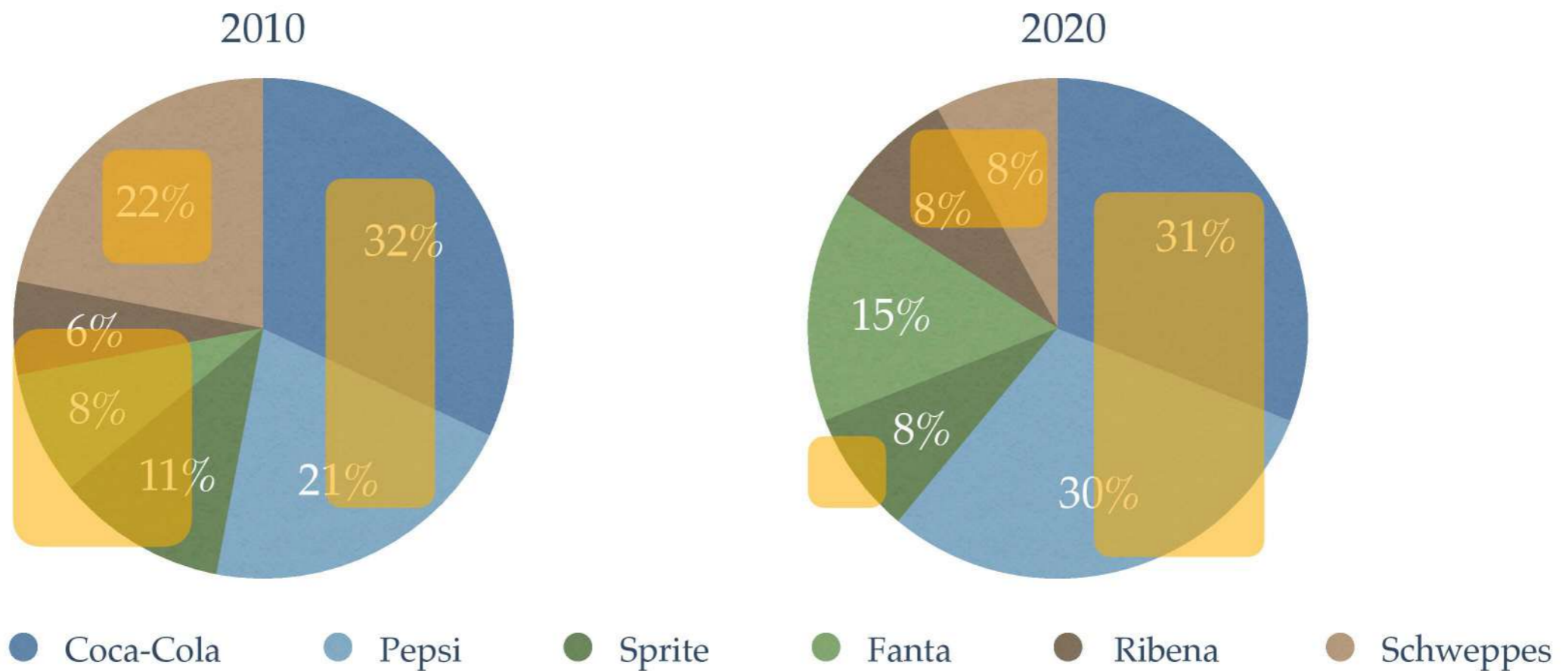


2010

2020

- Coca-Cola
- Pepsi
- Sprite
- Fanta
- Ribena
- Schweppes

2010: 32%, 22%, 6%, 8%, 11%, 21%

2020: 31%, 8%, 8%, 8%, 15%, 8%, 30%

## Macro Data Nodes in action

*Generally speaking, in 2010, Coco-cola and Pepsi represented half of what Hongkongers prefer to drink.*

*In the same year, Schweppes was popular as well and shared what was left along with the rest of the three soft drink labels.*

*Continuing their majority in 2020, Coca-Cola and Pepsi are still the main labels preferred by Hongkongers, and the three smaller brands of Ribena, Schweppes, and Sprite share a fraction of the market.*

## Micro Data Nodes

2010



2020



| ● Coca-Cola | ● Pepsi | ● Sprite | ● Fanta | ● Ribena | ● Schweppes |
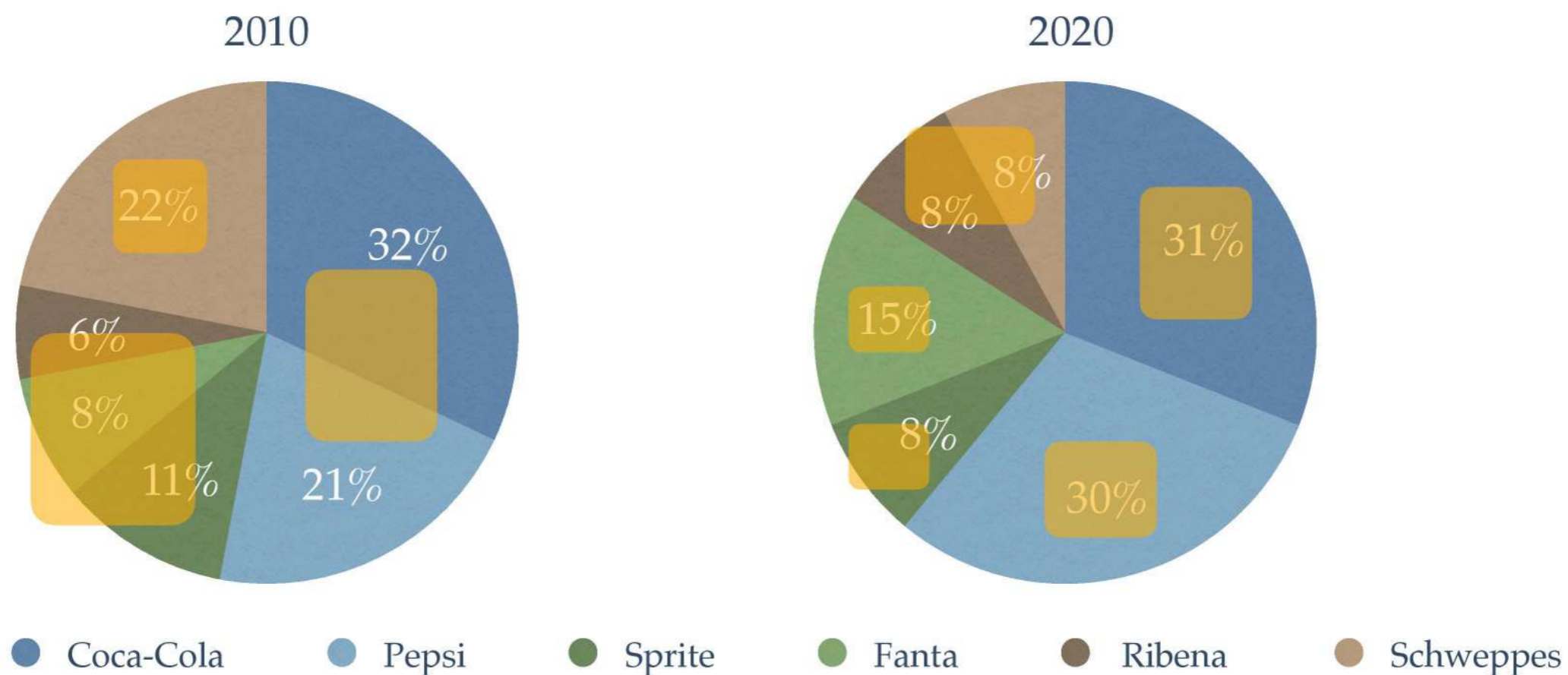
## Micro Data Nodes in action

*In the year 2010, Coco-cola and Pepsi had the majority control of Hongkonger's preference in soft drinks; Coca-cola had 32%, and Pepsi had 21%.*

*By 2020, Coco-Cola remains the market leader, with 31% of Hongkongers still favouring it.*

*However, during the same, Pepsi caught up significantly and rose to take 30%.*

*Back in 2010, Schweppes was a strong brand in the eyes of the people of Hong Kong, with 22% favouring it.*

*Sprite, Fanta, and Ribena made up a quarter of the market in Hongkonger's preferred soft drinks in 2010.*

*The story is different in 2020 for Schweppes, Sprite, and Ribena, and the three company's combined market share only equals roughly one quarter, with each company sharing 8% of the market.*

*Fanta performed well in 2020 when compared to 2010 numbers with a rise to 15% by the end of the data period.*

**Final script:**

**12 Data Nodes, 247 words**

*The data tells us the soda company preferences for Hongkongers in 2010 and 2020.*

*Generally speaking, in 2010, Coco-cola and Pepsi represented half of what Hongkongers prefer to drink. In the same year, Schweppes was popular as well and shared what was left along with the rest of the three soft drink labels. Continuing their majority in 2020, Coca-Cola and Pepsi are still the main labels preferred by Hongkongers, and the three smaller brands of Ribena, Schweppes, and Sprite share a fraction of the market.*

*In the year 2010, Coco-cola and Pepsi had the majority control of Hongkonger's preference in soft drinks; Coca-cola had 32%, and Pepsi had 21%. By 2020, Coco-Cola remains the market leader, with 31% of Hongkongers still favouring it. However, during the same, Pepsi caught up significantly and rose to take 30%. Back in 2010, Schweppes was a strong brand in the eyes of the people of Hong Kong, with 22% favouring it. Sprite, Fanta, and Ribena made up a quarter of the market in Hongkonger's preferred soft drinks in 2010. The story is different in 2020 for Schweppes, Sprite, and Ribena, and the three company's combined market share only equals roughly one quarter, with each company sharing 8% of the market. Fanta performed well in 2020 when compared to 2010 numbers with a rise to 15% by the end of the data period.*

**Task 1**

# Preparation

**Comparative - Bar Graphs**

## Looking at Task 1

> *The chart below shows the different expenditures of families with and without children in Hong Kong in 2020.*
>
> *Summarize the information by selecting and reporting the main features, and make comparisons where relevant.*



Legend: ▇ Family with children  ▇ Family without children

Y-axis: Portion of monthly household income in %

Categories: Food, Hobbies, Clothings, Rent, Entertainment, Restaurants, Savings

Prepared for you by Ken哥哥
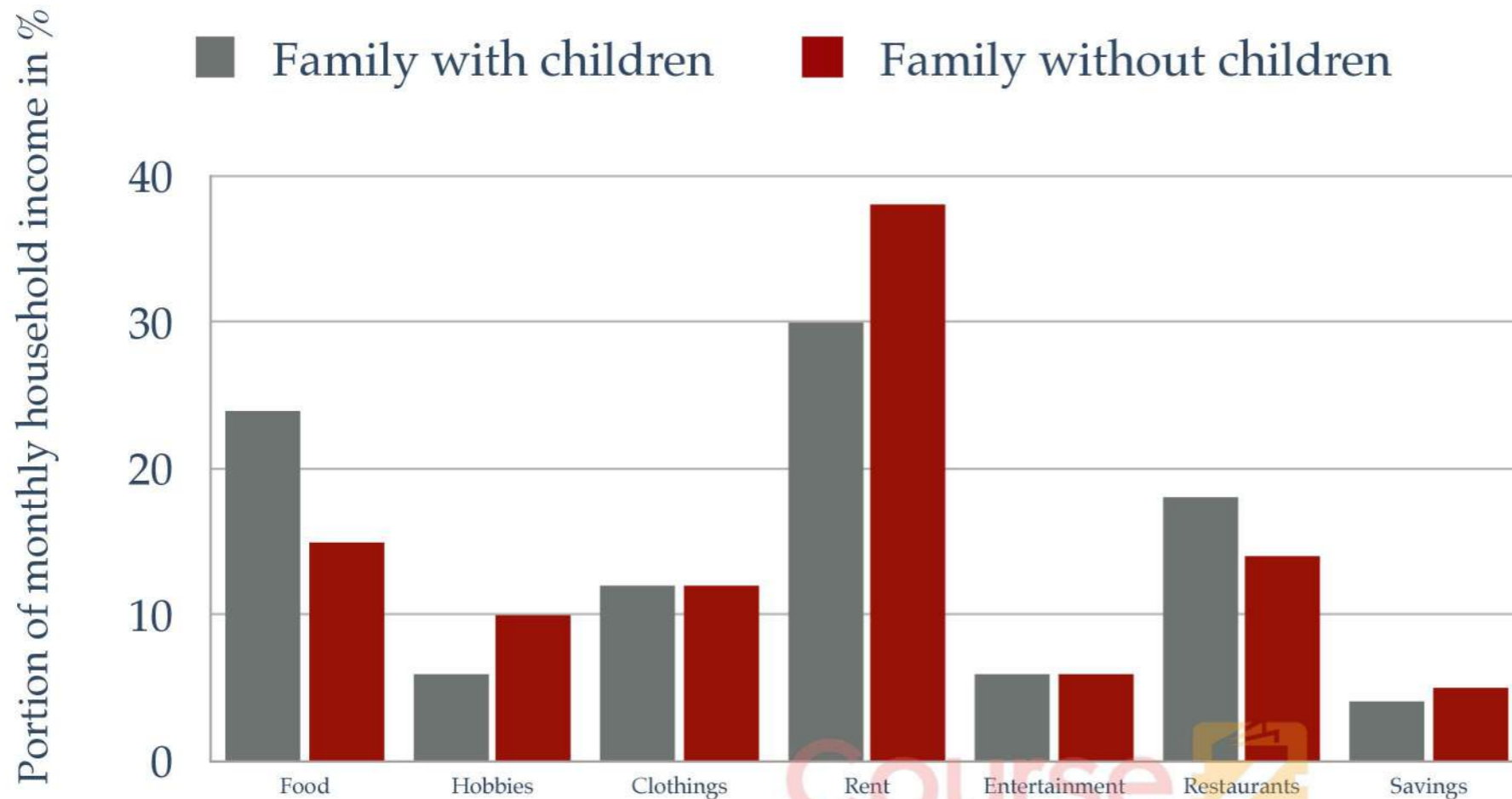
## Introduction:

*The chart below shows the different expenditures of families with and without children in Hong Kong in 2020.*

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

## Rephrase (Put into your own word):

*The data displays information on how couples with children spend their income versus couples without children in Hong Kong.*

## Macro Data Nodes



Portion of monthly household income in %

■ Family with children    ■ Family without children

| | Food | Hobbies | Clothings | Rent | Entertainment | Restaurants | Savings |
|---|---|---|---|---|---|---|---|

## Macro Data Nodes in action

*Generally speaking, one of the biggest differences in spending between families with and without children is how much they spend on food.*

*Additionally, rent expenditure is also where they differ, with families without children spending quite a bit more of their monthly income.*

*Also, families with children spend more on outside dining than couples with no kids.*

## Micro Data Nodes
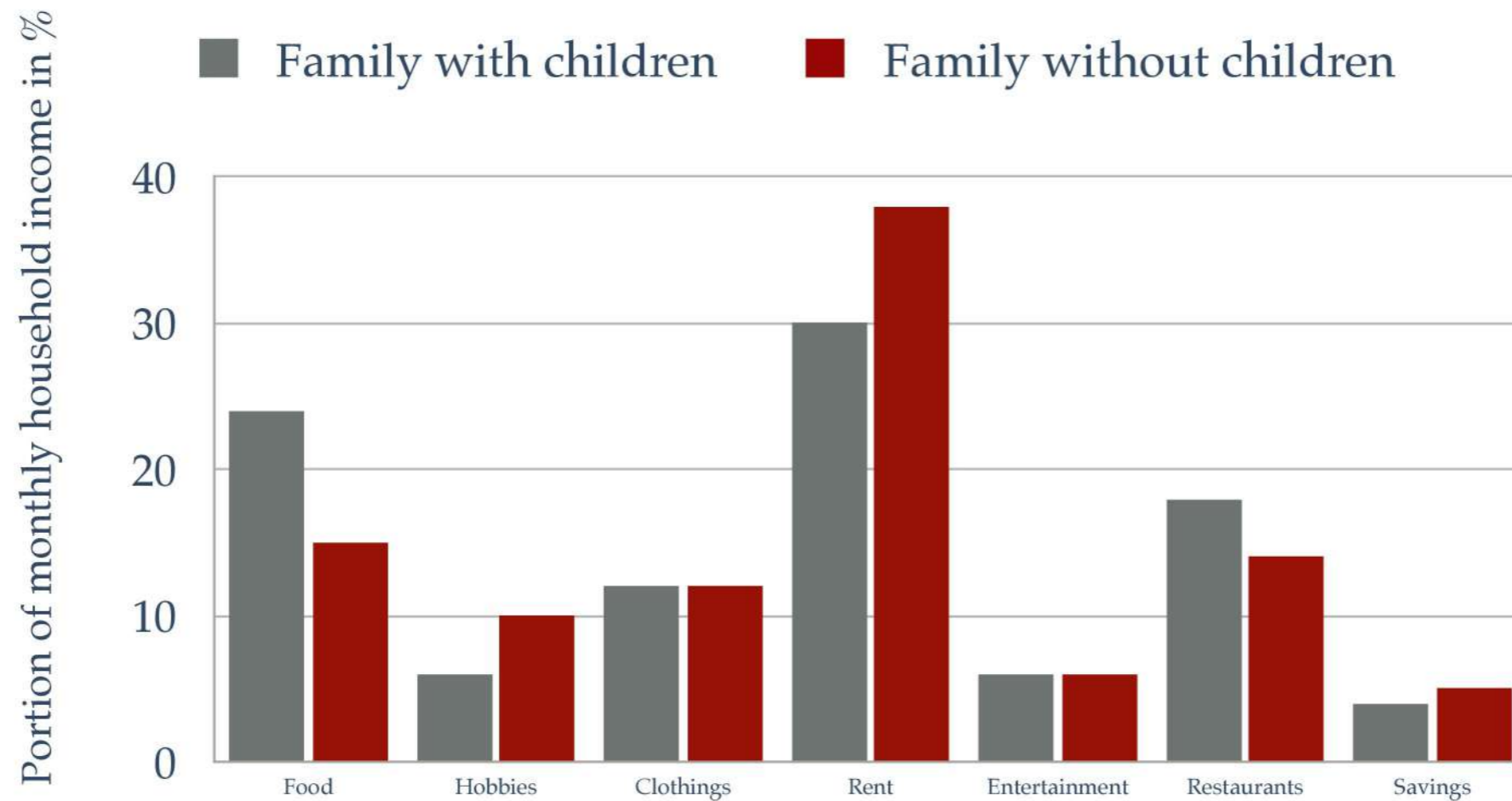
## Micro Data Nodes in action

*Looking at the specific data, families with children spend close to a quarter of their monthly income on food, whereas families without children only spend about 15%.*

*Another different area is the relatively small spending on hobbies, with families with children spending just over 5% and those without children spending a tenth of their monthly income.*

*However, regardless of having children or not, families in Hong Kong spend the same amount of their income on clothing at around 12%.*

*Rent is where the families differ the most, with a 30% monthly spending for families with children, and families without children spending much more at close to 40%.*

*The families spend the same amount of their money on entertainment.*

*And lastly, savings is the lowest category that people spend their money on, with families with children saving around just 3% and families without children at under 5%.*

**Final script:**

**12 Data Nodes, 222 words**

*The data displays information on how couples with children spend their income versus couples without children in Hong Kong.*

*Generally speaking, one of the biggest differences in spending between families with and without children is how much they spend on food. Additionally, rent is also where they differ, with families without children spending quite a bit more of their monthly income. Also, families with children spend more on outside dining than couples with no kids.*

*Looking at the specific data, families with children spend close to a quarter of their monthly income on food, whereas families without children only spend about 15%. Another different area is the relatively small spending on hobbies, with families with children spending just over 5% and those without children spending a tenth of their monthly income. However, regardless of having children or not, families in Hong Kong spend the same amount of their income on clothing at around 12%. Rent is where the families differ the most, with a 30% monthly spending for families with children, and families without children spending much more at close to 40%. The families spend the same amount about of their money on entertainment. And lastly, savings is the lowest category that people spend their money on, with families with children saving around just 3% and families without children at under 5%.*

**Task 1**

# Preparation

**Comparative - Tables**

## Looking at Task 1

*The table below gives information on the population of six townships in 2006 in the US.*

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

| District | Under 21 | 21 - 59 | 60 and older |
|---|---|---|---|
| Wooldand | 42% | 32% | 26% |
| Charlesville | 23% | 57% | 20% |
| Oceanview | 24% | 18% | 58% |
| Ericton | 8% | 73% | 19% |
| Gainstown | 14% | 65% | 21% |
| Old bay | 43% | 55% | 2% |

## Introduction:

*The table below gives information on the population of six townships in 2006 in the US.*

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

## Rephrase (Put into your own word):

*The information presents age data on the people living in several towns across the United States in 2006.*

## Macro Data Nodes

| District | Under 21 | 21 - 59 | 60 and older |
|---|---|---|---|
| Woolland | 42% | 32% | 26% |
| Charlesville | 23% | 57% | 20% |
| Oceanview | 24% | 18% | 58% |
| Ericton | 8% | 73% | 19% |
| Gainstown | 14% | 65% | 21% |
| Old bay | 43% | 55% | 2% |

**Macro Data Nodes in action**

*Generally speaking, in 2006, the American towns with the most people under 21 living there were Woodland and Old bay.*

*Additionally, roughly half of the population in Charlesville, Ericton, Gainstown, and Old bay were between 21 to 59 in 2006.*

*Oceanview had the highest number of people over 60 years old out of all the American towns in 2006.*

## Micro Data Nodes

| District | Under 21 | 21 - 59 | 60 and older |
|----------|---------:|--------:|-------------:|
| Woodland | 42% | 32% | 26% |
| Charlesville | 23% | 57% | 20% |
| Oceanview | 24% | 18% | 58% |
| Ericton | 8% | 73% | 19% |
| Gainstown | 14% | 65% | 21% |
| Old bay | 43% | 55% | 2% |

## Micro Data Nodes in action

*In 2006, the American towns with the most 21-year-olds living in it were Woodland and Old bay, with an average of 42.5% of the population being youngsters.*

*In the same year, Ericton had the least number of youths at 8% of its population.*

*In the 21 to 59 age range, Oceanview had the fewest at 18%, and Ericton had the most at 73%.*

*Additionally, Oceanview also had the most number of seniors aged 60 and older iving there at 58% in 2006, whereas Old bay had barely any seniors in its town at only 2%.*

**Final script:**

**9 Data Nodes, 187 words**

*The information gives age data on the people living in several towns across the US in 2006.*

*Generally speaking, in 2006, the American towns with the most people under 21 living there were Woodland and Old bay. Additionally, roughly half of the population in Charlesville, Ericton, Gatinstown, and Old bay were between 21 to 59 in 2006. Oceanview had the highest number of people over 60 years old out of all the American towns in 2006.*

*In 2006, the American towns with the most 21-year-olds living in it were Woodland and Old bay, with an average of 42.5% of the population being youngsters. In the same year, Ericton had the least number of youths at 8% of its population. In the 21 to 59 age range, Oceanview had the fewest at 18%, and Ericton had the most at 73%. Additionally, Oceanview also had the most number of seniors aged 60 and older living there at 58% in 2006, whereas Old bay had barely any seniors in its town at only 2%.*

**Task 1**

# Preparation

**Comparative - Pie Charts**

## Looking at Task 1

*The charts below show the preferences for fast-food restaurants in Canada from two age groups in 2020.*

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

Favourite fast-food restaurants
(Surveying 12 to 21-year-olds)
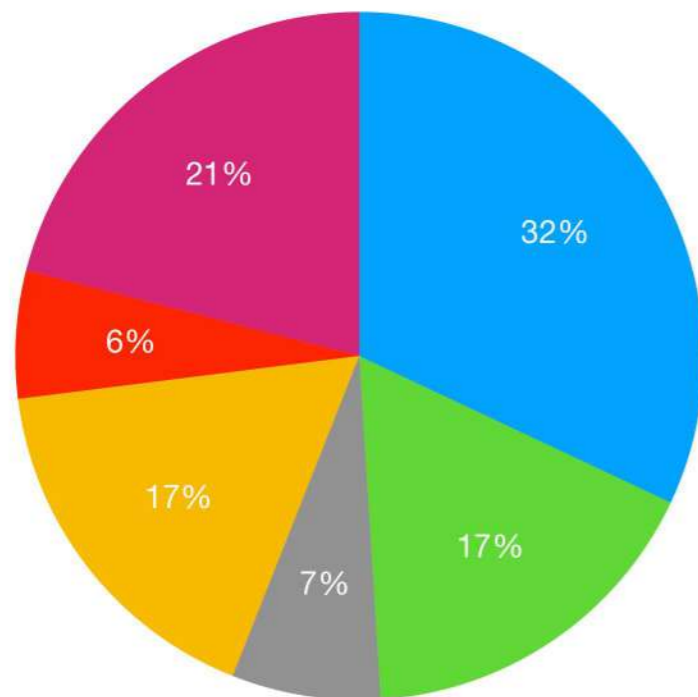
Favourite fast-food restaurants
(Surveying 22 to 31-year-olds)



Chart 1 (12 to 21-year-olds): 32%, 21%, 6%, 17%, 7%, 17%

Chart 2 (22 to 31-year-olds): 18%, 13%, 19%, 12%, 15%, 23%

● McDonald's   ● Wendy's   ● Arby's   ● Burger King   ● White Spot   ● Others

Prepared for you by Ken哥哥

## Introduction:
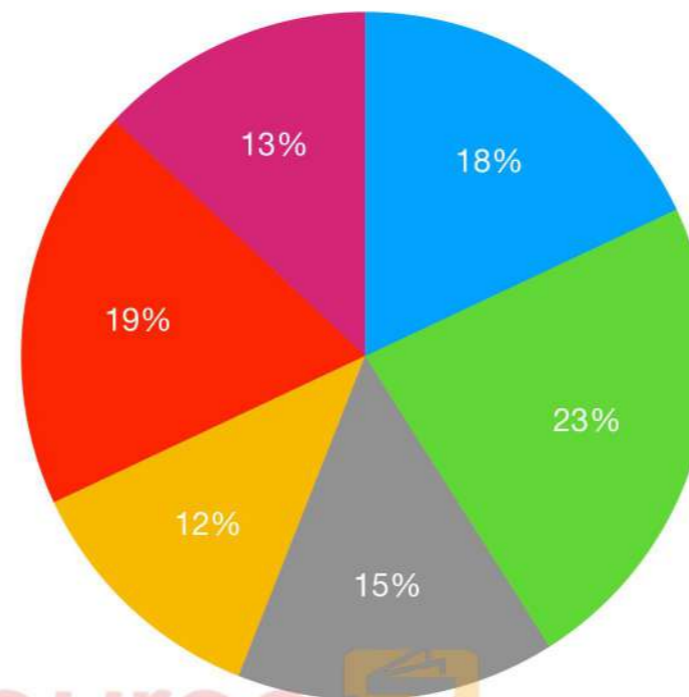
> *The charts below show the preferences for fast-food restaurants in Canada from two age groups in 2020.*
>
> *Summarize the information by selecting and reporting the main features, and make comparisons where relevant.*

## Rephrase (Put into your own word):

*The data reveals the fast-food company preferences of young to full-grown Canadians.*

## Macro Data Nodes

Favourite fast-food restaurants
(Surveying 12 to 21-year-olds)

21%

32%

6%

17%

7%

17%

Favourite fast-food restaurants
(Surveying 22 to 31-year-olds)

13%

18%

19%

23%

12%

15%

● McDonald's  ● Wendy's  ● Arby's  ● Burger King  ● White Spot  ● Others

Course Z

Prepared for you by Ken哥哥

## Macro Data Nodes in action

*Generally speaking, young Canadians between 12 to 21 prefer eating at McDonald's and Wendy's, while older folks from 22 to 31 prefer them less.*

*Additionally, more than half of Canadians from 12 to 21 like to eat at restaurants that are not McDonald's or Wendy's.*

*The pattern continues as Canadians grow older into 31 years of age, favouring restaurants that are not McDonald's or Wendy's.*

## Micro Data Nodes

Favourite fast-food restaurants
(Surveying 12 to 21-year-olds)

21%
32%
6%
17%
7%
17%

Favourite fast-food restaurants
(Surveying 22 to 31-year-olds)

13%
18%
19%
23%
12%
15%

● McDonald's　　● Wendy's　　● Arby's　　● Burger King　　● White Spot　　● Others

**Micro Data Nodes in action**

*McDonald's is the first choice, with 32% voting to eat there for people from 12 to 21 in Canada, but as Canadians grow older (22 to 31-year-olds), that number drops quite significantly to 18%.*

*Next, 17% of young people picked Wendy's as their favourite restaurant, and the restaurant becomes more popular with adults from 22 to 31 at 23%.*

*Also, White Spot tripled in popularity as Canadians become older, with only 6% popular among young people (12 to 21) and 19% with adults from 22 to 31.*

*Another restaurant that shares this popularity rise is Arby's. Its popularity with young Canadians is at around 7%, but the number doubles for the older age group (22 to 31).*

**Final script:**

**12 Data Nodes, 208 words**

*The data reveals the fast-food company preferences of young to full-grown Canadians.*

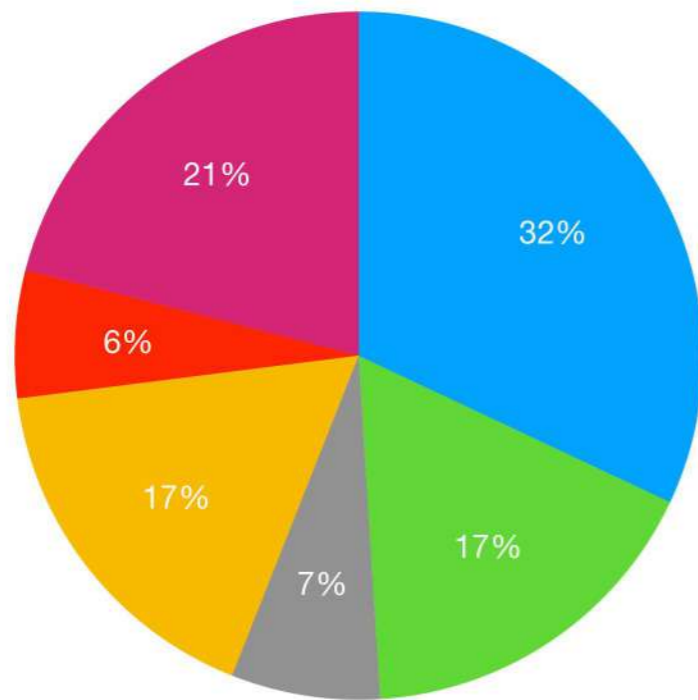*Generally speaking, young Canadians between 12 to 21 prefer eating at McDonald's and Wendy's, while older folks from 22 to 31 prefer them less. Additionally, more than half of Canadians from 12 to 21 like to eat at restaurants that are not McDonald's or Wendy's. The pattern continues as Canadians grow older into 31 years of age, favouring restaurants that are not McDonald's or Wendy's.*
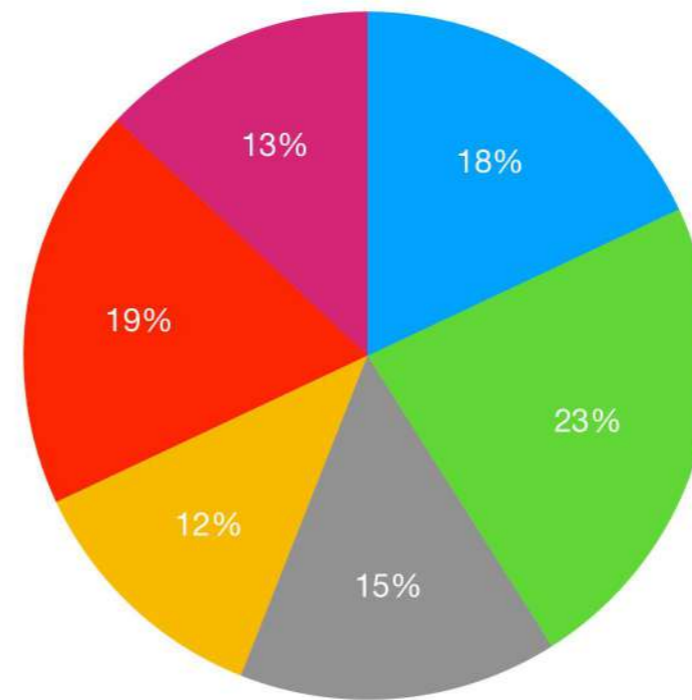
*McDonald's is the first choice, with 32% voting to eat there for people from 12 to 21 in Canada, but as Canadians grow older (22 to 31), that number drops quite significantly to 18%. Next, 17% of young people picked Wendy's as their favourite restaurant, and the restaurant becomes more popular with adults from 22 to 31 at 23%. Also, White Spot tripled in popularity as Canadians become older, with only 6% popular among young people (12 to 21) and 19% with adults from 22 to 31. Another restaurant that shares this popularity rise is Arby's. Its popularity with young Canadians is at around 7%, but the number doubles for the older age group (22 to 31).*

**Task 1**

# Preparation

**Mixed Charts**

## Looking at Task 1

*The chart below shows the most popular types of automobiles in 2015. The table shows the types of automobiles that are most popular in three countries in the same year.*

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

World-wide production

Units made to order (in millions)

|        | Sedan | SUV | Coupe | Van | Others |
|--------|-------|-----|-------|-----|--------|
| USA    | 30%   | 23% | 12%   | 16% | 19%    |
| Japan  | 35%   | 12% | 27%   | 18% | 8%     |
| France | 21%   | 5%  | 41%   | 17% | 16%    |

On road vehicle make up (in %)

## Introduction:

*The chart below shows the most popular types of automobiles in 2015. The table shows the types of automobiles that are most popular in three countries in the same year.*

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

## Rephrase (Put into your own word):

*The first set of data breaks down the most produced types of cars in the world, according to data in 2015. The second set of data reveals which specific automobiles are most in-demand in the US, Japan, and France.*

## Macro Data Nodes

**World-wide production**

Units made to order (in millions)

| | Sedan | SUV | Coupe | Van | Others |
|---|---|---|---|---|---|
| **USA** | 30% | 23% | 12% | 16% | 19% |
| **Japan** | 35% | 12% | 27% | 18% | 8% |
| **France** | 21% | 5% | 41% | 17% | 16% |

On road vehicle make up (in %)

## Macro Data Nodes in action

*Generally speaking, sedans and SUV's were the world's most-produced types of cars in 2015.*

*Also, people in Japan prefer driving sedans more than any other type of car.*

*Furthermore, SUVs were the least popular of the three countries in France, but the coupe was the most driven car type.*

## Micro Data Nodes

### World-wide production

Units made to order (in millions)

| | Sedan | SUV | Coupe | Van | Others |
|---|---|---|---|---|---|
| **USA** | 30% | 23% | 12% | 16% | 19% |
| **Japan** | 35% | 12% | 27% | 18% | 8% |
| **France** | 21% | 5% | 41% | 17% | 16% |

On road vehicle make up (in %)

## Micro Data Nodes in action

In 2015, sedans and SUVs represented the two most popular car types made to order globally, with 30 million units made each that year.

Vans were the world's least produced category, at around 5 million made globally.

In terms of specific countries specific countries, sedans were the most popular car type in Japan, and about 35% of drivers operate a sedan.

Furthermore, SUVs were the most popular in the US, making up 23% of all cars in the US in 2015, whereas France only had a 5% makeup.

However, coupes were popular in France, and about 41% of drivers chose to drive them.

Additionally, the road makeup for vans averaged 17% from the US, Japan, and France.

Of all the countries, the Japanese were the most specific, with only 8% of drivers who chose to drive something else.

**Final script:**

**11 Data Nodes, 221 words**

*The first set of data breaks down the most produced types of cars in the world, according to data in 2015. The second set of data reveals which specific automobiles are most in-demand in the US, Japan, and France.*

*Generally speaking, sedans and SUV's were the world's most-produced types of cars in 2015. Also, people in Japan prefer driving sedans more than any other type of car. Furthermore, SUVs were the least popular of the three countries in France, but the coupe was the most driven car type.*

*In 2015, sedans and SUVs represented the two most popular car types made to order globally, with 30 million units made each that year. Vans were the world's least produced category, at around 5 million made globally.*

*In terms of specific countries, sedans were the most popular car type in Japan, and about 35% of drivers operate a sedan. Furthermore, SUVs were the most popular in the US, making up 23% of all cars in the US in 2015, whereas France only had a 5% makeup. However, coupes were popular in France, and about 41% of drivers chose to drive them. Additionally, the road makeup for vans averaged 17% from the US, Japan, and France. Of all the countries, the Japanese were the most specific, with only 8% of drivers who chose to drive something else.*

**Task 1**

# Preparation

**Stages / Phases / Levels**

## Looking at Task 1

> *The diagrams below show different stages of the recycling process of glass bottles.*
>
> *Summarize the information by selecting and reporting the main features, and make comparisons where relevant.*

### Glass Bottle Recycling Process

**Collection**
- Vehicle (or)
- Civilian drop off

**Sorting**
- Manual by hand (or)
- Automatic

**Removing impurities**
- Chemical removal (or)
- Natural water solution

**Molding new bottles**
- Immediate moulding (or)
- Raw material repurposing

**Melting**
- High heat and short duration (or)
- Medium heat and longer duration

**Physical disintegration**
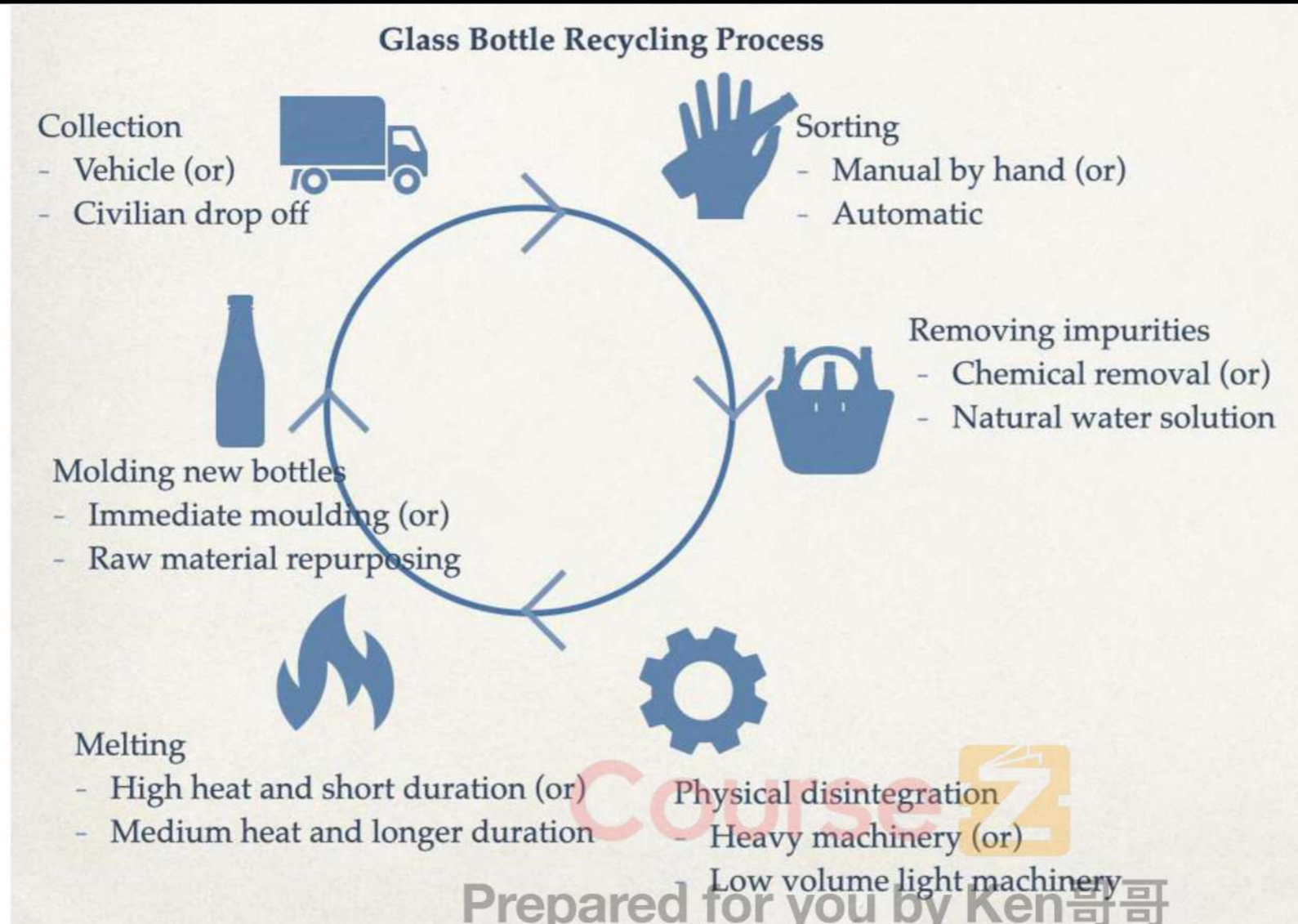- Heavy machinery (or)
- Low volume light machinery

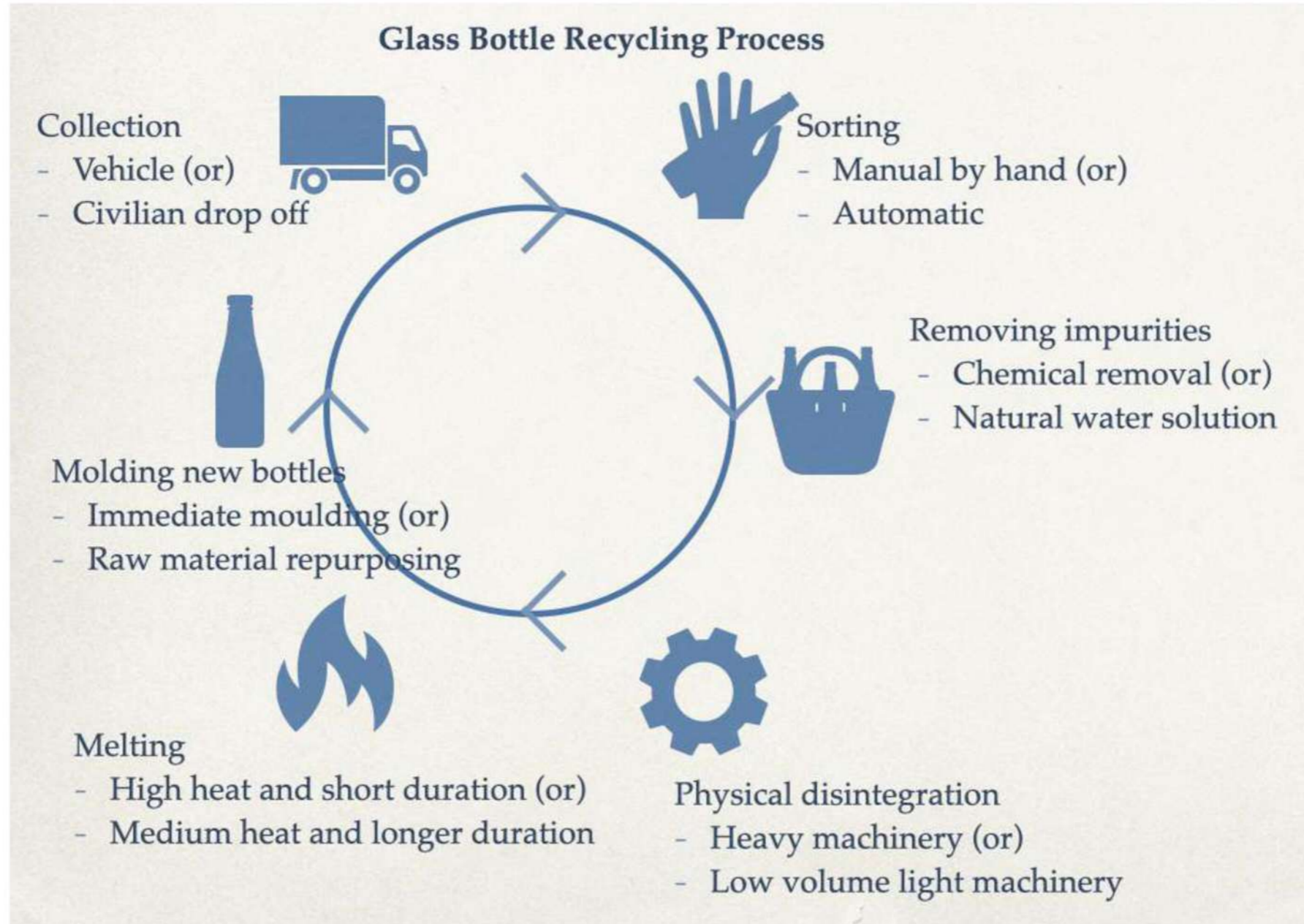Prepared for you by Ken哥哥

## Introduction:

> *The diagrams below show different stages of the recycling process of glass bottles.*
>
> *Summarize the information by selecting and reporting the main features, and make comparisons where relevant.*

## Rephrase (Put into your own word):

*The graphics give a detailed look at the life cycle of glass containers and the stages required to recycle them.*

## Macro Data Nodes



**Glass Bottle Recycling Process**

Collection
- Vehicle (or)
- Civilian drop off

Sorting
- Manual by hand (or)
- Automatic

Removing impurities
- Chemical removal (or)
- Natural water solution

Molding new bottles
- Immediate moulding (or)
- Raw material repurposing

Melting
- High heat and short duration (or)
- Medium heat and longer duration

Physical disintegration
- Heavy machinery (or)
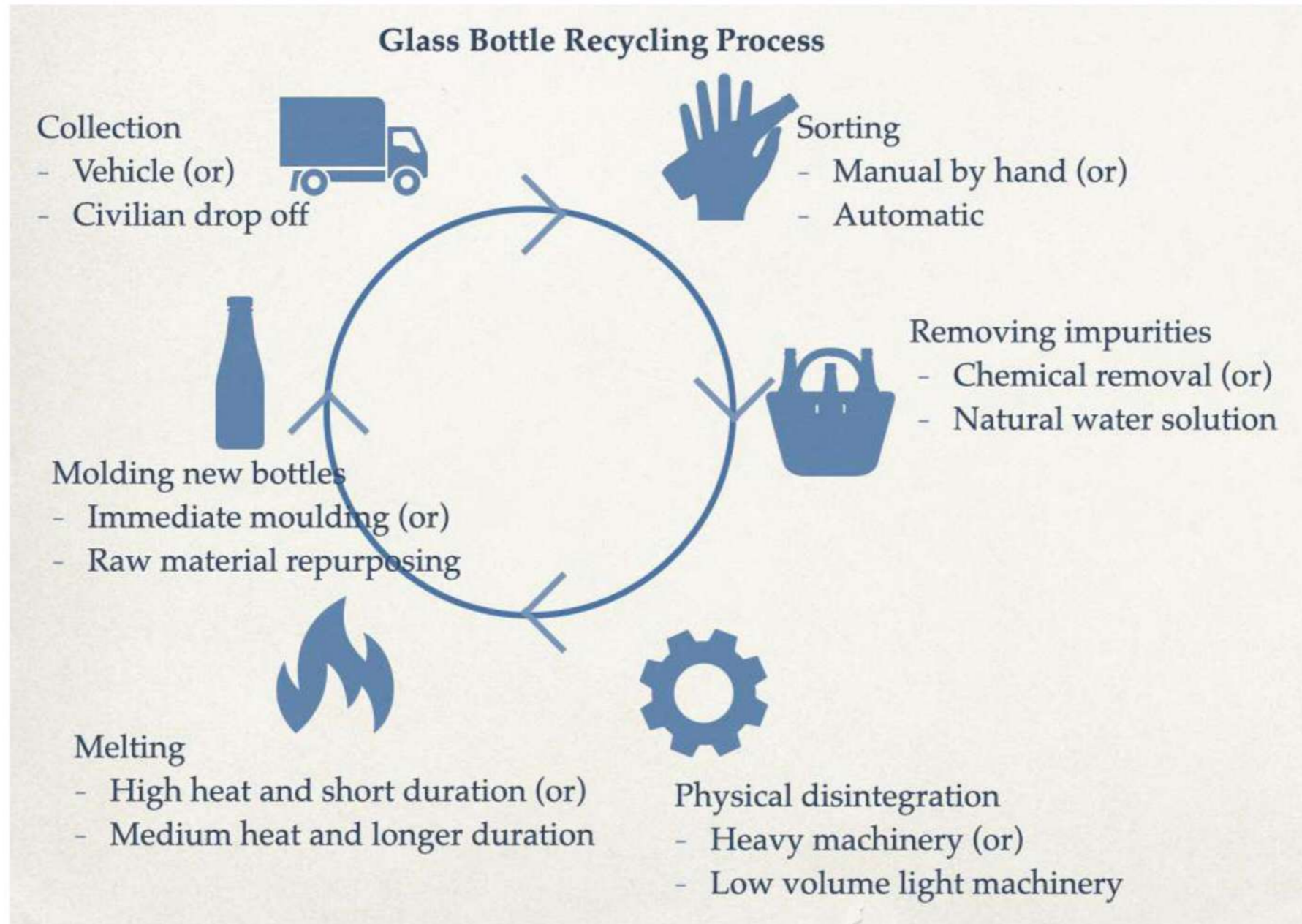- Low volume light machinery

## Macro Data Nodes in action

*Generally speaking, glass bottles have to be transported to a location with proper equipment and staff for more processing.*

*Furthermore, the glass bottles have to undergo additional preparations, once at the site.*

*The bottles then go through the final steps before the recycling process is complete.*

## Micro Data Nodes



Glass Bottle Recycling Process

Collection
- Vehicle (or)
- Civilian drop off

Sorting
- Manual by hand (or)
- Automatic

Removing impurities
- Chemical removal (or)
- Natural water solution

Molding new bottles
- Immediate moulding (or)
- Raw material repurposing

Melting
- High heat and short duration (or)
- Medium heat and longer duration

Physical disintegration
- Heavy machinery (or)
- Low volume light machinery

**Micro Data Nodes in action**

*First of all, a glass bottle's recycling life begins when it is collected from outside the process plant in a stage called "Collection."*

*Once at the facility, the bottles go through sorting either automatically or manually by hand.*

*Before further processing, the bottles have to go through a process called "Removing impurities," where chemicals or a natural water solution are used to clean them.*

*Subsequently, they go through a machine process known as "Physical disintegration" before they are talking into a heating phase for some time known as "Melting."*

*Finally, the recycling process is almost complete, and the processed material is ready for moulding right away to be made into new bottles.*

*However, not all processed materials become new bottles by the end of the recycling cycle, as some of them are repurposed into different raw materials for other uses.*

**Final script:**

**12 Data Nodes, 206 words**

*The graphics give a detailed look at the life cycle of glass containers and the stages required to recycle them.*

*Generally speaking, glass bottles have to be transported to a location with proper equipment and staff for more processing. Furthermore, the glass bottles have to undergo additional preparations, once at the site. The bottles then go through the final steps before the recycling process is complete.*

*First of all, a glass bottle's recycling life begins when it is collected from outside the process plant in a stage called Collection. Once at the facility, the bottles go through sorting either automatically or manually by hand. Before further processing, the bottles have to go through a process called "Removing impurities," where chemicals or a natural water solution are used to clean them. Subsequently, they go through a machine process known as "Physical disintegration" before they are talking into a heating phase for some time known as "Melting." Finally, the recycling process is almost complete, and the processed material is ready for moulding right away to be made into new bottles. However, not all processed materials become new bottles by the end of the recycling cycle, as some of them are repurposed into different raw materials for other uses.*

## Looking at Task 1 Continued…

## (Some Diagrams will not offer clear stages / phases / levels)

> *The diagrams below show different stages of the recycling process of glass bottles.*
>
> *Summarize the information by selecting and reporting the main features, and make comparisons where relevant.*

**Glass Bottle Recycling Process**

Melting
Molding new bottles
Physical disintegration

**On-site Processing**

Sorting
Removing impurities
Collection

**Off-site Processing**

Prepared for you by Ken哥哥

## Introduction:

*The diagrams below show different stages of the recycling process of glass bottles.*

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

## Rephrase (Put into your own word):

*The graphics give a detailed look at the life cycle of glass containers and the stages required to recycle them.*

## Macro Data Nodes in action

*Generally speaking, there are two main processes in the recycling life cycle of a glass container. The glass bottles undergo one stage known as onsite processing, and another called offsite processing.*

## Micro Data Nodes in action

*The life of a recycled bottle goes through six stages, and three of them happen offsite. "Collection" is one of the three, and that is the process where the bottles are collected.*

*The bottles must also be sorted and cleaned in the processes know as removing impurities and sorting, which also happen offsite (outside the facility).*

*A total of three stages happen onsite (at the facility), and where the bottles are taken apart in a process called "physical disintegration," and there is also a stage where the materials are melted down.*

*New bottles are made at the facility and not any offsite location.*

**Final script:**

**5 Data Nodes, 154 words**

*The graphics give a detailed look at the life cycle of glass containers and the stages required to recycle them.*

*Generally speaking, there are two main processes in the recycling life cycle of a glass container. The glass bottles undergo one stage known as onsite processing, and another called offsite processing.*

*The life of a recycled bottle goes through six stages, and three of them happen offsite. "Collection" is one of the three, and that is the process where the bottles are collected. The bottles must also be sorted and cleaned in the processes know as removing impurities and sorting, which also happen offsite (outside the facility). A total of three stages happen onsite (at the facility), and where the bottles are taken apart in a process called "physical disintegration," and there is also a stage where the materials are melted down. New bottles are made at the facility and not any offsite location.*

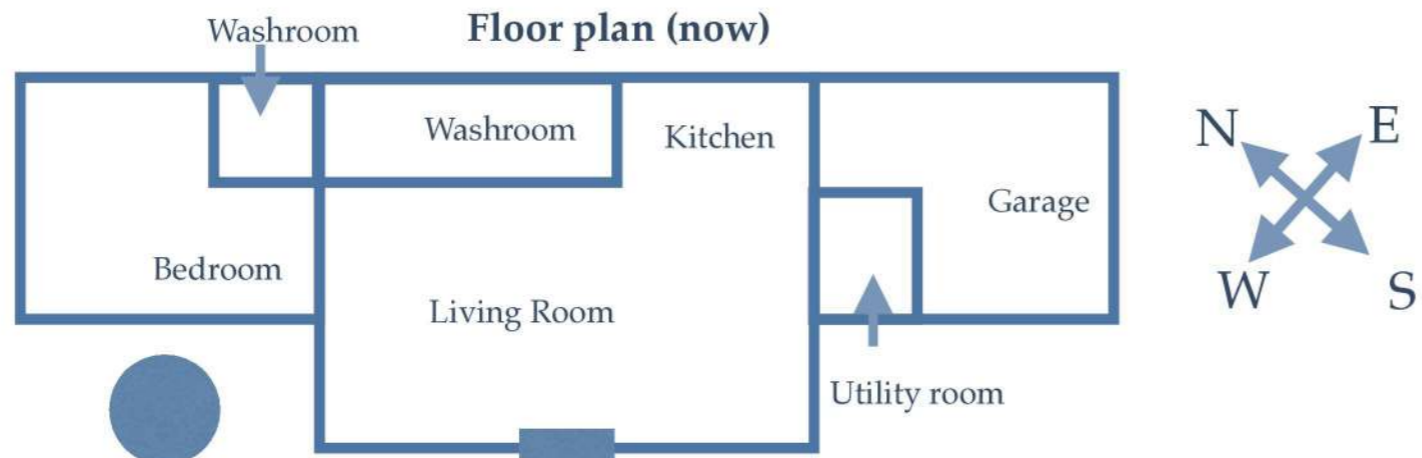**Task 1**

# Preparation

**Maps (or Map-like Diagrams)**

## Looking at Task 1

*The plans below show the layout of an upcoming home renovation development.*

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

**Floor plan (now)**

Washroom

Washroom

Kitchen

Garage

Bedroom

Living Room

Utility room

N

E

W

S

Fountain

**Floor plan (planned development)**

Washroom

Washroom

Kitchen

Garage 1

Bedroom

Bar

Bedroom

Living Room

Garage 2

N

E

W

S

Pool

Washroom

Utility room

## Introduction:

*The plans below show the layout of an upcoming home renovation development.*
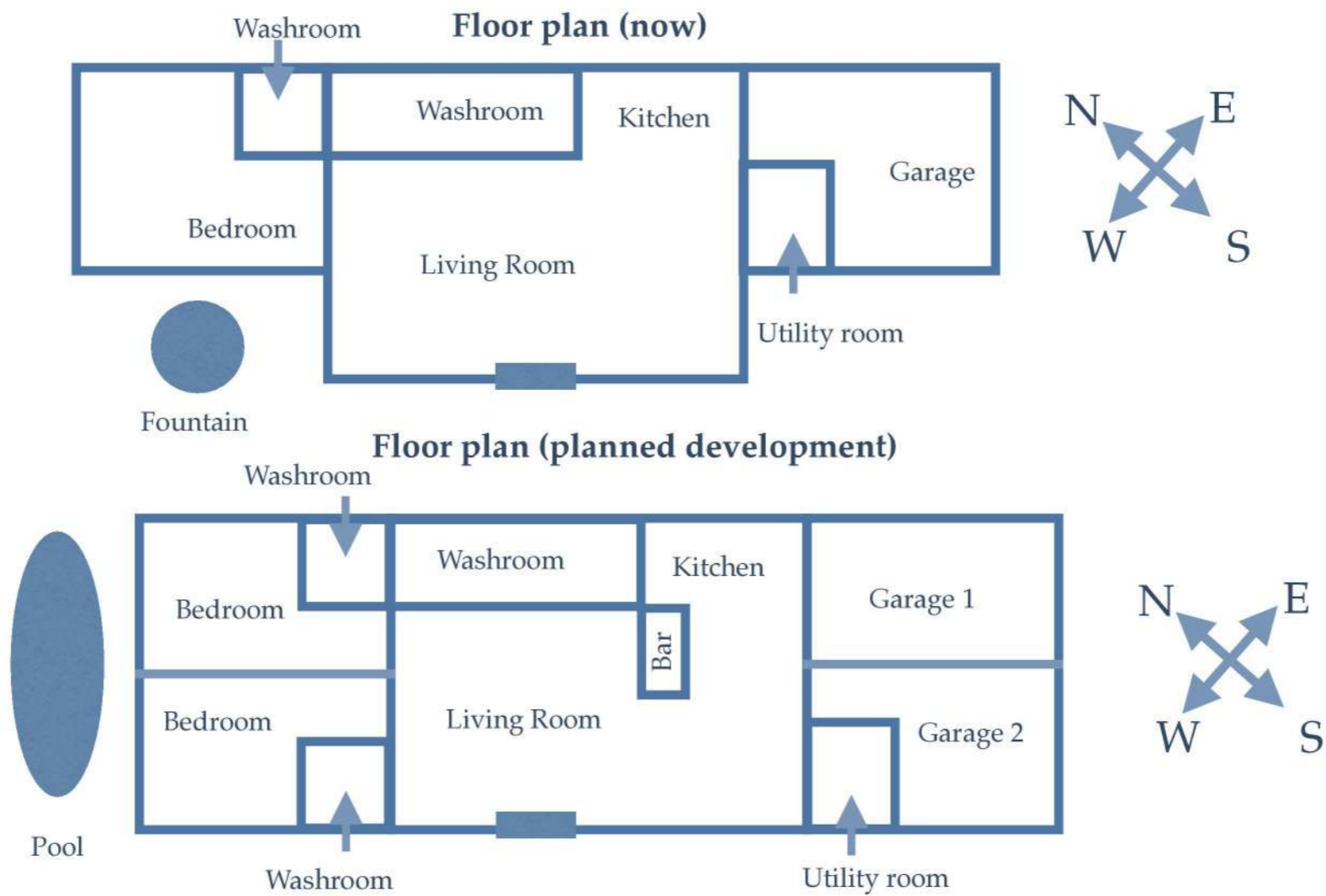
*Summarize the information by selecting and reporting the main features, and make comparisons where relevant.*

## Rephrase (Put into your own word):

*The two floorplans show the planned interior and exterior upgrades that will happen to the house.*

## Macro Data Nodes



Floor plan (now)
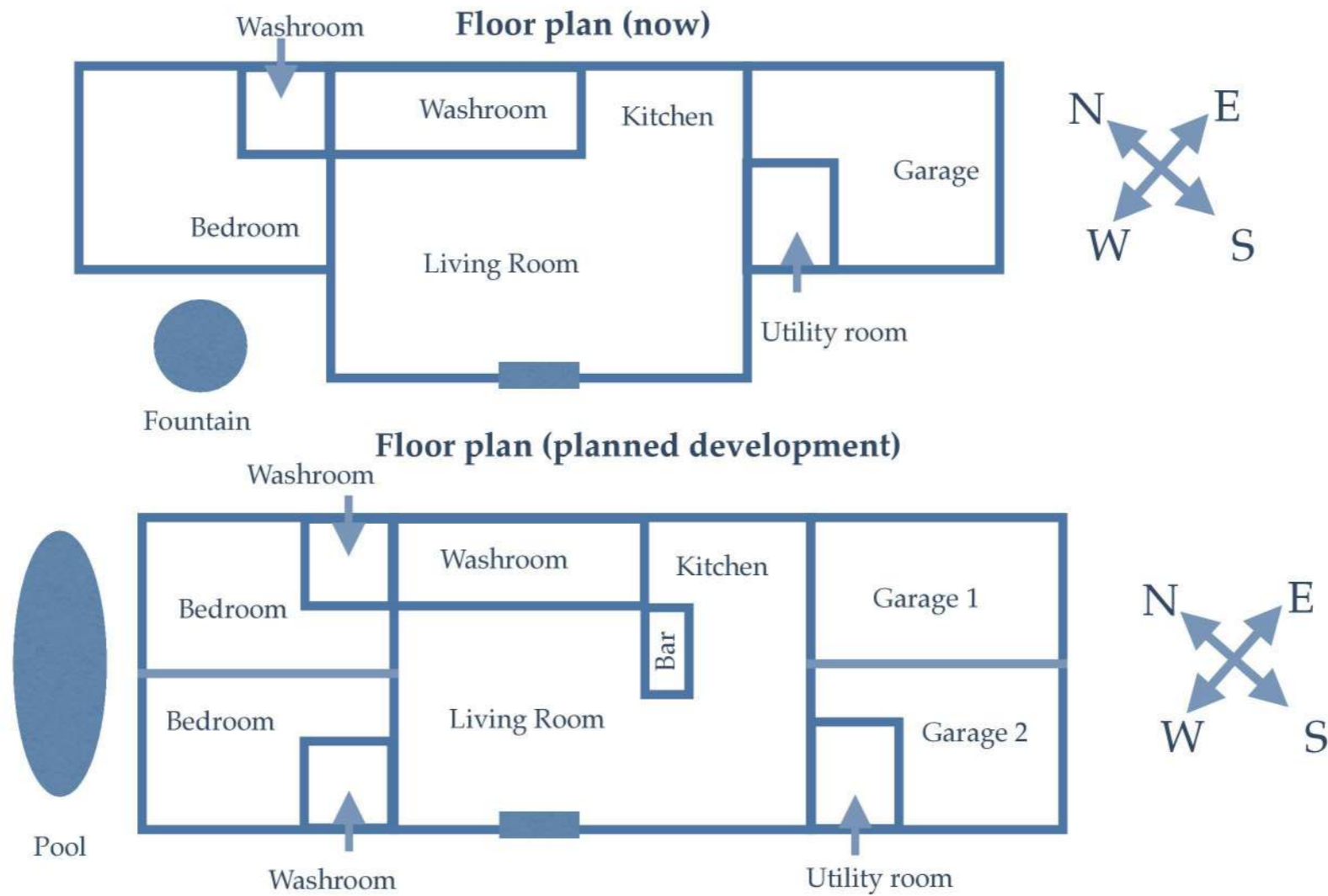
Floor plan (planned development)

## Macro Data Nodes in action

*Generally speaking, the house's overall area will expand to take up more the land around it.*

*Additionally, the upgrade plan will include a new facility in the kitchen area, and there will also be changes to the outdoor amenities.*

## Micro Data Nodes



**Floor plan (now)**

Washroom
Washroom | Kitchen
Bedroom
Garage
Living Room
Utility room
Fountain

N E W S

**Floor plan (planned development)**

Washroom
Bedroom | Washroom | Kitchen
Bar | Garage 1
Pool
Bedroom | Living Room | Garage 2
Washroom | Utility room

N E W S

## Micro Data Nodes in action

*First and foremost, one of the most significant upgrades planned for the house is expanding the bedroom to the south-west direction. (The newly planned room will extend all the way to the front of the building.) Because of the planned extra space, the old bedroom will be divided into two separate bedrooms, versus the one it is right now.*

*Additionally, a similar situation is expected to happen to the garage to the south-eastern side of the house. The expansion will increase the garage's size to the front of the building, and the garage will also be split into two separate spaces.*

*Furthermore, the planned renovation will also add a bar section in-between the kitchen and the living room.*

*As for the outdoor portion of the renovation, a pool is planned to be put to the northwestern side, right outside the newly planned bedrooms.*

*Lastly, the renovation will remove the existing fountain completely.*

**Final script:**

**Data Nodes, 206 words**

*The two floorplans show the planned interior and exterior upgrades that will happen to the house.*

*Generally speaking, the house's overall area will expand to take up more the land around it. Additionally, the upgrade plan will include a new facility in the kitchen area, and there will also be changes to the outdoor amenities.*

*First and foremost, one of the most significant upgrades planned for the house is expanding the bedroom to the south-west direction. (The newly planned room will extend all the way to the front of the building.) Because of the extra planned space, the old bedroom will be divided into two separate bedrooms, versus the one it has right now. Additionally, a similar situation is expected to happen to the garage to the south-eastern side of the house. The expansion will increase the garage's size to the front of the building, and the garage will also be split into two separate spaces. Furthermore, the planned renovation will also add a bar section in-between the kitchen and the living room.*

*As for the outdoor portion of the renovation, a pool is planned to be put to the northwestern side, right outside the newly planned bedrooms. Lastly, the renovation will remove the existing fountain completely.*