

OCTOBER

Task 1: The table below shows a survey on the preference of different age groups in a European country on different TV programmes in 2012. Summarize the information by selecting and reporting the main features and make comparisons where relevant.

Word Count: 168

TV programs	Percentages by age groups		
	11-15	16-20	21-25
Cartoons	29%	18%	4%
Feature films	18%	23%	20%
News	6%	19%	23%
Soap Opera	17%	12%	19%
TV dramas	8%	10%	13%
Sports	22%	18%	21%

→ Show = present information

→ TV programmes = TV shows

The table presents information on how much six kinds of TV shows were preferred by citizens of various ages in a European country in 2012.

← Of different age groups = of various ages

Overall, it can be clearly seen that the youngest age group tended to watch cartoons the most while the oldest ones considered news as the most watched item. At the same time, people 16-20 had a more balanced preference of TV programmes.

In terms of cartoons, the largest proportion belonged to children aged 11-15 with 29%, which was more than 7 times higher than that of young adults. By contrast, only a mere 6% of children watched news compared to nearly a quarter of 21-25 year-old citizens.

With regards to feature films and sports, these two categories experienced figures for all age groups fluctuating around the 20% mark. Meanwhile, news and TV dramas accounted for the lowest proportions presented by the youngest group with only 6% and 8% respectively; whilst their highest figures belonged to 21-25 years old with 23% and 13% respectively.

Các từ nối (cohesive devices) được sử dụng:

Overall: nói chung
 At the same time = meanwhile = whilst: đồng thời, trong lúc đấy
 In terms of = with regards to: xét về
 By contrast: ngược lại

Từ vựng học thuật:

Citizen: công dân
 Mere: chỉ là
 A quarter: một phần tư
 Fluctuating: lên xuống, dao động
 Account for: chiếm (bao nhiêu phần)

Cấu trúc hay:

It can be clearly seen that
 The largest proportion belongs to
 Experienced figures for all age groups fluctuating
 Figures belong to 21-25 years old with 23% and 13% respectively

Task 2: It is suggested that primary children should learn how to grow vegetables and keep animals. Do the advantages of this outweigh its disadvantages?

Word count: 313

School = institution

Primary children = primary pupils

Recent development in education has led to new methods and techniques of not only conveying knowledge but also real life skills to children even when they are in primary institutions. *There have been ideas that* primary pupils should be taught about how to raise animals and grow vegetables. *In my opinion, it is evident that* the benefits of this proposal outweigh its drawbacks.

Disadvantages = drawbacks

Advantages = Benefits

No one can deny that there are certain disadvantages to teaching farming skills to young students. *The most major of which is* the distraction from their main responsibility of acquiring knowledge. *To elaborate*, a primary student only has a finite amount of time everyday to learn and absorb vital information from their classes to prepare for various exams in the future. *As a result*, if they spend time learning about growing vegetables and keep animals they will lose valuable learning time. *Moreover*, small students can be prone to various injuries if their caretakers or teachers are not attentive enough.

On the other hand, the upside of introducing farming to primary curriculum far exceeds the downside mentioned above. *First and foremost*, elementary pupils can appreciate labour work more from an early age since they have an opportunity to attempt themselves. *In particular, by getting their hands dirty* while farming, students can understand that hard work results in sweet rewards that they can enjoy such as fresh produce or eggs and milk from farm animals. *Secondly*, multiple real life skills can also be taught by instructors in the cultivating procedures. *For example, primary school students have ample chances* to practice communication, working in a team, caring for one another, protecting the environment and so on.

In conclusion, although educating primary pupils about farming can induce several disadvantages, *however, those cannot shadow the merits* that it provides such as the acquisition of real life skills and an insight into manual work.

Các từ nối (cohesive devices) được sử dụng:

In my opinion: theo ý kiến của tôi
To elaborate = in particular: nói chi tiết hơn
As a result: kết quả là
Moreover: hơn nữa
On the other hand: mặt khác
First and foremost: đầu tiên
Secondly: thứ hai
For example: ví dụ
In conclusion: kết luận
However: tuy nhiên

Từ vựng học thuật:

Finite: có hạn
Vital: quan trọng
Prone to: thiên về, dễ xảy ra
Curriculum: chương trình giảng dạy
Cultivate: trồng trọt
Induce: gây ra, đem lại

Cấu trúc hay:

There have been ideas that
It is evident that
No one can deny that
The most major of which is
Far exceeds the downside mentioned above
By getting their hands dirty
Primary school students have ample chances
Those cannot shadow the merits