

IELTS General Training Reading Task Type 9 (Summary/Note/Table/Flow-chart Completion) (2) – teacher's notes

Description

An introduction to task type 9, which introduces the skills required and gives students practice at a sample task.

Time required: 70 minutes

Additional materials required:

- OHT of sample task questions (if required)

Aims:

- to introduce task type 9
- to raise awareness of different reading strategies and when to use them
- to present a strategy to answer task type 9 questions
- to raise awareness of common errors on the answer sheet.

Procedure

1. Hand out the sample reading task. Tell students they have 60 seconds to look at the text and questions, but don't give them any more instructions. Time the students for 60 seconds. At the end of 60 seconds, put students into groups of four. Students discuss what they did during the 60 seconds. Hold a class discussion of the best way to use this time. Elicit the need and reason for skim-reading the instructions (so they know what to look for in the text) and also for skimming the text and looking at headings, diagrams etc. (to get a general idea of the text).
2. Hand out the pre-reading exercise. Students complete it individually, then compare in pairs.
3. Whole-class check and discussion of the worksheet.
4. Show an OHT of the questions. Focus on the first box of the flow-chart (Q21). Explain that there are several ways to analyse the information provided to help find the answer:
 - predict what part of speech the missing word(s) is/are
 - look at the surrounding words for clues about the missing word in terms of collocation
 - identify key words to scan the text for and think of other ways these may be expressed or paraphrased, as the key words themselves will probably not be in the text in exactly the same form.

Analyse the first question as a class by eliciting or giving the answers to the above:

- a noun
- verb + noun collocation: *to complete + noun*
- online, complete

5. Students scan the text looking for the key words. *Online* appears at the beginning of paragraph 2. The noun in this sentence is *application*. The collocation *submit an application online* is similar in meaning to *complete an application online*. So the answer is *application*.
6. Divide the class in half. Looking at the flow-chart, ask half the class to focus on choosing key words and the other half to focus on examples of collocation.
7. Form pairs of students, taking one from each half of the class. They share their ideas from step 6 and predict some possible answers.
8. Whole-class check using the OHT to underline key words and collocations and filling in the gaps with possible answers.
9. Students do the task, scanning the text for the key words and reading in detail to find the exact words required.
10. Remind students to read through their completed answers in the flow-chart to check that it is logical and to check for spelling and grammar mistakes.
11. Students compare in pairs.
12. Hand out post-reading exercise. Students discuss the answers in pairs.
13. Whole-class check of sample task answers and worksheet. Refer back to the text as necessary.
14. Recap what the students must do to answer this task type by eliciting the stages of the procedure just practised. Point out that this activity has focused on a flow-chart, but in the examination, candidates may also see notes, tables or diagrams.



IELTS General Training Reading Task Type 9 (Summary/Note/Table/Flow-chart Completion) (2) – answer keys

Key to pre-reading exercise

1. Look at the reading tasks below. Which of them are useful to do and why?

One possible order for doing them is the following:

- reading the instructions (to find out what to do)
 - reading any headings (to get a first view of what the text is about)
 - looking at any illustrations or diagrams (to get more details quickly about important points in the text)
 - reading the first sentence of each paragraph (to get an idea about the layout and content of the text)
 - reading the first and last paragraphs (to find out any introductory or concluding ideas in the text)
 - reading the questions (to find out which parts of the text to focus on)
 - scanning the text for key words (to find the relevant parts of the text)
 - reading sections of the text in detail (to find the answers)
 - reading through the questions after you have answered them (to check your answers)
2. What is the maximum number of words you can use in your answer?
 3. Are all the words for the answers found in the text?
 4. Read the first and last sections of the flow-chart. Which paragraphs of the text do they relate to?
 5. What does this suggest about the text?

N.B. For these tasks, e.g. flow-charts, the items (questions) do not necessarily have to follow the order of information in the text.

Key to the post-reading exercise

What is wrong with these answers?

21. applications – plural
22. Walking day – copied incorrectly
23. assessment centre – wrong information and starts with a vowel
24. references – incomplete answer
25. recrutement – spelling
26. interview – incomplete answer and starts with a vowel
27. emergency procedures – illogical

Key to Sample Task

21. application
22. Walk-In Day
23. swimming test
24. verbal references
25. recruitment
26. full interview
27. emergency



IELTS General Training Reading Task Type 9 (Summary/Note/Table/Flow-chart Completion) (2) – Student's Worksheet

Pre-reading exercise

1. Look at the reading tasks below. Which of them are useful to do and why? Which order would you do them in?
 - reading the first sentence of each paragraph
 - reading any headings
 - reading sections of the text in detail
 - scanning the text for key words
 - reading the questions
 - looking at any illustrations or diagrams
 - reading the first and last paragraphs
 - reading through the questions after you have answered them
 - reading the whole text in detail
 - reading the instructions
2. What is the maximum number of words you can use in your answer?
3. Are all the words for the answers found in the text?
4. Read the first and last sections of the flow-chart. Which paragraphs of the text do they relate to? What does this suggest about the text?

Post-reading exercise

What is wrong with these answers?

21. applications
22. Walking day
23. assessment centre
24. references
25. recrutement
26. interview
27. emergency procedures

IELTS General Training Reading Task Type 9 (Summary/Note/Table/Flow-chart Completion) (2) – Sample Task

Read the text below and answer questions 21-27

Careers with Kiwi Air

Flight Attendants – Recruitment and Training Process

Recruitment

The position of Flight Attendant is one of prestige and immense responsibility. Recruitment is conducted according to operational demands and there can be periods of up to 12 months where no new intake is required. However, applications are always welcomed.

After you submit your initial application online, the Kiwi Air HR Services Team review the details you have provided. Candidates whose details closely match the requirements of the position are then contacted via email advising that their application has progressed to the next stage of the recruitment process. Potential candidates are then asked to attend a Walk-In Day. This could occur several weeks or months after the original application has been submitted depending on current needs.

The Walk-In Day consists of a brief presentation about the role and a short interview. Candidates who are successful on the Walk-In Day are notified within 10 days and invited to attend an Assessment Centre. Please note that candidates are required to pass a swimming test before attending the Assessment Centre. At the Assessment Centre, candidates attend an interview as well as participating in a number of assessments. Verbal references are then requested, and candidates attend a medical check.

At times, there may not be a need to recruit for Flight Attendant positions. However, the company continuously maintains a 'recruitment pool' of those who have completed the Assessment Centre stage. These candidates are contacted when a need for Flight Attendants is established, and attend a full interview before a decision is made on whether to extend an offer of employment.

Due to the volume of applications received, Kiwi Air is not able to offer verbal feedback to candidates at any stage of the recruitment process. Unsuccessful candidates may reapply at any time after 12 months from the date at which their applications are declined.

Training

Upon being offered a role as a trainee Flight Attendant, a 5-week training course is undertaken at our Inflight Services Training Centre in Auckland. This covers emergency procedures, customer care and service delivery, and equipment knowledge. To successfully complete the course, high standards must be attained and maintained in all subjects.

Complete the flow-chart below.

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

Write your answers in boxes 21-27 on your answer sheet.

Flight attendants of Kiwi Air – Recruitment and Training Process

