

## IELTS Academic Reading Task Type 9 (Summary, Note, Table, Flow-chart Completion) Activity – teacher’s notes

### Description

An activity which takes students step by step through a procedure to help them answer summary completion tasks on the IELTS Academic Reading paper.

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**Time required:** 30 minutes

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**Additional materials required:**

- none

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**Aims:**

- to introduce students to task type 9 on the Academic Reading paper
- to introduce a strategy for how to approach it
- practise scanning and detailed reading for specific information

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### Procedure

1. Tell the students they are going to find out about task type 9 on the IELTS Academic Reading paper. Give out the sample text and questions, and the worksheet. Put the students into pairs and ask them to discuss what skills they will need to complete the task successfully (Q1 on the worksheet).
2. Collect feedback from the students. Explain to students that they will find the answers more easily if they understand the parts of the summary already provided. Direct them to steps two and three on the worksheet and work through step 2 with the students.
3. Ask students to work together in pairs to activate their knowledge about the existing information and brainstorm possible answers for the missing information (step 3).
4. Students complete the rest of the task (steps 4-7) individually.
5. After students compare their answers in pairs, elicit an answer for each question from a different student, including spelling. Write the answers on the board.
6. Repeat with the technique with another task type 9 in class or for homework.

### Additional information

This type of task is usually based on completing a summary of some of the information in the reading text. The summary may take the form of a table, as in this example, or be in the form of a diagram, flow-chart, notes or a paragraph.

## IELTS Academic Reading Task Type 9 (Summary, Note, Table, Flow-chart Completion) Activity – answer keys

### Key to Worksheet

1. This task type is designed to test candidates' ability to understand details and/or the main ideas of a section of the passage. You need to be able to scan the text to find the location of the answers. You also need to be aware of the type of word(s) that will fit into a given gap (for example, whether a noun is needed, or a verb etc).
2. Suggested answers: *preferred climate* means what kind of weather/temperature/ rainfall conditions the beetles like, *complementary species* means another type of beetle species that goes with the first species, *start of active period* means when the beetles start working, *number of generations per year* means how many times the beetles produce offspring per year.
3. Question 9 and 12 require a type of climate e.g. wet, tropical; question 10 requires a time of year e.g. a month or a season; question 11 needs a number or numbers (written either as figures or words); question 13 needs the name of another species of beetle.
4. The key words to scan for are the column headings. All the answers are in the third paragraph.
5. Q9 temperate

Q10 early spring

Q11 two to five / 2-5

Q12 sub-tropical

Q13 South African tunnelling / tunneling

Words in brackets are optional - they are correct, but not necessary. (In this sample task there are no examples of bracketed, optional words).

Alternative answers are separated by a single slash (/).

## IELTS Academic Reading Task Type 9 (Summary, Note, Table, Flow-chart Completion) Activity – Student's Worksheet

1. Look at the task below. What skills do you think you will need in order to complete the task successfully?
2. Look at the titles in bold in the answer box. Can you explain to your partner what the titles of each column mean? Take a guess using your understanding of the words, and without reading the text. Use the information provided in each column to help you. For example, what do you think "start of active period" means?
3. Look at questions 9 – 13. What kind of information will be required for each? For example, what other kinds of climate do you know apart from "cool" and what other ways are there of describing times in the year? What kind of information will be required in question 11? Should it be written in numbers or words? Brainstorm with a partner.
4. What are the key words you will scan for? Check you and your partner agree, then scan the text looking for the missing information. Which paragraph does it appear in? Does your partner agree?
5. Read the appropriate paragraph and fill in the missing information in the boxes as you read.
6. Look back over your answer. Is each answer logical and correctly spelled?
7. Compare your answers with your partner.

## IELTS Academic Reading Task Type 9 (Summary, Note, Table, Flow-chart Completion) Activity – Sample Task

Questions 9 – 13

Complete the table below.

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

Write your answers in boxes 9-13 on your answer sheet.

Species	Size	Preferred climate	Complementary species	Start of active period	Number of generations per year
French	2.5 cm	cool	Spanish	late spring	1 - 2
Spanish	1.25 cm	9 .....		10 .....	11 .....
South African ball roller		12 .....	13 .....		

**[Note: This is an extract from an Academic Reading passage on the subject of dung beetles. The text preceding this extract gave some background facts about dung beetles, and went on to describe a decision to introduce non-native varieties to Australia.]**

Introducing dung<sup>1</sup> beetles into a pasture is a simple process: approximately 1,500 beetles are released, a handful at a time, into fresh cow pats<sup>2</sup> in the cow pasture. The beetles immediately disappear beneath the pats digging and tunnelling and, if they successfully adapt to their new environment, soon become a permanent, self-sustaining part of the local ecology. In time they multiply and within three or four years the benefits to the pasture are obvious.

Dung beetles work from the inside of the pat so they are sheltered from predators such as birds and foxes. Most species burrow into the soil and bury dung in tunnels directly underneath the pats, which are hollowed out from within. Some large species originating from France excavate tunnels to a depth of approximately 30 cm below the dung pat. These beetles make sausage-shaped brood chambers along the tunnels. The shallowest tunnels belong to a much smaller Spanish species that buries dung in chambers that hang like fruit from the branches of a pear tree. South African beetles dig narrow tunnels of approximately 20 cm below the surface of the pat. Some surface-dwelling beetles, including a South African species, cut perfectly-shaped balls from the pat, which are rolled away and attached to the bases of plants.

For maximum dung burial in spring, summer and autumn, farmers require a variety of species with overlapping periods of activity. In the cooler environments of the state of Victoria, the large French species (2.5 cms long), is matched with smaller (half this size), temperate-climate Spanish species. The

former are slow to recover from the winter cold and produce only one or two generations of offspring from late spring until autumn. The latter, which multiply rapidly in early spring, produce two to five generations annually. The South African ball-rolling species, being a sub-tropical beetle, prefers the climate of northern and coastal New South Wales where it commonly works with the South African tunneling species. In warmer climates, many species are active for longer periods of the year.

## Glossary

1. dung: the droppings or excreta of animals
2. cow pats: droppings of cows