

## IELTS General Training Reading Task Type 9 (Summary/Note/Table/Flow-chart Completion) (1) – teacher’s notes

### Description

An introduction to summary completion tasks, focusing on text and summary layout, prediction of answers from information provided and completing the task itself

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**Time required:** 45 minutes

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**Additional materials required:**

- none

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**Aims:**

- to practise a strategy for summary completion, involving analysis of layout of text and summary and language analysis of information provided to predict the answers.
- to complete the task itself as a final step.

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### Procedure

1. Hand out the sample reading task and summary. Students skim them for 1 minute. After 1 minute, ask students where the text is about.
2. Hand out the worksheet which focuses on the layout and purpose of each part of the original text. Students complete this, referring to the text as necessary.
3. Direct students to the summary text. Make sure that students realise that in this task the summary is of the whole text so they will be looking for main ideas in the text. In some cases of this task type, the summary is of a part of the text. They would therefore need to locate which part of the text was relevant and look for supporting ideas.
4. Look at the instructions and ask the following questions:
  - Can you answer using figures? Yes
  - Can you answer using two words? Yes
  - Can you answer using four words? No
  - Are all the answers in the text? Yes
5. Direct students to the summary text again and ask a student to read the first sentence up to the first gap (Q20). Elicit the type of word needed here, getting as many different answers as possible: e.g. it is a noun, it is a type of building, it contains rooms, it is a place where students can sleep.  
If students offer possible answers, accept them all and write them on the board.

6. Staying with the first sentence, elicit the meaning in this context of the words *overseas students* and *local students* (students from abroad and New Zealand students).
7. Put students in pairs to look at each of the gaps and predict what sort of word(s) is/are needed.
8. Working individually, ask students to take each sentence of the summary text at a time and to scan the original text to identify where the information comes from. Mark the margin with a number.
9. Elicit that the information in the summary text is in a different order from that in the original text.
10. Students now complete the task. Remind students to read through their summary at the end, checking for mistakes in grammar, spelling or meaning.
11. Check in pairs, before holding a whole-class check.
12. Ask students to put the following stages of the procedure into the right order as a recap:
  - check the summary for grammar and spelling mistakes (6)
  - predict the missing words (4)
  - skim read the text for general meaning (2)
  - scan the text for the relevant sections of the summary (5)
  - read the instructions (1)
  - read the summary and decide which part of the text it refers to, or whether it is a summary of the whole text (3)

## IELTS General Training Reading Task Type 9 (Summary/Note/Table/Flow-chart Completion) (1) – answer keys

### Key to worksheet

Section of the text	Purpose
Bold type	to provide information about the surrounding area
Paragraph 1	to provide general information about the school
Paragraph 2	to outline other types of help provided by the school
Paragraph 3	to provide details about the classes

### Key to Procedure Step 7

- 20 See Procedure (5)
- 21 the number of days, weeks or months that the shortest course here is
- 22 adjective to describe teachers, probably positive and connected to being a good teacher
- 23 noun that collocates with the verb *join* and which is probably connected to languages
- 24 noun or a place which has two sides, is pretty and is good for walking

### Key to Sample Task

- 20. Halls of Residence
- 21. four/4 weeks
- 22. highly qualified
- 23. (Waikato) Students' Union
- 24. (Waikato) river

## IELTS General Training Reading Task Type 9 (Summary/Note/Table/Flow-chart Completion) (1) – Student's Worksheet

Match each section of the text (bold type, paragraphs 1, 2 and 3) to its purpose below

Section of the text	Purpose
Bold type	to provide information about the surrounding area
Paragraph 1	to provide general information about the school
Paragraph 2	to outline other types of help provided by the school
Paragraph 3	to provide details about the classes





## IELTS General Training Reading Task Type 9 (Summary/Note/Table/Flow-chart Completion) (1) – Sample Task

Read the text below and answer Questions 20-24.

### THE TOTARA LANGUAGE INSTITUTE NEW ZEALAND

**Study English in a national university with students from many countries.**

**\*4 week blocks**

**\*5 hours' tuition each day**

**\*examination preparation**

**\*university entry (with appropriate academic and English requirements)**

**Choice of accommodation for all students – homestays with local families or in Halls of Residence with New Zealand students.**

The Totara Language Institute is part of the University of Waikato in the city of Hamilton, in New Zealand's North Island. Intensive English classes are taught in blocks of four weeks throughout the year and students may enrol for as many blocks as they wish. Classes are for 5 hours each day, Monday to Friday, and include preparation for several international English language examinations. All the courses are taught by highly qualified teachers, many of whom also teach on Language Institute graduate programmes in second language teaching and applied linguistics. Classes are small, usually from 10 -12 students with a maximum number of 15, and normally contain a mix of students from a wide range of countries. Students who study English at the Language Institute become international members of the Waikato Students' Union. The option is available to move on to university study if students meet the English language and academic entry levels for their choice of programme. The Language Institute provides student support, welfare and activities services. Students are met at Auckland airport on arrival and accommodation is provided with local families or in University Halls of Residence with New Zealand students.

Hamilton, one of New Zealand's fastest growing cities, is ideally located for a wide range of leisure and cultural activities. The Waikato river, the longest river in New Zealand, flows through the centre of the city, providing a picturesque and park-like setting of riverside walks and gardens. The Waikato region is a diverse agricultural area, rich in historic sites, arts and crafts, hot springs, native forests, mountains and rivers. Within easy reach is an unspoilt coastline; the wild and rugged west coast beaches famous for surfing, and the more peaceful east coast resorts are only a short drive from Hamilton. Further afield the mountains of the central North Island, 3 hours' drive away, provide superb ski facilities in winter, and hiking country in summer.

The Language Institute activities co-ordinator can assist students to arrange any sport and leisure activities. Assistance is also available for ongoing travel arrangements for students. Students on a visitor visa or work permit may study for a maximum of 3 months. Courses of longer duration require a student permit which is issued for the length of study only.



Complete the summary below.

Choose **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the text for each answer.

Write your answers in boxes 20-24 on your answer sheet.

## Totara Language Institute

Overseas students who study at Totara Language Institute may choose to spend more of their free time with local students by applying for a room in the **20** ..... . Places are available here even for students enrolled on the minimum length course of **21** ..... . Class sizes for each course range from ten to twelve students and all the class teachers are **22** ..... ; many of them teach on graduate programmes in areas such as applied linguistics. As a member of the Language Institute you will automatically be able to join the **23** ..... .

Hamilton can offer students a wide range of social activities. The city itself lies on both sides of the **24** ..... which results in some very picturesque views and enjoyable walks in the gardens.