

## IELTS Academic Reading Task Type 10 (Diagram Label Completion Activity) – teacher's notes

### Description

An activity to introduce task type 10 and the skills needed to answer it, followed by practice of a sample task type 10.

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**Time required:** 30 minutes

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**Additional materials required:**

- OHT of diagram and reading text
- highlighter pens (if possible and if required)

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**Aims:**

- to introduce task type 10 by analysing a diagram
- discuss the skills needed to find the missing information in the reading text
- practise of a sample task type 10.

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### Procedure

1. Show a diagram from a Task Type 10 question on an OHT (or handouts) – see worksheet for an example. Put students into pairs for 3 minutes to discuss what they can understand about the diagram using the information given. (Q1 on worksheet).
2. Follow step 2 on the worksheet. Students identify in pairs what kind of information is missing from the diagram. Check the answers with the whole class.
3. Follow step 3 on the worksheet. Students identify the key words in the diagram. Check the answers with the whole class.
4. Explain that for Task Type 10, the words will probably only come from one part of the text but that they do not necessarily occur in the order of the passage. Emphasise that students should pay particular attention to expressions relating to location and position as these are likely to be the ones relating to the diagram, along with the key words.
5. Follow step 4 on the worksheet. Students consider in pairs how to approach the reading text in order to complete the diagram. Hold a discussion and whole class check of answers.
6. Hand out reading text. Students complete the sample task individually and highlight the exact place on the reading text where they found their answer.
7. Students compare in pairs before a whole class check of answers. Use the OHT of the reading text to indicate where the answers are.

### Suggested follow-up activities/questions (and answers)

Collect in the reading text. For homework, ask students to write a summary of the diagram in their own words which demonstrates that they have understood it. Explain that this is useful practice for Academic Writing Task 1, too.

## IELTS Academic Reading Task Type 10 (Diagram Label Completion Activity) – answer keys

### Key to Worksheet

1. The diagram shows the tunnels made by different species of dung beetle.
2. The missing information is the name of the type of species.
3. The key words are *tunnel, cms*
4. A suggested procedure is to scan the text for the key words, and then to skim the part of the text around the key words to see if it relates to the missing information. For example with the sample text, *tunnel* appears in the first paragraph once but it is not related to the missing information. *Tunnel* appears several times in paragraph 2 and this is the relevant section for the missing information. Detailed reading should only happen when students are sure they have found the relevant section of the text.

### Key to Sample Task

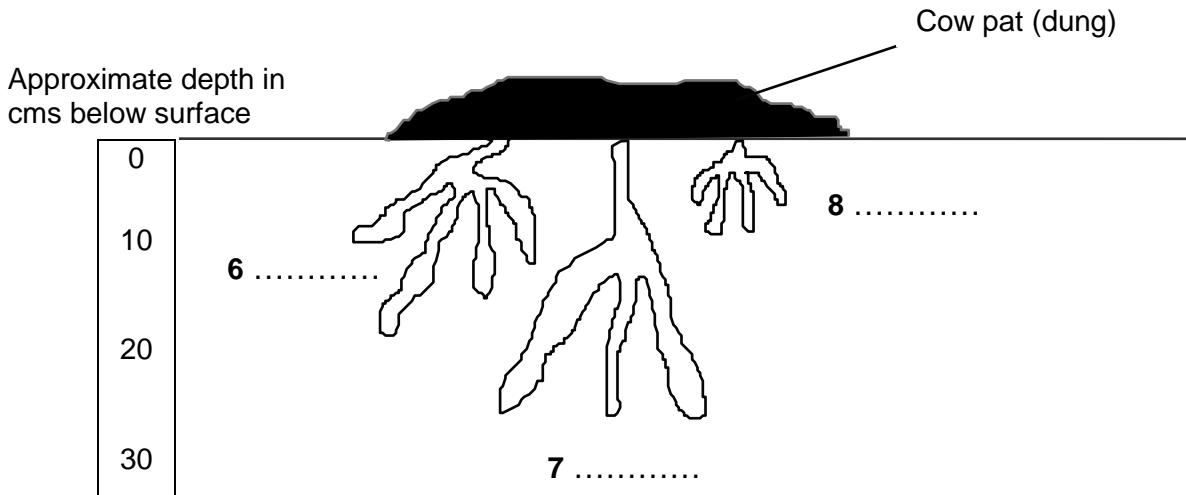
6. South African
7. French
8. Spanish

## IELTS Academic Reading Task Type 10 (Diagram Label Completion Activity) – Student Worksheet

Questions 6 – 8

Label the tunnels on the diagram below using words from the box.

Write your answers in boxes 6-8 on your answer sheet.



Dung Beetle Types	
French	Spanish
Mediterranean	South African
Australian native	South African ball roller

1. What does this diagram show? What features can you explain from the information given? Compare your ideas with a partner.
2. Look at the instructions and the answer spaces 6, 7 and 8. What kind of information is required for the answers?
3. Which are the key words in the diagram?
4. In what order would you do the following with the reading text? Why?
  - detailed reading
  - scanning
  - skimming

**[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