Unit 3 Completing Summaries Short-answer Questions

Completing Summaries

Exam information

In the IELTS exam, you may be given a summary of a text, but there will be information missing which you have to find in the text. This task tests your ability to understand the main ideas in a section of text or to understand details. The summary consists of connected sentences of text. The answers might not be in the same order as you will find them in the text, but you usually only have to look at a section of text, not the whole. You have to select a certain number of words [e.g. one, two or three] from the text or choose the right word from a list of possible answers.

Exam tip: When you are completing notes or a summary, try to predict what kinds of words may be missing by using your knowledge of grammar.

Skills development

Complete the summary below with words from the text underneath. Use *NO MORE THAN THREE WORDS* for each answer.

Summary:
Up until recently, students expected to earn good money after graduation. However, there has been a dramatic (1) ---------- in attitude, and a minority now think that they will work in a field that they are (2) ---------- for. It is still worth doing higher studies in the UK because the gap in earning between university graduates and the people who do not have university degrees is greater than anywhere else (3) ----------. Because of the current economic situation, there may be fewer employment opportunities available, so for (4) ---------- qualifications are very important.

The recession has brought about an abrupt change of mood on university campuses up and down the country. A five-year boom in the graduate job market has been stopped in its tracks and salary expectations, which hit record levels last year, are heading southwards. No wonder only one in five of 16,000 final year students questioned for a recent survey by High Flyers Research said that they expected to get a job for which they are qualified by the time they graduate this summer.

Despite the gloom, the financial case for going to university remains compelling. International surveys continue to show the salary premium enjoyed by UK graduates over those who choose not to go to university as among the highest in the world. In the post-

recession world, a university degree is likely to be even more of an advantage to job-seekers than before.
But choosing the right degree course and the right university will also be more important than ever. This does not necessarily mean that students should go only for job-related degrees, but it will put a premium on marketable skills. And it may mean that more universities can be expected to follow the lead of Liverpool John Moores University, which puts all of its undergraduates through a World of Work (WoW) course designed to give them the problem-solving and communications skills they will need at work.
The Times Good University Guide 2010, published by HarperCollins, offers a wealth of essential information to help candidates to navigate the maze of university choice, as well as advice on student Life. It is the most authoritative guide to universities in the UK and is an essential and comprehensive tool for students and parents.
The on line version of the Guide allows students and parents to create their own individual university rankings and to compare the strengths and weaknesses of different institutions by sorting universities according to one of eight criteria - from student satisfaction to research quality and degree results. The table sees Oxford maintain its Leadership, despite coming below Cambridge in most of the subject tables. Cambridge has the better record on student satisfaction, research, entry standards, completion and graduate destinations, but Oxford's Lead in staffing levels, degree classifications and particularly in spending on libraries and other student facilities makes the difference.
The biggest climbers at the top of the table include Liverpool (up from 43 to 28), Leeds (up from 31 to 27), Sheffield (up from 22 to 18), Edinburgh (up from 18 to 14) and Exeter (up from 13 to 9). St Andrews remains the top university in Scotland, while Cardiff is well clear in Wales.
The key information is contained in the 62 subject tables, which now cover every area of higher education. The number of institutions in this year's tables has increased by only one because a fourth university- the West of Scotland - has instructed the Higher Education Statistics Agency not to release its data. It joins Swansea Metropolitan, London Metropolitan and Liverpool Hope universities in blocking the release of data to avoid appearing in league tables.

Short-answer Questions

Exam information

In this task type, you are asked about factual details. The task tests your ability to find and understand specific information in a text. Your answers will consist of no more than a certain number of words or numbers. Note:

- Numbers can be written as words (e.g. eight) or figures (e.g. 8).
- Hyphenated words count as one word (e.g. merry-go-round).

The questions are normally in the same order as the information in the text. In other words, the answer to question 1 occurs in the text before the answer to question 2, and so on.

Exam tip: In order to find the correct answer in a text, focus on what you are looking for. One way to do that is to think about the key words in the questions.
Example: <u>What</u> is your <u>favourite memory</u> of your time in <u>school</u>?

The question word (‘what’) is important. The nouns ('memory' and 'school') also carry a lot of information. Words like 'your' and ‘of’ are not necessary to understand the question.
Note that 'time' is not a key word: the question asks about memories, not time.

To keep to the maximum number of words, it can help to change a word form. Use a noun as an adjective:
the documents about the house ⟶ *the house documents,* or
to omit a verb *there is a variety of reasons* ⟶ *various reasons.*

Skills development

Questions 1-10

As quickly as you can, find the answers to the questions 1-10 by referring to the text below. Choose *NO MORE THAN TWO WORDS OR NUMBERS* from the text for each answer.

1. Who is against the proposed changes to student tuition fees?
2. How could a future loan repayment schedule be described in comparison to that of today?
3. According to the official statement from the National Union of Students, who will suffer financially?
4. From the point of view of students, what would be the negative consequences of higher tuition fees?
5. In the future, what may become the deciding factor for students choosing a university?
6. What will happen to the maximum period of repayment?
7. What will students whose parents earn a total of £55,000 receive?
8. According to Universities UK, who would especially benefit from the new system?
9. According to newer universities, what might happen to the number of people who are able to move up in society?
10. Who may ask for fees of over £7,000?

Plans to allow universities to charge unlimited tuition fees were today greeted with dismay from students and lecturers but welcomed by vice-chancellors at top-flight institutions. Fees of up to £6,000 a year would go directly to universities, but above that figure they would pay a levy that would increase for each additional £1,000, restricting the extra income, under proposals set out by a review of higher education funding. Graduates would also repay their loans later and over a longer period.

Lord Browne of Madingley proposed a new system under which one graduate in five in lower-paid jobs would repay less than today but higher-earning graduates would pay more. His proposals, following a review of higher education finance lasting almost a year, will form the basis of a new system for funding universities from autumn 2012. 'Under these plans universities can start to vary what they charge,' he said, 'but it will be up to students