IELTS General Training Reading Task Type 6 (Matching Features) (1) – teacher's notes

Description

An activity to familiarise students with task type 6, matching features, which focuses on skimming and scanning.

Time required:	60 minutes
Additional materials required:	▪ clock or watches with a second hand
Aims:	▪ to introduce the classification task, to encourage students to consider the language and ideas in the questions
	▪ to use both skimming and scanning to find the answers within time limits

Procedure

1. Hand out the worksheet. Explain that this activity helps prepare students for the task itself, by helping them to understand the language involved. Students work through the first part of the worksheet.

2. Ask students to check if they agree which characteristic belongs to which type, and to compare the characteristics they have thought of in small groups.

3. Hand out the sample task and text. Ask students to skim the text in 2 minutes to see how many of the characteristics they wrote down on the worksheet are included in the text.

4. Whole class feedback and discussion of characteristics.

5. Put students into pairs to look at the second part of the worksheet. Explain they need to think of other ways that the key words can be expressed, and what key ideas to scan the text for, as the words used in the information will not usually be the same as the words in the text.

6. Get some feedback on the key words/key ideas. Then ask students to guess which characteristic (Qs 1-4) belongs to which type. Don't check the answers yet.

7. Put students in pairs again, and make sure each pair has access to a watch or clock with a second hand. Explain that students are going to practice their skimming and scanning skills against the clock, using the information from their worksheet. One student times 3 minutes while the other attempts the sample task. Remind students that they don't have to answer the questions in order.

8. After 3 minutes, the student doing the sample task briefly explains to their partner what they spent the time doing and if they have found any answers (but tell them not to say what they think the answers are). Then they swap roles and repeat the process for 3 more minutes.

9. Hold a whole class feedback session about what the students did during the 3 minutes and how the time limit affected their reading. Don't check any answers at this stage.

10. Explain that the students are going to finish the task individually now, with you announcing each time 3 minutes has passed, up to a total of 9 more minutes (or more or less depending on your students' progress).

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11. Change the pairs and ask them to check their answers together.

12. Whole class check and discussion. Refer students back to their original ideas in step 6 and see how many they predicted correctly. NB Remind students that the answers are always in the text and that while they can use their own knowledge to help them understand the background of a topic, they should never answer a question using just their own knowledge.

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IELTS General Training Reading Task Type 6 (Matching Features) (1) – answer keys

Key to Classroom Activity 1

A political activist: He/she wants to change society (other characteristics: they protest, they have strong ideas, etc)

A drop-out: He/she wants to withdraw from society (other characteristics: they aren't interested in politics, they have no plans for the future, etc)

A conservative: He/she accepts authority (other characteristics: they are traditional, they follow rules, etc)
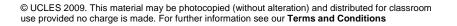
Key to Classroom Activity 2

1. someone who is likely to be <u>pessimistic</u>

2. someone who was <u>brought up</u> to believe you should always <u>do the right thing</u>

3. someone who finds it hard not <u>to speak out</u> if they think something is <u>against their viewpoint</u>

4. someone whose parents <u>allowed</u> them to <u>do what they wanted</u> to when they were <u>younger</u>

Key ideas:

1 having negative ideas

2 not having rules during childhood

3 having to say if something is wrong

4 being able to do anything they wanted during childhood

Key to Sample Task X

1 (Type) B
2 (Type) C
3 (Type) A
4 (Type) B
5 (Type) B
6 (Type) A
7 (Type) A
8 (Type) C

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IELTS General Training Reading Task Type 6 (Matching Features) (1) – Student's Worksheet

1. Look at the following three types of people.

Type A: A political activist	Type B: A drop-out	Type C: A conservative

   Match each of these descriptions to the type of people:

   He/she wants to withdraw from society

   He/she accepts authority

   He/she wants to change society

   Can you think of any other characteristics for each type? Write your ideas in the spaces above.

2. Look at the task below. You are going to scan the text to find the information in questions 1-4. Before you do this task, look at each piece of information and decide which key words you will scan for. Then decide what the key idea is for each piece of information and explain it to your partner using your own words.

   Questions 1-4

   Classify the following characteristics, behaviours and attitudes as typical of

   > A   Type A
   >
   > B   Type B
   >
   > C   Type C

   Write the correct letter, A, B or C, in boxes 1-4 on your answer sheet.

   1   someone who is likely to be pessimistic

   2   someone who was brought up to believe you should always do the right thing

   3   someone who finds it hard not to speak out if they think something is wrong

   4   someone whose parents allowed them to do what they wanted to when they were younger

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IELTS General Training Reading Task Type 6 (Matching Features) (1) – Sample Task

Read the text on pages 1 and 2 and answer Questions 1-8.

This is an extract from a book written in the United States of America in 1971. It is about attempts to classify the behaviour of young people living in the United States of America at that time.

In their search for a sense of identity and a set of values consistent with this identity, some older adolescents find themselves questioning not only the standards of their parents but also the goals and values of society itself.

We cannot touch upon the many factors that have contributed to this state of dissension, but it is informative to look at several lifestyles adopted by young people in an attempt to develop their own identity. It should be kept in mind, however, that even in this age of dissent, only a small group seriously questions or protests against the values of society. Most young people strive to fit into society and to achieve the adult role.

Type A
These are the young people who have rejected many of society's values and are determined to protest, and in some cases even to advocate revolution, in order to change or abolish those institutions that conflict with their ideas. They feel compelled to speak out on issues they view as morally wrong, and in their rejection of authority they are willing to use civil disobedience and face possible arrest to attain their goals.

According to the research of Smith (1968), when university students active in protest movements were asked to check a list of adjectives that described their characteristics, the items that differentiated them from a representative cross-section of students were 'imaginative', 'free' and 'not hung up'. The adjectives that distinguished the cross-section group were 'ambitious', 'foresightful', 'orderly' and 'conventional'. When asked to provide solutions to a series of stories that posed a moral dilemma, the activists were more likely to respond on the basis of moral principles they had worked out for themselves, while the cross-section group tended to respond according to conventional morality.

Block (1968) completed research which indicated that students active in protest movements come from families of greater economic, educational and social status than the average student. Since their parents tend to be politically liberal, the behaviour of these students cannot be viewed as rebellion against parental authority. Student activists describe their relations with their parents as close and affectionate; the parents were rational and permissive in their approach to child-rearing, placing less emphasis on prohibitions and punishments.

Type B
These young people also reject the traditional values of society but differ from the activists in their pessimism that protesting will produce any change. They have no use for long-term goals or commitment; instead they escape from society by 'dropping out'. They tend to be estranged from their parents as well as from society; their ideological views are not extensions of their parents' views but instead are formed in rebellion against parental attitudes. Fathers of alienated male college students, according to Keniston (1966), are described by their sons as cold, withdrawn men who are concerned with success and status and have little involvement with their offspring. These young people reject, at the same time, the values of their parents and those of society.

Type C
These are young people who are active in extreme conservative movements. They accept the traditional American values and authority structure: many have been influenced by the individualistic philosophy of Ayn Rand. Studies of the background of these students suggest that their parents were authoritarian and apt to place a high value on achievements and 'goodness'. Schiff (1966) distinguishes between those youngsters whose conservative commitment came from their parents at an early age, and those who converted to conservatism in later adolescence, perhaps after being influenced by other students.

The three types of lifestyles described above are, of course, not the only ones adopted by adolescents in contemporary American society. Many young people try to promote change not by rebelling against society's values but by working within the existing institutions – contributing their efforts to agencies such as the Peace Corps, for example, which provides volunteer workers for humanitarian projects all over the world. Because there is as yet little data on the background and attitudes of these young people, they were not included in our discussions.

And as in all attempts to classify individuals according to types, there are probably as many young people who do not fit neatly into these categories as those who do.

Questions 1 – 8

The behaviour of young people is described in three ways, Types **A**, **B** and **C**.

Classify the following behaviours, attitudes and characteristics as typical of

     A   *Type* **A**
     B   *Type* **B**
     C   *Type* **C**

*Write the correct letter, **A**, **B** or **C**, in boxes 1-8 on your answer sheet.*

1   someone who rejects the traditions of society and revolts against the ideological views of their parents

2   someone who prefers to live according to the values associated with the security of the past

3   someone who, to some extent, would like to be seen as a creative thinker

4   someone who does not like society's values but has doubts about the usefulness of   protest

5   someone who is characterised by a lack of conventional ambition

6   someone who might be described as an 'optimistic rebel'

7   someone who is likely to have got on very well with their parents

8   someone whose parents would have made it very clear that they wanted their child to succeed, but also to have high moral standards

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