

IELTS Academic Reading Task Type 4 (Matching Information) Activity – teacher's notes

Description

A series of activities to introduce, understand and practise task type 4, focusing on understanding the task, paraphrasing language in the task, doing the task and reflecting about the task after it has been completed.

Time required: 70 minutes

Additional materials required:

- exercise 1 could be put on an OHT or the board
- sample task and questions (one is provided but any can be used – although exercise 2 would need changing as appropriate)

Aims:

- to raise awareness of task type 4 by focusing on the questions, to practise paraphrasing the information points
- to develop a strategy for this type of task based on practice of a sample task.

Procedure

1. Hand out the sample reading task and the questions. Show students the True False statements on exercise 1 either on a handout, on the board or on an OHT. Students complete the task and discuss their answers with a partner.
2. Hold a class discussion of the answers, clarifying any points as necessary. Enlarge on question 5 by explaining more about the two different tasks and what skills are needed for both.
3. Explain that students will need to scan for specific information in this type of task but that the exact words of the item may not appear in the passage. Instead they should scan for words with the same or a similar meaning. Elicit the meaning of paraphrasing and its purpose. Hand out exercise 2 and ask students to quickly match the sentences. Set a time limit of 2 minutes and ask fast finishers to think of further synonyms or paraphrases that could be used.
4. Hold a whole class check of the answers.
5. Explain that the sentences on the left of exercise 2 are the information points that they need to find in the text. Ask students to do the task individually. Suggest they start with reading paragraph A and then look at the possible information points. Remind students that not all information points are used. Leave the rest of the technique open at the moment and let the students work through all the questions.
6. Ask students to check their answers in pairs and then hold a whole class check.
7. Students now reflect on the technique they used to find the answers. Students explain to their partner how they found the answer and what they found difficult about this task.
8. Hand out exercise 3 and ask students to complete the task.
9. Hold a whole class discussion of their answers, adding any further hints where appropriate.

IELTS Academic Reading Task Type 4 (Matching Information) Activity – answer keys

Key to Exercise 1

1. The text has a title which gives the main topic of the text.
True – The Motor Car, this is what the text is about in general.
2. There are illustrations with this text which help you understand parts of the text.
False – but in some texts there might be and this would help you understand the text.
3. There are more paragraphs than questions.
True – there are 8 paragraphs and only 6 questions so not every paragraph will be used.
4. You can use a paragraph more than once.
True – one paragraph could contain information on more than one question so always skim read through all the questions each time.
5. The task is the same as Task Type 5 Matching Headings.
False – this task is about locating specific information whereas Task Type 5 was matching sentences containing the main idea of a paragraph.

Key to Exercise 2

A comparison of past and present transportation methods	changes in the types of transport over time
how driving habits contribute to road problems	the way in which people drive makes road problems worse
the relative merits of cars and public transport	the advantages of both trains and car
the writer's prediction on future solutions	how the author thinks transport problems will be solved
the increasing use of motor vehicles	the growth in the amount of kilometres driven by car
the impact of the car on city development	how the car has influenced the features of cities

Key to Exercise 3

The best technique is to read the first paragraph and then look through the information points to see if one of them can be found in the first paragraph.

Agree – because you are looking for specific information, it is easier to read a paragraph and then look through the information points to see if the paragraph contained any of them.

It is a good idea to re-read the same paragraph several times to make sure of your answer before moving on to the next paragraph.

Disagree – you will waste time if you do this as some paragraphs do not contain an information point. It is better to continue and then check your answers at the end

If the exact same words appear in the text as in an information point, then this must be the correct paragraph.

Disagree – more than one paragraph may deal with the same general area as an information point so the words may appear in more than one paragraph. You need to look for the information not the words

If you cannot find an information point for a paragraph quickly, then you should move on and come back to it again later.

Agree – some paragraphs do not contain an information point so don't spend too long on any one paragraph.

Every time you have read a paragraph, you must look at all information points again, even those that you think you have matched.

Agree – you should read through them quickly again to check that you haven't made any mistakes and keep an open mind about your answers until you have read all the paragraphs. This will also help you 'learn' the information points so by the end you know what kind of information you are looking out for in the text.

Key to Sample Task

14. C

15. F

16. E

17. H

18. A

19. D

IELTS Academic Reading Task Type 4 (Matching Information) Activity – Student’s Worksheet

Exercise 1

Look at the text and answer True or False for each statement:

1. The text has a title which gives the main topic of the text	True	False
2. There are illustrations which help you understand parts of the text	True	False
3. There are more paragraphs than questions	True	False
4. You can use a paragraph more than once	True	False
5. The task is the same as Task Type 5 Matching Headings	True	False

Exercise 2

Look at the following information points on the left. Can you match each one with the sentence with the same meaning on the right?

a comparison of past and present transportation methods	the advantages of both trains and cars
how driving habits contribute to road problems	how the author thinks transport problems will be solved
the relative merits of cars and public transport	the growth in the amount of kilometres driven by car
the writer’s prediction on future solutions	how the car has influenced the features of cities
the increasing use of motor vehicles	changes in the types of transport over time
the impact of the car on city development	the way in which people drive makes road problems worse

Exercise 3

Think about the sample task that you have just done. Read the sentences below and answer Agree or Disagree for each statement.

The best technique is to read the first paragraph and then look through the information points to see if one of them can be found in the first paragraph	Agree	Disagree
It is a good idea to re-read the same paragraph several times to make sure of your answer before moving on to the next paragraph	Agree	Disagree
If the exact same words appear in the text as in an information point, then this must be the correct paragraph	Agree	Disagree
If you cannot find an information point for a paragraph quickly, then you should move on and come back to it again later	Agree	Disagree
Every time you have read a paragraph, you must look at all information points again, even those that you think you have matched.	Agree	Disagree

The Motor Car

- A** There are now over 700 million motor vehicles in the world - and the number is rising by more than 40 million each year. The average distance driven by car users is growing too - from 8km a day per person in western Europe in 1965 to 25 km a day in 1995. This dependence on motor vehicles has given rise to major problems, including environmental pollution, depletion of oil resources, traffic congestion and safety.
- B** While emissions from new cars are far less harmful than they used to be, city streets and motorways are becoming more crowded than ever, often with older trucks, buses and taxis which emit excessive levels of smoke and fumes. This concentration of vehicles makes air quality in urban areas unpleasant and sometimes dangerous to breathe. Even Moscow has joined the list of capitals afflicted by congestion and traffic fumes. In Mexico City, vehicle pollution is a major health hazard.
- C** Until a hundred years ago, most journeys were in the 20km range, the distance conveniently accessible by horse. Heavy freight could only be carried by water or rail. Invention of the motor vehicle brought personal mobility to the masses and made rapid freight delivery possible over a much wider area. In the United Kingdom, about 90 per cent of inland freight is carried by road. The world cannot revert to the horse-drawn wagon. Can it avoid being locked into congested and polluting ways of transporting people and goods?
- D** In Europe most cities are still designed for the old modes of transport. Adaptation to the motor car has involved adding ring roads, one-way systems and parking lots. In the United States, more land is assigned to car use than to housing. Urban sprawl means that life without a car is next to impossible. Mass use of motor vehicles has also killed or injured millions of people. Other social effects have been blamed on the car such as alienation and aggressive human behaviour.
- E** A 1993 study by the European Federation for Transport and Environment found that car transport is seven times as costly as rail travel in terms of the external social costs it entails - congestion, accidents, pollution, loss of cropland and natural habitats, depletion of oil resources, and so on. Yet cars easily surpass trains or buses as a flexible and convenient mode of personal transport. It is unrealistic to expect people to give up private cars in favour of mass transit.
- F** Technical solutions can reduce the pollution problem and increase the fuelled efficiency of engines. But fuel consumption and exhaust emissions depend on which cars are preferred by customers and how they are driven. Many people buy larger cars than they need for daily

purposes or waste fuel by driving aggressively. Besides, global car use is increasing at a faster rate than the improvement in emissions and fuel efficiency which technology is now making possible.

- G** Some argue that the only long-term solution is to design cities and neighbourhoods so that car journeys are not necessary - all essential services being located within walking distance or easily accessible by public transport. Not only would this save energy and cut carbon dioxide emissions, it would also enhance the quality of community life, putting the emphasis on people instead of cars. Good local government is already bringing this about in some places. But few democratic communities are blessed with the vision – and the capital – to make such profound changes in modern lifestyles.
- H** A more likely scenario seems to be a combination of mass transit systems for travel into and around cities, with small ‘low emission’ cars for urban use and larger hybrid or lean burn cars for use elsewhere. Electronically tolled highways might be used to ensure that drivers pay charges geared to actual road use. Better integration of transport systems is also highly desirable - and made more feasible by modern computers. But these are solutions for countries which can afford them. In most developing countries, old cars and old technologies continue to predominate

Questions 14 – 19

Sample Passage 7 has eight paragraphs labelled **A-H**.

Which paragraphs contains the following information?

*Write the correct letter **A-H** in boxes 14-19 on your answer sheet.*

NB You may use any letter more than once.

- 14 a comparison of past and present transportation methods
- 15 how driving habits contribute to road problems
- 16 the relative merits of cars and public transport
- 17 the writer's prediction on future solutions
- 18 the increasing use of motor vehicles
- 19 the impact of the car on city development

