

IELTS Academic Reading Task Type 6 (Matching Features) Activity – teacher’s notes

Description

A series of activities to introduce task type 6: classifying words, skimming and scanning, detailed reading, paraphrasing and classifying facts

Time required: 90 minutes

Additional materials required:

- blank paper

Aims:

- to introduce task type 6
- to develop the skills needed to complete it: classifying words, skimming and scanning, detailed reading, paraphrasing and classifying facts.

Procedure

1. Hand out worksheet 1. Students categorise the words into four groups, think of a title for each group and compare in groups. Deal with any new words as they go through the worksheet. Explain that the skill of seeing links and relations between words and ideas will be tested in task types 2 and 3.
2. Hold a brief discussion of what skim reading means. Concept check using the following questions:
 - Do you read quickly or slowly? (quickly)
 - Do you need to read every word and every sentence? (no, you don’t need to read every word or even every sentence – you could read just the first sentence of each paragraph or the first and last sentences)
 - What should you do when you come across an unknown word? (ignore it or skip it – you shouldn’t even try to work out the meaning when you are skim reading)
 - What is the main purpose of skim reading? (to get a general idea of the text and overview of the content)
3. Hand out the sample task and ask students how long they will need to skim read it. Halve the time they suggest to you (or as appropriate). Students skim it and then share what they have understood from the text with the class. Write their ideas on the board, and encourage students to realise that they can take in a lot of information from just a quick reading. N.B. This text may have already been seen in task types 2 and 3, in which case you could ask students to discuss what they can remember from the text before they skim read it again.
4. Hand out worksheet 2. Go through the classifications as a class, eliciting or explaining the difference between findings and opinions and the type of verbs used to express both. Findings of a study are the facts that have been proved, expressed by language such as *the study shows, reveals, proves* etc. Opinions of a study are the ideas that come up during a study but have no proof, expressed by language such as *the researchers believe, argue, claim*.

5. Students locate the three relevant areas of the text: the UCSF study, the EPA study, and the consultants to the tobacco industry's ideas.
6. Put students into groups of three. Students find an example of each classification A–D from the text and write them on a separate piece of paper, one sheet with four sentences per group. Monitor and check.
7. Write the following on the board:

In recent times, scientific research has been providing evidence that years of cigarette smoking vastly increases the risk of developing fatal medical conditions.

Explain that the Academic Reading paper tests their knowledge and understanding of synonyms and paraphrasing as the language used in the questions is not the same as in the text.

As a class, write an alternative sentence to the one on the board, changing as many words and structures as possible, but keeping the meaning the same

e.g. Due to recent scientific research, we have now got much more proof that if you smoke for a long time, you are much more likely to die from smoking-related health problems.

Encourage as many variations as possible.
8. Students return to worksheet 2 to complete step 4 by trying to change their four sentences in the same way on a new piece of paper. Monitor and check that the meaning is kept the same, and correct as necessary.
9. Students exchange their sentences with another group. Each group reads the sentences and finds which sentences in the text have been changed, and which classification each one is.
10. Students pass back their papers to the original group for checking. Allow students to move around and explain to each other any corrections.
11. Move on to the sample task. Explain that in this task type, unlike others, the statements are not in order. Explain (or elicit) that this means that they can save time by keeping more than one in mind at a time, and so they should read all the statements first. They may find the answer to one while looking for another.
12. Hand out the statements and have students read them all.
13. Students work in pairs to decide which words in the statements could be changed using synonyms or paraphrasing, and to give their suggestions for these.
14. As a class, elicit a few suggestions for synonyms or paraphrasing: e.g. *adapt* could be *change*, *make fit* and *harmful* could be *dangerous*, *toxic*.
15. Students complete the task by scanning and skimming for the appropriate sections of the text for the statements and classifying them.
16. Students compare in pairs before checking as a whole class.
17. Summarise with the class what the steps are for completing task type 9. Write them on the board. See **Additional information**.

Additional information

The procedure for task type 6 can be summarised as:

- skim read the text and the task
- analyse the classification required by thinking about the differences between the classes
- consider what other language may be used to express the statements – e.g. synonyms, paraphrasing
- scan the text looking for the relevant sections for each statement, bearing in mind that they are not in order
- classify each statement using the information in the relevant section in the text

IELTS Academic Reading Task Type 6 (Matching Features) Activity – answer keys

Key to Worksheet 1

Words relating to research	Parts of the body	Diseases and illnesses	People
Research	Lungs	Cancers	Doctor
Evidence	Kidneys	Leukaemia	Partner
Report	Mouth	Bronchitis	Smoker
Publish	Heart	Pneumonia	Spouse
Journal	Stomach	Heart attack	Scientist
Study		Influenza	Researcher
			Consultant
			Non-smoker

Key to Worksheet 2

Example sentences for step 3

- A ... the smoke experienced by many people in their daily lives is enough to produce substantial adverse effects on a person's heart and lungs.
- B ... the type of action needed against passive smoking should be similar to that being taken against illegal drugs and AIDS (SIDA).
- C Side-stream smoke ... contains more smaller particles.
- D ... cigarette smoke has the same impact on smokers as it does on non-smokers.

Example sentences for step 4

- A The amount of smoke that an average person breathes in every day is sufficient to damage their heart and lungs.
- B Passive smoking should be treated as seriously as drugs and AIDS.
- C Side-stream smoke is made up of particles that are of smaller size.
- D Smokers and non-smokers suffer equally from the effects of cigarette smoke.

Key to Sample Task

- 11. A
- 12. B
- 13. C



IELTS Academic Reading Task Type 6 (Matching Features) Activity – Student’s Worksheet 1

Classify the words into four groups using the table below, and then decide on a name for each category.

Research	Evidence	Cancers	Lungs	Mouth
Stomach	Kidneys	Leukaemia	Pneumonia	Bronchitis
Influenza	Smoker	Report	Publish	Partner
Non-smoker	Spouse	Researcher	Study	Heart
Journal	Doctor	Heart attack	Scientist	Consultant

Group 1	Group 2	Group 3	Group 4

IELTS Academic Reading Task Type 6 (Matching Features) – Student's Worksheet 2

1. Look at the classifications below.

- *a finding of the UCSF study*
- *an opinion of the UCSF study*
- *a finding of the EPA report*
- *an assumption of consultants to the tobacco industry*

What are the differences between them? What is the difference between the findings and opinions of a study? What verbs are used to express findings and opinions? What examples can you find in the text?

Verbs which express findings	Verbs which express opinions
e.g. This study reveals	e.g. Researchers believe

2. Find the parts of the text which refer to each classification:
3. In groups, find an example of each classification. If there is more than one example, decide as a group which one you want to choose. Copy them in full sentences in **random** order on a blank piece of paper, labelling them A–D.
4. On another piece of blank paper, work as a group to change your four sentences A–D from the text into new sentences, keeping the meaning the same but using different words and structures.
5. Exchange your new sentences with another group.
6. Identify which of the other group's original sentences were in the text and classify them.

IELTS Academic Reading Task Type 6 (Matching Features) – Sample Task

Questions 11 –13

Classify the following statements as being

- A** a finding of the UCSF study
- B** an opinion of the UCSF study
- C** a finding of the EPA report
- D** an assumption of consultants to the tobacco industry

Write the correct letter, **A**, **B**, **C** or **D**, in boxes 11-13 on your answer sheet.

- 11 Smokers' cardiovascular systems adapt to the intake of environmental smoke.
- 12 Smoke-free public places offer the best solution.
- 13 The intake of side-stream smoke is more harmful than smoke exhaled by a smoker.

The Risks of Cigarette Smoke

Discovered in the early 1800s and named 'nicotianine', the oily essence now called nicotine is the main active ingredient of tobacco. Nicotine, however, is only a small component of cigarette smoke, which contains more than 4,700 chemical compounds, including 43 cancer-causing substances. In recent times, scientific research has been providing evidence that years of cigarette smoking vastly increases the risk of developing fatal medical conditions.

In addition to being responsible for more than 85 per cent of lung cancers, smoking is associated with cancers of, amongst others, the mouth, stomach and kidneys, and is thought to cause about 14 per cent of leukaemia and cervical cancers. In 1990, smoking caused more than 84,000 deaths, mainly resulting from such problems as pneumonia, bronchitis and influenza. Smoking, it is believed, is responsible for 30 per cent of all deaths from cancer and clearly represents the most important preventable cause of cancer in countries like the United States today.

Passive smoking, the breathing in of the side-stream smoke from the burning of tobacco between puffs or of the smoke exhaled by a smoker, also causes a serious health risk. A report published in 1992 by the US Environmental Protection Agency (EPA) emphasized the health dangers, especially from side-stream smoke. This type of smoke contains more smaller particles and is therefore more likely to be deposited deep in the lungs. On the basis of this report, the EPA has classified environmental tobacco smoke in the highest risk category for causing cancer.

As an illustration of the health risks, in the case of a married couple where one partner is a smoker and one a non-smoker, the latter is believed to have a 30 per cent higher risk of death from heart disease because of passive smoking. The risk of lung cancer also increases over the years of exposure and the figure jumps to 80 per cent if the spouse has been smoking four packs a day for 20 years. It has been calculated that 17 per cent of cases of lung cancer can be attributed to high levels of exposure to second-hand tobacco smoke during childhood and adolescence.

A more recent study by researchers at the University of California at San Francisco (UCSF) has shown that second-hand cigarette smoke does more harm to non-smokers than to smokers. Leaving aside the philosophical question of whether anyone should have to breathe someone else's cigarette smoke, the report suggests that the smoke experienced by many people in their daily lives is enough to produce substantial adverse effects on a person's heart and lungs.

The report, published in the Journal of the American Medical Association (AMA), was based on the researchers' own earlier research but also includes a review of studies over the past few years. The American Medical Association represents about half of all US doctors and is a strong opponent of smoking. The study suggests that people who smoke cigarettes are continually damaging their cardiovascular system, which adapts in order to compensate for the effects of smoking. It further states that people who do not smoke do not have the benefit of their system adapting to the smoke inhalation. Consequently, the effects of passive smoking are far greater on non-smokers than on smokers.

This report emphasizes that cancer is not caused by a single element in cigarette smoke; harmful effects to health are caused by many components. Carbon monoxide, for example, competes with oxygen in red blood cells and interferes with the blood's ability to deliver life-giving oxygen to the heart. Nicotine and other toxins in cigarette smoke activate small blood cells called platelets, which increases the likelihood of blood clots, thereby affecting blood circulation throughout the body.

The researchers criticize the practice of some scientific consultants who work with the tobacco industry for assuming that cigarette smoke has the same impact on smokers as it does on non-smokers. They argue that those scientists are underestimating the damage done by passive smoking and, in support of their recent findings, cite some previous research which points to passive smoking as the cause for between 30,000 and 60,000 deaths from heart attacks each year in the United States. This means that



passive smoking is the third most preventable cause of death after active smoking and alcohol-related diseases.

The study argues that the type of action needed against passive smoking should be similar to that being taken against illegal drugs and AIDS (SIDA). The UCSF researchers maintain that the simplest and most cost-effective action is to establish smoke-free work places, schools and public places.

