

IELTS General Training Reading Task Type 4 (Matching Information) (1) – teacher's notes

Description

An activity to introduce multiple matching, to practise a pre-reading language activation stage and to develop skimming and scanning skills

Time required: 40 minutes

Additional materials required:

- none

Aims:

- to introduce a strategy for answering multiple-matching tasks which involves a pre-reading stage of language activation and prediction

Procedure

1. Hand out the worksheet (two examples of multiple-matching tasks) and ask students to notice the difference. Example 1 involves matching options to extracts/ advertisements. There are more advertisements (six) than there are options (four) so some of the advertisements are distractors (which will not be used). Example 2 involves matching options to paragraphs/sections. Here there are five paragraphs and five options, so each will be used once. (Please note that these two example tasks are for noticing the task variant only, and the texts are not included).
2. Hand out the sample task. Ask students to look at the adverts for 1 minute, then discuss with a partner what the similarities and differences are between them (see key).
3. Ask the following questions about the texts in general (see key):
 - a. What languages are texts A and D advertising?
 - b. Where are the schools in texts B and C?
 - c. What type of school is advertised in text E?
 - d. Elicit why it is important to have a general idea of what the texts are about.
4. Students read the instructions and then questions 1–8. With a partner, students discuss what each one means in the context of a language school and think of any examples or language which might be associated with each question.

e.g. 'up-to-date teaching systems' could use language such as *modern*, *cutting edge*, *technology*, *methods* and might refer to using *the internet* or *special books*.

Explain that in the exam they must do this step very quickly and individually but that they mustn't skip it. (See key)
5. Explain that in this task type the questions do not follow the same order as the information in the passage or extracts. Put students back into pairs and ask them to decide where they would start to do the task.

6. Hold a brief whole class discussion about where to start to do the task. Either elicit or explain the following points:
 - a. You should try to keep all the questions in mind as you may find the answer to one when looking for another.
 - b. Start with the easy questions – i.e. the ones where you understand the language clearly or where you notice an answer very quickly; e.g. question 7 might be found quickly as it is clearly in the middle of advert A.
7. Students do the sample task individually.
8. Students compare their answers in pairs.
9. Hold a whole class check of the answers, highlighting the relevant areas of the text as you go through it. Ask students to justify their answers and explain why other options are wrong, as necessary. Encourage students to make a note of any new language as they go along.
10. To recap, elicit from the class the stages of the procedure used.

IELTS General Training Reading Task Type 4 (Matching Information) (1) – answer keys

Key to Procedure steps

Step 2: Similarities could include that all the adverts feature language schools; they are all in Australia; they all mention language courses.

Differences could include that they have courses in different languages, with different course times and lengths, and offer a variety of other information related to the school.

Step 3:	Languages advertised in text A:	French and Japanese
	Languages advertised in text D:	French
	Location of the school in text B:	Sydney
	Location of the school in text C:	Perth
	Type of school advertised in text E:	a university TESOL centre

Step 4: Possible paraphrasing/examples are:

- 2 that the institution has been established for a significant time – *well-established, open since 1970, running classes for 30 years*
- 3 examination classes – *IELTS, FCE*
- 4 that arrangements can be made for activities outside class – *social programme, free time activities, more than just classes, outings, trips around town, to the museum*
- 5 the availability of courses for school students – *for high school children, teenagers, young learners*
- 6 language teaching for special purposes – *English for business, travel, doctors, lawyers*

Key to Sample Task

1. B
2. E
3. E
4. C
5. D
6. B
7. A
8. D

IELTS General Training Reading Task Type 4 (Matching Information) (1) – Student's Worksheet

Examples of Task Type 4 – Multiple Matching

Example 1

Questions 7 – 10

Look at the six hotel advertisements, **A-F**, on pages 3 and 4.

For which hotel are the following statements true?

Write the correct letter, **A-F**, in boxes 7-10 on your answer sheet.

- 7 Its restaurant can seat 150 people.
- 8 It has an underground car park.
- 9 It is looking for staff who can speak French and German.
- 10 It has a roof-top swimming pool.

Example 2

Questions 35 – 39

The text has five paragraphs, **A-E**.

Which paragraph mentions the following?

Write the correct letter, **A-E**, in boxes 35-39 on your answer sheet.

- 35 a ship used for an unusual purpose
- 36 the kind of food eaten on the island
- 37 an important document
- 38 a traditional story about a voyage
- 39 the location of a temple

IELTS General Training Reading Task Type 4 (Matching Information) (1) – Sample Task

SECTION 1

Questions 1 – 8

Questions 1 – 8

Look at the five advertisements, **A-E**, on page 3.

Which advertisement mentions the following?

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

NB You may use any letter more than once.

- 1 up-to-date teaching systems
- 2 that the institution has been established for a significant time
- 3 examination classes
- 4 that arrangements can be made for activities outside class
- 5 the availability of courses for school students
- 6 language teaching for special purposes
- 7 a wide variety of language choices
- 8 evening classes

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