

IELTS General Training Reading Task Type 5 (Matching Headings) – teacher’s notes

Description

An activity to introduce how to choose headings for paragraphs of a text, focusing on forming a main idea using language students understand and ignoring unknown words

Time required: 50 minutes

Additional materials required:

- none

Aims:

- to introduce a method for task type 5 which encourages students to form main ideas about paragraphs using the language they are familiar with.
- to encourage them to focus on what they do know rather than what they don’t.

Procedure

1. Hand out the sample task and the reading text to students. Direct students to the instructions. Hand out the worksheet and students complete Exercise 1, referring to the sample task and text as necessary. Whole-class check.
2. Students skim the text, spending no more than 3 minutes doing this, but making sure they reach the end. Encourage students to let their eyes pass quickly over the text, and to read the first and last sentences of each paragraph rather than the whole of each paragraph. Elicit what the text is about in general.
3. Students skim the headings. Ask students if they think the exact same words will be used in the text as in the headings. Elicit that they won’t be exactly the same so that they will need to look for paraphrasing.
4. Explain the procedure for this task type. Students should skim-read each paragraph at a time and focus on the parts they understand to form a main idea. They should then compare their idea to the list of headings. Point out that there will be many unknown words in IELTS Reading and that they don’t have to understand every word. Emphasize that they should try not be distracted by unknown words as these are not usually needed to complete the task.
5. Tell students that they don’t have to start with paragraph A or heading i, but instead with any that they find easy. If students don’t find any easy, direct them to paragraph G as it contains only one sentence and is the conclusion. Students re-read the paragraph and skim the list of headings again. Ask them to choose a heading for it. If students are still unsure, write ‘*how long will it be before...*’ as a prompt on the board. Encourage students to choose a heading and write it next to paragraph G even if they are not sure that it is correct, and then move on.
6. Ask students to re-read paragraph A and to decide what the main idea is.

7. Students compare their ideas in pairs and choose a heading together. Monitor and see how many have chosen the correct one. Now refer students to exercise 2, which contains the clue words in each paragraph and can help them find the correct heading.
8. Check that students have now found the correct heading for paragraph A. Point out that:
 - to find the answer they only need to understand part of the paragraph (as in exercise 2)
 - they should ignore unknown words, which are probably not needed
 - the language in the essential part of the paragraph which gives them the answer is usually not too difficult
9. Students continue in the same way, using exercise 2 to guide them. If students want to try without the worksheet, they can do so and then use it as a way of checking their answers at the end.
10. Hold a whole-class check of answers with students explaining why they chose the heading by referring to the text.
11. A final step could be for students to put away the text and task, and tell their partner everything they have understood and remembered from the text. This should help them to realise that even with so many unknown words, they can still understand the main points of a text. Ask students to recap the procedure for this task type.

IELTS General Training Reading Task Type 5 (Matching Headings) – answer keys

Key to Exercise 1

1. What is a heading? What is its purpose?

A heading gives you an idea what a text or a part of a text is about. Its purpose is to give you this information before you read so that you know what to expect.

2. Which paragraph do you not need to find a heading for? What should you do with heading ix?

You do not need a heading for paragraph C so cross out this heading ix.

N.B. There may not be an example in all tasks.

3. Can you use the headings more than once? *No, each heading must only be used once.*

4. How many paragraphs are there? How many headings are there? What does this mean?

There are seven paragraphs and nine headings, so you will not need to use two headings.

N.B. In this task type, candidates are usually asked to match no more than seven or eight headings, and there may be up to three headings that are not needed.

Key to Sample Task

27. v // Split location for newspaper production
28. vii // Getting the newspaper to the printing centre
29. iv // The LGVs' main functions
30. i // Robots working together
31. viii // Controlling the robots
32. iii // Looking ahead

IELTS General Training Reading Task Type 5 (Matching Headings) – Student's Worksheet

Exercise 1

1. What is a heading? What is its purpose?
2. Which paragraph do you not need to find a heading for? What should you do with heading ix?
3. Can you use the headings more than once?
4. How many paragraphs are there? How many headings are there? What does this mean?

Exercise 2

Paragraph A

...journalists working on the upper floors and printing presses going on the ground floor.

...a totally different building or maybe even a different city.

...compiled in the heart of the city but printed far away in the suburbs...

Paragraph B

...transmitted electronically from the pre-press centre to the printing centre

...delivers...

...are sent...

Paragraph D

...the LGVs are programmed to go about their work...

The LGVs collect...and take them...

The Sydney LGVs move busily around the press room fulfilling their two key functions – to collect ...

Paragraph E

Then one of four...robots moves in.

An LGV...another LGV...

Paragraph F

The company has chosen a laser-guide function system for the vehicles...

...if you want to change the routes, you can work out a new route on your computer and lay it down for them to follow.

IELTS General Training Reading Task Type 5 (Matching Headings) – Sample Task

Questions 27 – 32

The text has seven paragraphs **A-G**.

Choose the correct heading for paragraphs **A**, **B** and **D-G** from the list of headings below.

Write the correct number, **i-ix**, in boxes 27-32 on your answer sheet.

List of Headings

- i** Robots working together
- ii** Preparing LGVs for take-over
- iii** Looking ahead
- iv** The LGVs' main functions
- v** Split location for newspaper production
- vi** Newspapers superseded by technology
- vii** Getting the newspaper to the printing centre
- viii** Controlling the robots
- ix** Beware of robots!

27 Paragraph **A**

28 Paragraph **B**

Example

Paragraph **C**

ix

29 Paragraph **D**

30 Paragraph **E**

31 Paragraph **F**

32 Paragraph **G**

ROBOTS AT WORK

A

The newspaper production process has come a long way from the old days when the paper was written, edited, typeset and ultimately printed in one building with the journalists working on the upper floors and the printing presses going on the ground floor. These days the editor, sub-editors and journalists who put the paper together are likely to find themselves in a totally different building or maybe even in a different city. This is the situation which now prevails in Sydney. The daily paper is compiled at the editorial headquarters, known as the pre-press centre, in the heart of the city, but printed far away in the suburbs at the printing centre. Here human beings are in the minority as much of the work is done by automated machines controlled by computers.

B

Once the finished newspaper has been created for the next morning's edition, all the pages are transmitted electronically from the pre-press centre to the printing centre. The system of transmission is an update on the sophisticated page facsimile system already in use on many other newspapers. An image-setter at the printing centre delivers the pages as film. Each page takes less than a minute to produce, although for colour pages four versions, once each for black, cyan, magenta and yellow are sent. The pages are then processed into photographic negatives and the film is used to produce aluminium printing plates ready for the presses.

C

A procession of automated vehicles is busy at the new printing centre where the Sydney Morning Herald is printed each day. With lights flashing and warning horns honking, the robots (to give them their correct name, the LGVs or laser guided vehicles) look for all the world like enthusiastic machines from a science fiction movie, as they follow their own random paths around the plant busily getting on with their jobs. Automation of this kind is now standard in all modern newspaper plants. The robots can detect unauthorised personnel and alert security staff immediately if they find an "intruder"; not surprisingly, tall tales are already being told about the machines starting to take on personalities of their own.

D

The robots' principal job, however, is to shift the newsprint (the printing paper) that arrives at the plant in huge reels and emerges at the other end some time later as newspapers. Once the size of the day's paper and the publishing order are determined at head office, the information is punched into the computer and the LGVs are programmed to go about their work. The LGVs collect the appropriate size paper reels and take them where they have to go. When the press needs another reel its computer alerts the LGV system. The Sydney LGVs move busily around the press room fulfilling their two key functions - to collect reels of newsprint either from the reel stripping stations, or from the racked supplies in the newsprint storage area. At the stripping station the tough wrapping that helps to protect a reel of paper from rough handling is removed. Any damaged paper is peeled off and the reel is then weighed.

E

Then one of the four paster robots moves in. Specifically designed for the job, it trims the paper neatly and prepares the reel for the press. If required the reel can be loaded directly onto the press; if not needed immediately, an LGV takes it to the storage area. When the press computer calls for a reel, an LGV takes it to the reel loading area of the presses. It lifts the reel into the loading position and places it in the correct spot with complete accuracy. As each reel is used up, the press drops the heavy cardboard core into a waste bin. When the bin is full, another LGV collects it and deposits the cores into a shredder for recycling.

F

The LGVs move at walking speed. Should anyone step in front of one or get too close, sensors stop the vehicle until the path is clear. The company has chosen a laser-guide function system for the vehicles because, as the project development manager says “The beauty of it is that if you want to change the routes, you can work out a new route on your computer and lay it down for them to follow”. When an LGV’s batteries run low, it will take itself off line and go to the nearest battery maintenance point for replacement batteries. And all this is achieved with absolute minimum human input and a much reduced risk of injury to people working in the printing centres.

G

The question newspaper workers must now ask, however is, “how long will it be before the robots are writing the newspapers as well as running the printing centre, churning out the latest edition every morning and distributing the papers to sales outlets?”