IELTS General Training Reading Task Type 6 (Matching Features) (2) – teacher's notes

Description
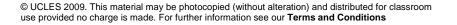
An activity to introduce the matching task, involving skimming, scanning and comparison of extracts from the text and the statements

Time required:	45 minutes
Additional materials required:	▪ *OHT of steps (if required)*
Aims:	▪ *To introduce the matching task, practise skimming and scanning the text and compare extracts of the tasks with the statements.*

Procedure

1. Hand out sample reading text and task. Students read the instructions.

2. One student explains the task to the class in the way that they have understood it. Correct as appropriate. Ask the following additional questions and guide students to the correct answers:
    –   should you answer according to what you read in the text or should you add your own knowledge? (according to what is in the text)
    –   can you choose more than one letter for each statement? (no)
    –   will all the letters be used? (no, some won't be used at all as there are more letters than statements).

3. Students read the list of countries. Explain that in this task, the items to be matched will always be a coherent set – e.g. all countries, not a mixture of towns and countries.

4. Students skim-read the text for 2 minutes. Remind students to just let their eyes move quickly over the text and not to read every word. Count down every 30 seconds to give students the idea of time pressure. After 2 minutes, students discuss in pairs what they have understood from the text.

5. Ask the class to identify which countries are listed in each paragraph of the text and to underline them.

6. Students read the statements 34–40 and underline the key words. Ask students if these key words are likely to be found expressed in the same way in the text (no) and what they need to be looking for (paraphrasing). As a class, check the key words and elicit a few different ways they could be expressed.

7. Hand out the worksheet. Students complete it.

8. Whole class check of worksheet.

9. Students scan text for extracts A–G from worksheet and underline them in the text.

10. Students read in detail around each extract to complete the task.

11. Students compare answers in pairs before a whole-class check of answers.

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12. Write the following steps on the board or show them on an OHT. Recap what the students must do for this task type by asking students to order the steps:

- identify key words in statements (3)
- check that the heading and relevant section of the text have the same meaning (7)
- skim-read the text and headings (2)
- read in detail around the relevant areas of the text (6)
- scan the text looking for key words/paraphrasing of key words (5)
- read the instructions (1)
- consider a few ways of paraphrasing each statement (4)

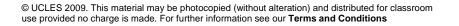# IELTS General Training Reading Task Type 6 (Matching Features) (2) – answer keys

Key to Classroom Activity 1

A Extracts from text	B Statements
… helping to start cinema in China, Japan, Latin America and Russia	34. It helped other countries develop their own film industry.
… achieved a dominant position on the world market	35. It was the biggest producer of films.
… pioneered the feature film …	36. It was the first to develop the feature film.
… the star system added a new dimension to screen acting	37. It was responsible for creating stars.
… the avant-garde film … achieved commercial success	38. It made the most money from 'avant-garde' films.
a cinema based primarily on tradition	39. It made movies based more on its own culture than outside influences.
… played a role quite out of proportion to its size	40. It had a great influence on silent movies, despite its size.

Key to Sample Task

34.   A // France

35.   C // USA

36.   H // Italy

37.   C // USA

38.   A // France

39.   F // Japan

40.   D // Denmark

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

1. Match the extracts from the text in box A with the relevant statements in box B.

A Extracts from text	B Statements
the avant-garde film … achieved commercial success	34. It helped other countries develop their own film industry.
… played a role quite out of proportion to its size	35. It was the biggest producer of films.
… the star system added a new dimension to screen acting	36. It was the first to develop the feature film.
… helping to start cinema in China, Japan, Latin America and Russia	37. It was responsible for creating stars.
a cinema based primarily on tradition	38. It made the most money from 'avant-garde' films.
… achieved a dominant position on the world market	39. It made movies based more on its own culture than outside influences.
… pioneered the feature film …	40. It had a great influence on silent movies, despite its size.

2. Now choose key words from the extracts in box A to scan for so that you can find them quickly in the reading text.

IELTS General Training Reading Task Type 6 (Matching Features) (2) – Sample Task

[Note: This is an extract from a General Training Reading Section 3 text on the subject of the history of cinema. The text preceding this extract gave a general overview.]

Although French, German, American and British pioneers have all been credited with the invention of cinema, the British and the Germans played a relatively small role in its world-wide exploitation. It was above all the French, followed closely by the Americans, who were the most passionate exporters of the new invention, helping to start cinema in China, Japan, Latin America and Russia. In terms of artistic development it was again the French and the Americans who took the lead, though in the years before the First World War, Italy, Denmark and Russia also played a part.

In the end it was the United States that was to become, and remain, the largest single market for films. By protecting their own market and pursuing a vigorous export policy, the Americans achieved a dominant position on the world market by the start of the First World War. The centre of film-making had moved westwards, to Hollywood, and it was films from these new Hollywood studios that flooded onto the world's film markets in the years after the First World War, and have done so ever since. Faced with total Hollywood domination, few film industries proved competitive. The Italian industry, which had pioneered the feature film with spectacular films like 'Quo Vadis?' (1913) and 'Cabiria' (1914), almost collapsed. In Scandinavia, the Swedish cinema had a brief period of glory, notably with powerful epic films and comedies. Even the French cinema found itself in a difficult position. In Europe, only Germany proved industrially capable, while in the new Soviet Union and in Japan, the development of the cinema took place in conditions of commercial isolation.

Hollywood took the lead artistically as well as industrially. Hollywood films appealed because they had better-constructed narratives, their special effects were more impressive, and the star system added a new dimension to screen acting. If Hollywood did not have enough of its own resources, it had a great deal of money to buy up artists and technical innovations from Europe to ensure its continued dominance over present or future competition.

From early cinema, it was only American slapstick comedy that successfully developed in both short and feature format. However, during this 'Silent Film' era, animation, comedy, serials and dramatic features continued to thrive, along with factual films or documentaries, which acquired an increasing distinctiveness as the period progressed. It was also at this time that the avant-garde film first achieved commercial success, this time thanks almost exclusively to the French and the occasional German film.

Of the countries which developed and maintained distinctive national cinemas in the silent period, the most important were France, Germany and the Soviet Union. Of these, the French displayed the most continuity, in spite of the war and post-war economic uncertainties. The German cinema, relatively insignificant in the pre-war years, exploded on to the world scene after 1919. Yet even they were both overshadowed by the Soviets after the 1917 Revolution. They turned their back on the past, leaving the style of the pre-war Russian cinema to the émigrés who fled westwards to escape the Revolution.
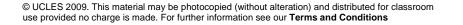
The other countries whose cinemas changed dramatically are: Britain, which had an interesting but undistinguished history in the silent period; Italy, which had a brief moment of international fame just before the war; the Scandinavian countries, particularly Denmark, which played a role in the development of silent cinema quite out of proportion to their small population; and Japan, where a cinema developed based primarily on traditional theatrical and, to a lesser extent, other art forms and only gradually adapted to western influence.

Questions 34 – 40

Look at the following statements (questions 34-40) and the list of countries below.

*Match each statement with the correct country, **A-J.***

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*Write the correct letter, **A-J**, in boxes 34-40 on your answer sheet.*
NB   You may use any letter more than once.

34   It helped other countries develop their own film industry.

35   It was the biggest producer of films.

36   It was first to develop the 'feature' film.

37   It was responsible for creating stars.

38   It made the most money from 'avant-garde' films.

39   It made movies based more on its own culture than outside influences.

40   It had a great influence on silent movies, despite its size.

List of Countries

A	France	**F**	Japan
B	Germany	**G**	Russia
C	USA	**H**	Italy
D	Denmark	**I**	Britain
E	Sweden	**J**	China

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