

THE OFFICIAL GUIDE TO

PTE ACADEMIC™

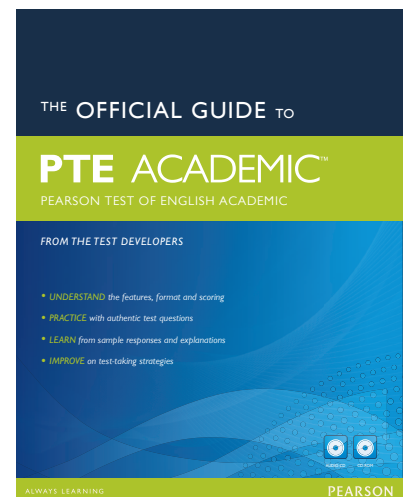
PEARSON TEST OF ENGLISH ACADEMIC

TEACHER NOTES

The Official Guide contains:

- information about the format of PTE Academic
- authentic test questions to practise answering
- sample responses and explanations
- test taking strategies
- over **200 additional practice questions** on an interactive CD ROM, or **three practice tests**

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Scope and Sequence

Introduction

These Teacher Notes have been specifically designed to accompany the *Official Guide to PTE Academic* and provide teacher support. The Notes are arranged in a series of 15 lessons, each of which focuses on one or two of the PTE Academic item types, plus 2 suggested recap lessons.

The lessons take a step-by-step approach to skills building across the series through scaffolded practice and spiral learning. After completing all lessons, test takers will have practiced all item-related skills as listed in the *Official Guide to PTE Academic* and gained a thorough understanding of the PTE Academic item types.

Lesson plans 1–15

Overview page

Each lesson plan begins with an Overview page detailing the skills and item types practiced in the lesson and the related pages of the *Official Guide to PTE Academic*. It also lists the lesson objectives and the materials that need to be prepared.

Skills practiced

The skills listed on the Overview page are those practiced while teaching the item type(s) introduced in the lesson. In many cases these skills are identical to the skills tested by the item type(s) (and as listed in the related pages of the *Official Guide to PTE Academic*). In some cases, the activities in the lesson also provide practice of additional skills.

Preparation

Most of the materials needed for the lesson are provided in the form of worksheets included at the end of the lesson plan. These can be photocopied for class use. Other materials may include pages or selected sections from the *Official Guide to PTE Academic* that teachers may need to copy and/or adapt as necessary.

Activities

All activities are described in easy-to-follow steps with Extension activity ideas supplied where appropriate. The aim of each activity, and the skills practiced, are listed clearly above the activity steps, along with the materials needed.

Recap Lessons

Two recap lessons have been planned for this series of lessons: the first after lessons 1–7, and the second after lessons 8–15. However, the steps suggested in these lessons can be implemented at any stage in the course with the necessary amendments made.

The recap lessons should be used to enable test takers to review, share and discuss any problems or queries they may have about the item types covered up to that point. Test takers should be encouraged to work together to find useful solutions and strategies for helping them deal with these problems.

It is important to give test takers time in these lessons to share information among themselves and to find their own solutions. The task of the teacher is to be a facilitator for the test takers' sharing and problem-solving process.

The time needed for the recap lessons (or the number of recap lessons necessary) will depend on the needs of individual classes and students and their level of skill in each area.

Summary

The table below gives an overview of the structure of the lesson plan series, as well as the item type(s), skills and activities practiced in each lesson. It is suggested that teachers use the Notes column to jot down student problems or areas for further practice.

Lesson	Communicative and Enabling Skills	PTE Academic Item type	Related pages in Official Guide to PTE Academic	Skills tested by PTE Academic and practiced in lesson (for skills tested by item types see the Official Guide)	Activities	Notes
1	Communicative Skills: Listening, Speaking Enabling Skills: Vocabulary	Answer short question	pp. 61–64	Listening <ul style="list-style-type: none"> Identifying the topic, theme or main ideas Understanding academic vocabulary Inferring the meaning of unfamiliar words Speaking <ul style="list-style-type: none"> Speaking for a purpose (to repeat, to inform, to explain) Using words and phrases appropriate to the context Speaking under timed conditions Using correct grammar Using correct pronunciation 	<ul style="list-style-type: none"> Introducing ourselves Familiarizing test takers with the item type Listening for and responding to question cues Chunking words into groups Timed practice of item 	
2	Communicative Skills: Listening, Speaking, Reading Enabling Skills: Oral fluency, Pronunciation	Read aloud Repeat sentence	pp. 40–44 pp. 45–49	Speaking <ul style="list-style-type: none"> Speaking for a purpose (to repeat, to inform, to explain) Reading a text aloud Speaking at a natural rate Producing fluent speech Using correct intonation Using correct pronunciation Using correct stress Speaking under timed conditions Reading <ul style="list-style-type: none"> Identifying a writer's purpose, style, tone or attitude Understanding academic vocabulary Reading a text under timed conditions Listening <ul style="list-style-type: none"> Understanding academic vocabulary Inferring the meaning of unfamiliar words Comprehending variations in tone, speed, accent 	<ul style="list-style-type: none"> Becoming familiar with these item types Pronouncing individual sounds and words Chunking words into groups Using correct sentence stress Using correct intonation Timed practice of test items 	

Lesson	Communicative and Enabling Skills	PTE Academic Item type	Related pages in <i>Official Guide to PTE Academic</i>	Skills tested by PTE Academic and practiced in lesson (for skills tested by item types see the <i>Official Guide</i>)	Activities	Notes
3	Communicative Skills: Reading, Writing	<i>Reading: Fill in the blanks</i> <i>Reading & writing: Fill in the blanks</i>	pp. 106–109 pp. 110–114	<p>Reading</p> <ul style="list-style-type: none"> Identifying the topic, theme or main ideas Identifying words and phrases appropriate to the context Understanding academic vocabulary Understanding the difference between connotation and denotation Inferring the meaning of unfamiliar words Comprehending explicit and implicit information Comprehending concrete and abstract information Following a logical or chronological sequence of events Classifying and categorizing information <p>Writing</p> <ul style="list-style-type: none"> Using words and phrases appropriate to the context Using correct grammar Using correct spelling 	<ul style="list-style-type: none"> Becoming familiar with this item type <i>Fill in the blanks</i> reading skills Vocabulary building: Brainstorming Vocabulary building: Word banks Attempting a <i>Fill in the blanks</i> sample item Vocabulary building: Collocation tables Vocabulary building: Phrasal verb tables Attempting a Reading and writing: <i>Fill in the blanks</i> practice item 	
4	Communicative Skills: Reading	<i>Reading: Multiple-choice, choose single answer</i> <i>Reading: Multiple-choice, choose multiple answers</i> (Lesson 1 of 2)	pp. 91–95 pp. 96–100	<p>Reading</p> <ul style="list-style-type: none"> Main idea or gist: Read for and identify the main idea or theme of the text Detailed information: Read for and identify specific details, facts, opinions, definitions or sequences of events Writer's purpose: Read for and understand the function of what the writer says or identify the reasons why the writer mentions specific pieces of information Organization: Read for and identify the overall organization and connections between pieces of information Identifying words and phrases appropriate to the context Classifying and categorizing information Inferring the meaning of unfamiliar words Identifying a writer's purpose, style, tone or attitude Identifying the supporting points or examples 	<ul style="list-style-type: none"> Label the parts of a multiple-choice item What types of prompts can you expect? Predict the vocabulary Look for key words in a text Analyze the options Identify the gist of a passage Identify the writer's purpose/opinion Complete the item and analyze the strategies used 	

Lesson	Communicative and Enabling Skills	PTE Academic Item type	Related pages in <i>Official Guide to PTE Academic</i>	Skills tested by PTE Academic and practiced in lesson (for skills tested by item types see the <i>Official Guide</i>)	Activities	Notes
5	Communicative Skills: Listening, Reading	<i>Select missing word</i> <i>Highlight incorrect words</i>	pp. 150–153 pp. 154–158	<p>Listening</p> <ul style="list-style-type: none"> Identifying the topic, theme or main ideas Identifying words and phrases appropriate to the context Understanding academic vocabulary Inferring the meaning of unfamiliar words Comprehending explicit and implicit information Comprehending concrete and abstract information Following an oral sequencing of information Predicting how a speaker may continue Forming a conclusion from what a speaker says Comprehending variations in tone, speed, accent Identifying errors in a transcription <p>Reading</p> <ul style="list-style-type: none"> Understanding academic vocabulary Following a logical or chronological sequence of events Reading a text under timed conditions Matching written text to speech <p>Speaking</p> <ul style="list-style-type: none"> Reading a text aloud Using correct intonation Using correct pronunciation Using correct stress 	<ul style="list-style-type: none"> Becoming familiar with the item types Identifying listening prediction skills Practicing listening prediction Using sentence stress and word discrimination skills 	

Lesson	Communicative and Enabling Skills	PTE Academic Item type	Related pages in Official Guide to PTE Academic	Skills tested by PTE Academic and practiced in lesson (for skills tested by item types see the <i>Official Guide</i>)	Activities	Notes
6	Communicative Skills: Reading writing Enabling Skills: Grammar, Spelling, Vocabulary	<i>Summarize written text</i>	pp. 73–77	<p>Reading</p> <ul style="list-style-type: none"> • Reading a passage under timed conditions • Identifying a writer’s purpose, style, tone or attitude • Comprehending explicit and implicit information • Comprehending abstract and concrete information • Identifying the topic, theme or main ideas • Identifying supporting points or examples • Inferring the meaning of unfamiliar words • Identifying a summary • Evaluating the quality and usefulness of texts <p>Writing</p> <ul style="list-style-type: none"> • Writing a summary • Writing under timed conditions • Taking notes while reading a text • Synthesizing information • Writing to meet strict length requirements • Communicating the main points of a reading passage in writing • Using words and phrases appropriate to the context • Using correct grammar • Using correct spelling 	<ul style="list-style-type: none"> • Becoming familiar with this item type • What is a ‘good’ summary? • What is the ‘best’ summary? • Summary reading strategies: identifying the topic • Summary reading strategies: finding main ideas • Summary writing strategies: paraphrasing main ideas • Summary writing strategies: looking at grammar • Writing a summary under timed conditions 	
7	Communicative Skills: Writing Enabling Skills: Grammar, Spelling, Vocabulary, Written discourse	<i>Write essay</i> (Lesson 1 of 2)	pp. 78–83	<p>Writing</p> <ul style="list-style-type: none"> • Writing for a purpose (to learn, to inform, to persuade) • Supporting an opinion with details, examples and explanations • Organizing sentences and paragraphs in a logical way • Developing complex ideas within a complete essay • Using words and phrases appropriate to the context • Using correct grammar • Using correct spelling • Using correct mechanics • Writing under timed conditions <p>Reading</p> <ul style="list-style-type: none"> • Identifying the topic, theme or main ideas • Identifying a writer’s purpose, style, tone or attitude 	<ul style="list-style-type: none"> • Becoming familiar with this item type • Understanding the essay prompt • Essay planning skills • Sentence skills: expressing a general idea • Sentence skills: refining ideas • Sentence skills: expressing an opinion • Paragraph skills: expressing reasons • Paragraph skills: topic sentences • Paragraph skills: supporting sentences • Editing skills 	
Recap Lesson 1				General recap of skills and item types covered in Lessons 1–7		

Lesson	Communicative and Enabling Skills	PTE Academic Item type	Related pages in <i>Official Guide to PTE Academic</i>	Skills tested by PTE Academic and practiced in lesson (for skills tested by item types see the <i>Official Guide</i>)	Activities	Notes
8	Communicative Skills: Speaking Enabling Skills: Oral fluency and Pronunciation	<i>Describe image</i>	pp. 50–54	<p>Speaking</p> <ul style="list-style-type: none"> • Speaking for a purpose (to repeat, to inform, to explain) • Supporting an opinion with details, examples and explanations • Organizing an oral presentation in a logical way • Developing complex ideas within a spoken discourse • Using words and phrases appropriate to the context • Using correct grammar • Speaking at a natural rate • Using correct intonation • Using correct pronunciation • Using correct stress • Speaking under timed conditions <p>Listening</p> <ul style="list-style-type: none"> • Following an oral sequencing of information 	<ul style="list-style-type: none"> • Introducing test takers to the item type • Describing graphs: planning strategies • Describing graphs: guided planning practice • Describing graphs: fluency planning and practice • Describing photographs: planning and fluency strategies • Stress and intonation • Timed practice of item 	
9	Communicative Skills: Reading	<i>Re-order paragraphs</i>	pp. 101–105	<p>Reading</p> <ul style="list-style-type: none"> • Identifying the topic, theme or main ideas • Identifying supporting points or examples • Identifying the relationship between sentences and paragraphs • Understanding academic vocabulary • Understanding the difference between connotation and denotation • Comprehending explicit and implicit information • Comprehending concrete and abstract information • Classifying and categorizing information • Following a logical or chronological sequence of events 	<ul style="list-style-type: none"> • Becoming familiar with this item type • Using articles to organize ideas • Using referents to organize ideas • Using discourse markers to organize ideas • Using discourse markers accurately • Timed practice of item 	

Lesson	Communicative and Enabling Skills	PTE Academic Item type	Related pages in <i>Official Guide to PTE Academic</i>	Skills tested by PTE Academic and practiced in lesson (for skills tested by item types see the <i>Official Guide</i>)	Activities	Notes
10	Communicative Skills: Listening, Writing	<i>Listening: Fill in the blanks</i> <i>Write from dictation</i>	pp. 135–139 pp. 159–162	<p>Listening</p> <ul style="list-style-type: none"> Identifying words and phrases appropriate to the context Understanding academic vocabulary Comprehending explicit and implicit information Following an oral sequencing of information Comprehending variations in tone, speed, accent <p>Writing</p> <ul style="list-style-type: none"> Writing from dictation Using words and phrases appropriate to the context Using correct grammar Using correct spelling Using correct mechanics Writing for a purpose <p>Speaking</p> <ul style="list-style-type: none"> Speaking at a natural rate Producing fluent speech Using correct intonation Using correct pronunciation Using correct stress Speaking under timed conditions 	<ul style="list-style-type: none"> Following a transcription of a spoken text Relay reading Becoming familiar with the item types Thinking about the relationship between spelling and context Distinguishing homophones Creating a homophone word bank Completing <i>Fill in the blanks</i> practice items Completing <i>Write from dictation</i> practice items 	
11	Communicative Skills: Reading	<i>Reading: Multiple-choice, choose single answer</i> <i>Reading: Multiple-choice, choose multiple answers</i> (Lesson 2 of 2)	pp. 91–95 pp. 96–100	<p>Reading</p> <ul style="list-style-type: none"> Main idea or gist: Read for and identify the main idea or theme of the text Writer’s purpose: Read for and understand the function of what the writer says or identify the reasons why the writer mentions specific pieces of information Organization: Read for and identify the overall organization and connections between pieces of information Inference: Read a text and infer meanings, form generalizations, make predictions, find relationships or draw conclusions Identifying a writer’s purpose, style, tone or attitude Comprehending explicit and implicit information Classifying and categorizing information Inferring the meaning of unfamiliar words 	<ul style="list-style-type: none"> Think about the meaning of words out of context Think about the inferred meaning of words in context Recognize prompts that ask the reader to infer meaning Identify and summarize the gist of a passage Look closely at the options Complete the item and consider the strategies used Using context to identify the inferred meaning of unfamiliar words Read the prompt and recognize the strategy needed Complete item 	

Lesson	Communicative and Enabling Skills	PTE Academic Item type	Related pages in <i>Official Guide to PTE Academic</i>	Skills tested by PTE Academic and practiced in lesson (for skills tested by item types see the <i>Official Guide</i>)	Activities	Notes
12	Communicative Skills: Listening	<p><i>Listening: Multiple-choice, choose single answer</i></p> <p><i>Listening: Multiple-choice, choose multiple answers</i></p>	pp. 145–149 pp. 130–134	<p>Listening</p> <ul style="list-style-type: none"> • Main idea or gist: Listen for and identify the main idea or theme of the recording • Detailed information: Listen for and identify specific details, facts, opinions, definitions or sequences of events • Speaker’s purpose: Listen for and understand the function of what the speaker says or identify the reasons why the speaker mentions specific pieces of information • Organization: Listen for and identify the overall organization and connections between pieces of information • Inference: Listen for information that helps you infer meanings, form generalizations, make predictions, find relationships or draw conclusions • Stylistics: Listen for and identify the speaker’s attitude, feelings or degree of certainty on an issue • Identifying words and phrases appropriate to the context • Classifying and categorizing information • Inferring the meaning of unfamiliar words • Identifying a writer’s purpose, style, tone or attitude • Identifying the supporting points or examples <p>Reading</p> <ul style="list-style-type: none"> • Identifying a writer’s purpose, style, tone or attitude • Understanding the difference between connotation and denotation • Comprehending explicit and implicit information • Inferring the meaning of unfamiliar words • Understanding academic vocabulary 	<ul style="list-style-type: none"> • Recap strategies learnt for dealing with multiple-choice items • Recognize what the prompt is asking you to do • Listening strategies for different prompt types • Listen for main ideas and supporting details • Looking at the prompt and options • Listening for redundant information • Timed practice of item 	

Lesson	Communicative and Enabling Skills	PTE Academic Item type	Related pages in <i>Official Guide to PTE Academic</i>	Skills tested by PTE Academic and practiced in lesson (for skills tested by item types see the <i>Official Guide</i>)	Activities	Notes
13	Communicative Skills: Listening, Speaking Enabling Skills: Oral fluency, Pronunciation	<i>Re-tell lecture</i>	pp. 55–60	<p>Listening</p> <ul style="list-style-type: none"> Identifying the topic, theme or main ideas Identifying supporting points or examples Identifying a speaker’s purpose, style, tone or attitude Understanding academic vocabulary Inferring the meaning of unfamiliar words Comprehending explicit and implicit information Comprehending concrete and abstract information Classifying and categorizing information Following an oral sequencing of information Comprehending variations in tone, speed, accent <p>Speaking</p> <ul style="list-style-type: none"> Speaking for a purpose (to repeat, to inform, to explain) Supporting an opinion with details, examples and explanations Organizing an oral presentation in a logical way Developing complex ideas within a spoken discourse Using words and phrases appropriate to context Using correct grammar Speaking at a natural rate Producing fluent speech Using correct intonation Using correct pronunciation Using correct stress Speaking under timed conditions <p>Writing</p> <ul style="list-style-type: none"> Writing for a purpose (to learn, to inform, to persuade) 	<ul style="list-style-type: none"> Becoming familiar with the item type: guided listening Reconstructing lecture from notes Lecture plus image: guided listening and note taking Lecture plus image: guided speaking Note-taking strategies Note-taking practice Speaking from own notes Timed practice of item 	

Lesson	Communicative and Enabling Skills	PTE Academic Item type	Related pages in <i>Official Guide to PTE Academic</i>	Skills tested by PTE Academic and practiced in lesson (for skills tested by item types see the <i>Official Guide</i>)	Activities	Notes
14	Communicative Skills: Listening, Reading, Writing Enabling Skills: Grammar, Spelling, Vocabulary	<i>Summarize spoken text</i> <i>Highlight correct summary</i>	pp. 124–129 pp. 140–144	<p>Listening</p> <ul style="list-style-type: none"> Identifying the topic, theme or main ideas Summarizing the main idea Identifying supporting points or examples Identifying a speaker’s purpose, style, tone or attitude Understanding academic vocabulary Inferring the meaning of unfamiliar words Comprehending explicit and implicit information Comprehending concrete and abstract information Classifying and categorizing information Following an oral sequencing of information Comprehending variations in tone, speed, accent <p>Reading</p> <ul style="list-style-type: none"> Identifying supporting points or examples Identifying the most accurate summary Understanding academic vocabulary Inferring the meaning of unfamiliar words Comprehending abstract and concrete information Classifying and categorizing information Following a logical or chronological sequence of events Evaluating the quality and usefulness of texts <p>Writing</p> <ul style="list-style-type: none"> Writing a summary Writing under timed conditions Taking notes while listening to a recording Communicating the main points of a lecture in writing Organizing sentences and paragraphs in a logical way Using words and phrases appropriate to the context Using correct grammar Using correct spelling Using correct mechanics 	<ul style="list-style-type: none"> Becoming familiar with these item types Identifying signpost vocabulary in a lecture Brainstorming vocabulary that signals attitude or opinion Identifying vocabulary that signals attitude and opinion Taking notes on a lecture Identifying redundant information in summaries 	

Lesson	Communicative and Enabling Skills	PTE Academic Item type	Related pages in <i>Official Guide to PTE Academic</i>	Skills tested by PTE Academic and practiced in lesson (for skills tested by item types see the <i>Official Guide</i>)	Activities	Notes
15	Communicative Skills: Writing Enabling Skills: Grammar, Spelling, Vocabulary, Written discourse	<i>Write essay</i> (Lesson 2 of 2)	pp. 78–83	<p>Writing</p> <ul style="list-style-type: none"> • Writing for a purpose (to learn, to inform, to persuade) • Supporting an opinion with details, examples and explanations • Organizing sentences and paragraphs in a logical way • Developing complex ideas within a complete essay • Using words and phrases appropriate to the context • Using correct grammar • Using correct spelling • Using correct mechanics • Writing under timed conditions <p>Reading</p> <ul style="list-style-type: none"> • Identifying the topic, theme or main ideas • Identifying supporting points or examples • Identifying the relationships between sentences and paragraphs 	<ul style="list-style-type: none"> • Reviewing the skills introduced in Lesson 7 • Reordering paragraphs • Looking at the structure of essays • Essay writing skills • Editing the essay • Timed practice of item 	
Recap Lesson 2				General recap of skills and item types covered in Lessons 8–15		

Lesson 1

Overview

Time allocated: 2 hours

This lesson focuses on the following skills:

Listening

- Identifying the topic, theme or main ideas
- Understanding academic vocabulary
- Inferring the meaning of unfamiliar words

Speaking

- Speaking for a purpose (to repeat, to inform, to explain)
- Using words and phrases appropriate to the context
- Speaking under timed conditions
- Using correct grammar
- Using correct pronunciation

This lesson provides skills practice for the PTE Academic *Answer short question* item type

Information about the item type in <i>The Official Guide to PTE Academic</i>	
	<i>Answer short question</i>
Item type task description	pp. 61–62
Skills tested	p. 63
Scoring	p. 63
Strategies	pp. 63–64
Practice item	p. 64
Answer key feedback	p. 177

Objectives

By the end of this lesson, test takers will have:

- Practiced the listening and speaking skills listed above
- Analyzed the rubric, format and scoring of this item type
- Practiced listening and speaking strategies for this item type
- Completed practice items under timed conditions
- Reviewed feedback to practice items

Preparation

The following materials should be prepared before the lesson:

- *Official Guide* pages 61–64, 177
- Copies of 'Introducing ourselves' worksheet (individual handouts)
- Copies of 'Question sheet A' and 'Question sheet B' (1 handout each per pair)
- Copies of 'Understanding question cues' worksheet (1 handout per group)
- Image of 'Understanding question cues: Answer key' for projection on board/visualizer
- Copies of 'Chunking words into meaningful word groups' worksheet (1 handout per pair)
- Image of 'Chunking words into meaningful word groups: Answer key' for projection on board/visualizer
- Copies of 'Practice item worksheet A' and 'Practice item worksheet B' (1 handout each per pair)
- Image of 'Practice item: Answer key' for projection on board/visualizer

Lesson Plan

Introduction whole class (5 mins)

Materials: *Official Guide*

- Introduce yourself.
- Explain to test takers that the purpose of this course is to give them practice in the Communicative and Enabling Skills which will help them prepare for PTE Academic. Tell test takers that a range of speaking, listening, reading and writing skills will be practiced. The course will also develop test takers' abilities in English pronunciation, vocabulary and spelling, grammar and punctuation.
- Tell test takers that each lesson will also explain and practice at least one of the PTE Academic item types described in the *Official Guide*. During each lesson, test takers will be referred to specific pages in the *Official Guide*, and practice items from the *Official Guide* or the CD-ROM Practice sets will be analyzed. Remind test takers to bring the *Official Guide* to every lesson.
- Tell test takers that this lesson will look at the *Answer short question* item type, which assesses their ability to provide a brief and accurate response to a short question from a recording (i.e. their listening and speaking skills).

Warm up activity whole class and pair work (20 mins)

Introducing ourselves

Materials: Copies of 'Introducing ourselves' worksheet

Skills: **Speaking for a purpose (to repeat, to inform, to explain); Using words and phrases appropriate to the context; Using correct grammar**

Aim: Familiarize test takers with each other, and provide them with some of the communication skills needed for the *Answer short question* item type

- Steps:**
- Tell test takers that they will look in more detail at the item type in the next activity, but first they will complete a short activity which helps them to get to know each other. The activity also gives them practice in listening to and answering questions, which are key skills for this test item.
 - Distribute copies of the 'Introducing ourselves' worksheet. Tell test takers that the aim of this activity is to interview four other test takers in order to get to know them a little better. They should use the prompts in the top row of the table on the worksheet to ask appropriate questions, and then note the responses of other test takers in the columns of the table.
 - Elicit from test takers appropriate questions that could be asked to obtain the answers needed to complete the table (e.g. *What's your name? Do you have a nickname? Where do you live? What are your favorite pastimes? What are your future plans?*). Ensure that test takers understand the different responses that are needed to answer 'wh' open ended-questions and 'yes/no' closed questions.
 - Ask test takers to interview four other test takers. If someone gives an answer that includes a word they do not understand, they should ask for the word to be repeated, explained or spelled out. Test takers should speak loudly and clearly so that their interviewer can fully hear and understand what they are saying.
 - After test takers have completed their interviews, elicit any problems they had when asking, answering and reporting information. This may help test takers to see how pronunciation skills such as delivering words in meaningful groups, articulating word endings or stressing key words are vital for being understood.
 - Tell test takers that they will practice some specific pronunciation skills later in the lesson which may address the problems raised.

Main activity 1 whole class and pair work (25 mins)

Familiarizing test takers with the item type

Materials:

- *Official Guide* pp. 61–64
- Copies of 'Question sheet A' and 'Question sheet B'

Skills: Identifying the topic, theme or main ideas; Understanding academic vocabulary; Inferring the meaning of unfamiliar words

Aims: Familiarize test takers with the *Answer short question* item type, and provide them with some planning, listening and speaking strategies

- Steps:**
- Tell test takers that the aim of this activity is to familiarize them with the *Answer short question* item type. Test takers will do this by reading some information about the item type in the *Official Guide* and then working in pairs and asking and answering short questions. This activity also gives test takers some strategies for planning and delivering their responses to the item.
 - Divide test takers into pairs. One test taker in each pair will be 'A', the other 'B'. Test taker A should read pages 61–62 of the *Official Guide*, and test taker B should read pages 63 and 64. (Refer test takers to the Glossary at the back of the *Official Guide* for help with unfamiliar words.)
 - Distribute 'Question sheet A' to test taker A and 'Question sheet B' to test taker B. Tell them not to show their question sheets to their partners.
 - Explain that they should take it in turn to ask their partners the questions on their question sheet and note their partner's responses.
 - If those answering do not understand a question, they should ask their partner to repeat it. They should also listen very carefully to the question and determine what information is needed in the answer. For example, 'what ...?' questions call for specific information; 'how many ...?' questions call for a number or amount; 'when ...?' questions call for a time.
 - Tell test takers that they can refer to the section of the *Official Guide* that they have just read to answer questions, and explain that answers should be short (i.e. 1 sentence or less). To check answers, test takers can refer to pages 61–62 of the *Official Guide*.
 - Elicit any problems experienced by test takers when asking, answering and recording answers. Remind them that even though they noted answers in this task, they do not need to write anything for this item type in PTE Academic.
 - As final feedback to the activity, refer test takers to the suggested strategies on pages 63–64 of the *Official Guide*.

Main activity 2 whole class and group work (25 mins)

Listening for and responding to question cues

- Materials:**
- Copies of 'Understanding question cues' worksheet
 - Image of 'Understanding question cues: Answer key' for projection

Skills: Identifying the topic, theme or main ideas; Understanding academic vocabulary; Inferring the meaning of unfamiliar words; Speaking for a purpose (to repeat, to inform, to explain); Using words and phrases appropriate to the context

Aims: Provide test takers with practice in the prediction and response strategies needed for the item type

- Steps:**
- Explain that a key skill for this item type is the ability to listen very carefully to the question and determine what information is needed in the answer. Elicit from test takers the following three strategies for supporting this ability:
 1. Recognizing key question words (e.g. *what, who, when, where*)
 2. Using key question words to predict the sort of information required, (e.g. an amount, a person's name, a place, a time)
 3. Identifying key content words in the question which guide your answer
 - As an example of how to apply these strategies, write the following question on the board: "*Who would you consult to treat a fear of crowded places, a philosopher or a psychologist?*" Elicit answers to these questions:
 1. What is the question word? (who)
 2. What sort of information is required in the answer (e.g. reference to a person or occupation)
 3. What content words in the question help to guide the answer? (*'treat a fear of crowded places, ... a philosopher or a psychologist?'*)
 - Explain that there may be several guiding cues in the content words of a question. In this question, the word '*consult*' signals a word describing a specialist or professional is needed; the phrase '*treat a fear of crowded places*' helps us predict that the answer will be someone who helps people with a phobia, and the words '*a philosopher or a psychologist?*' give us the answer as a choice of two options.

Tell test takers to be alert to questions which include this kind of choice, because they often provide the answer.

- Organize test takers into small groups and distribute 1 copy of the 'Understanding question cues' worksheet to each group. Ask test takers to work together to complete the table on the worksheet. The first question has been done as an example.
- Feedback test takers own answers with the whole class and explain that there may be several similar answers possible (e.g. for the second question). Remind test takers that 'would' is used in conditional questions (e.g. the first and fifth questions in the table) and when we are asked to guess or speculate because we cannot be sure of the precise answer (e.g. the third question in the table). Remind them not to confuse 'would' with 'will'.
- As final feedback, project an image of 'Understanding question cues: Answer key' on the board.

Main activity 3

whole class and pair work (25 mins)

Chunking words into groups

- Materials:**
- Copies of 'Chunking words into meaningful word groups' worksheet
 - Image of 'Chunking words into meaningful word groups: Answer key' for projection

Skills: Speaking for a purpose (to repeat, to inform, to explain); Using words and phrases appropriate to the context; Using correct pronunciation

Aims: Provide test takers with pronunciation strategies for chunking words into word groups; practice test item

- Steps:**
- Explain to test takers that in spoken English individual words are usually combined into small groups. Failing to do this and pausing between each word can create confusion (illustrate pausing between each word when saying: 'in/ spoken/ English/ individual/ words/ are/ usually/ combined/ into/ small/ groups/ and/ failing/ to/ do/ this/ and/ pausing/ between/ each/ word/ can/ create/ confusion'). The aim of this activity is to give test takers practice in correctly chunking (or combining) words into word groups so that they make sense for the listener.
 - As an example of applying chunking, write the following question on the board:
"Who would you consult to treat a fear of crowded places, a philosopher or a psychologist?"
 - Put test takers into pairs and ask them to read the question out loud with their partner and decide where in the question they should pause. Encourage them to experiment with possible combinations of word groups, then elicit consensus on how the question is best chunked, and why. (*A likely answer might be the following, which groups the question into its main parts but pauses between the two options in the choice at the end of the question: Who would you consult/ to treat a fear of crowded places/, a philosopher/ or a psychologist?"*)
 - Distribute a copy of the 'Chunking words into meaningful word groups' worksheet to each pair. Tell test takers that this worksheet gives them practice in correctly chunking words into word groups. Ask them to work together to complete the worksheet. Tell them to experiment with possible word groups for the questions and practice asking the chunked questions out loud to see if they are correct.
 - Once pairs have chunked the questions, ask them to compare and justify their answers with another pair.
 - After this, ask test takers to practice asking and answering the questions with their partner. Remind them to use the prediction and question cue strategies they used in the last activity.
 - As final feedback, project an image of 'Chunking words into meaningful word groups: Answer key' on the board, and ask test takers to practice asking the questions as they are chunked. Tell test takers that the Answer key shows one possible way of chunking, and that other ways may also be possible. Ask them to note the following:
 - Words in question phrases are often chunked together (e.g. 'which of these'),
 - Phrasal verbs ('deals with') are generally chunked together,
 - Noun phrases are often chunked together (the classification of living things, 'two ways of being assessed'),
 - Lists or options are usually chunked separately (e.g. 'a computer/, a bed/, or a television').

Main activity 4 whole class and pair work (10 mins)**Timed practice of item**

Materials:

- Copies of 'Practice item worksheet A' and 'Practice item worksheet B'
- Image of 'Practice item: Answer key' for projection

Skills: Identifying the topic, theme or main ideas; Understanding academic vocabulary; Inferring the meaning of unfamiliar words; Using words and phrases appropriate to the context; Using correct grammar; Speaking under timed conditions

Aim: Get test takers to practice the item type under timed conditions

- Steps:**
- Tell test takers that they will now apply the listening and speaking strategies they have learnt to practice some *Answer short question* item types under timed conditions.
 - Organize test takers into pairs, and tell them to decide who will be 'A' and 'B'.
 - Explain that they will take turns to ask the questions or listen and provide a short answer. Tell them that the test taker asking the questions will give some feedback to the test taker answering (e.g. telling him/her whether the question was correctly interpreted and the answer correct and appropriate).
 - Distribute copies of 'Practice item worksheet A' to test taker A, and 'Practice item worksheet B' to test taker B.
 - Give test takers a few minutes to look at their questions, consider possible answers, and decide how the words in the question should be chunked and stressed so that their partner can easily understand them.
 - Ask As to begin asking questions and Bs to try to answer each question in 10 seconds or less. After all questions have been answered, get As to give Bs feedback on whether all questions were correctly interpreted and answered.
 - Get pairs to swap roles, so that Bs ask questions and As answer. Remind Bs to give As feedback on their answers.
 - As final feedback, project an image of 'Practice item: Answer key' on the board and discuss any problems.

Round up whole class (10 mins)

Materials: *Official Guide* pp. 63 and 64

Aim: Reviewing test problems and strategies

- Steps:**
- Ask test takers to reflect on their attempts at the *Answer short question* items. To do this, elicit answers to the following questions:
 - How did you determine what information was needed in the answer to each question?
 - How did listening to the speaker's word stress help you?
 - What cues did you use in the question to predict the answer?
 - How did you use content words to help you give an answer?
 - Get test takers to look at pages 63 and 64 in the *Official Guide*. Review the strategies and discuss any queries/problems test takers have.
 - Review the skills required to tackle these item types successfully (look at the skills listed on page 63 in the *Official Guide* if necessary).

Homework activities

- Explain that the *Official Guide* and the accompanying Audio CD and CD-ROM Practice sets will be referred to repeatedly throughout the course. Suggest that test takers familiarize themselves with the Introduction of the *Official Guide* as well as Chapters 1 and 2, and the Answer key and Glossary sections.
- For homework, ask test takers to complete the sample item on page 64 of the *Official Guide* and the *Answer short question* item types on CD-ROM Practice set 3. Test takers should check their own answers and note any problems. Problems can be followed up in a recap lesson.

Introducing ourselves

Interview four people in your class. Ask appropriate questions to elicit the information you need.

Name	Nickname	Address	Favorite pastimes	Future plans

Question sheet A

Ask your partner to read pages 61 and 62 of the Official Guide. When he or she has finished reading, ask the following questions. Try to stress (say more clearly and loudly) the underlined word(s) in each question.

Note your partner's answers in the spaces below the questions.

1. What ability does the *Answer short question* item type test?

2. What skills does the *Answer short question* item type assess?

3. What might accompany the question in the *Answer short question* item type'?

4. Where are the instructions for the *Answer short question* item type presented?

5. How many *Answer short question* items are there in PTE Academic?

Question sheet B

Ask your partner to read pages 63 and 64 of the Official Guide. When he or she has finished reading, ask the following questions. Try to stress (say more clearly and loudly) the underlined word(s) in each question.

Note your partner's answers in the spaces below the questions.

1. What Communicative Skills are scored in the *Answer short question* item type?

2. What Enabling Skill is scored in the *Answer short question* item type?

3. What three listening skills are tested in the *Answer short question* item type?

4. What three speaking skills are tested in the *Answer short question* item type?

5. Are writing skills tested in the *Answer short question* item type?

Understanding question cues

Complete the following table. The first row has been done as an example.

Question	Question word	Information needed in answer	Key content words	Predicted answer
"Who would you consult to treat a fear of crowded places, a philosopher or a psychologist?"	Who	Reference to a person or profession	Consult, treat a fear of crowded places, a philosopher or a psychologist?	a psychologist
How would most people travel to work each day, in big cities like Hong Kong, Tokyo and New York?				
Would a supermarket, a café, or a book store probably have the widest range of products available?				
Despite all the advances in equality between the sexes, would more men or women play professional football?				
In which room of their home would someone usually wash their clothes?				

[Source: CD-ROM Practice set 1]

Understanding question cues: Answer key

Complete the following table. The first row has been done as an example.

Question	Question word	Information needed in answer	Key content words	Predicted answer
"Who would you consult to treat a fear of crowded places, a philosopher or a psychologist?"	Who	Reference to a person or profession	Consult, treat a fear of crowded places, a philosopher or a psychologist?	a psychologist
How would most people travel to work each day, in big cities like Hong Kong, Tokyo and New York?	How	A form of transport	travel to work, big cities like Hong Kong, Tokyo and New York	public transport/ metro and bus
Would a supermarket, a café, or a book store probably have the widest range of products available?	Would	A kind of shop	a supermarket, a café, or a book store, widest range of products available	a supermarket
Despite all the advances in equality between the sexes, would more men or women play professional football?	Would more	A proportion of genders	more men or women play professional football	more men
In which room of their home would someone usually wash their clothes?	In which... would	A location	room of their home, usually wash their clothes	a laundry/a bathroom

[Source: CD-ROM Practice set 1]

Chunking words into meaningful word groups

With your partner, decide how to chunk the following questions into word groups. Practice saying the chunked questions out loud to see if they sound correct.

1. Which major branch of science deals with the classification of living things?
2. In most university courses there are two ways of being assessed, one is orally, the other is through...?
3. Name a month that falls between September and November.
4. Would a town, a village or a city probably cover the largest area?
5. Which of these would probably be found in most homes around the world — a computer, a bed, or a television?

[Source: CD-ROM Practice set 1]

Chunking words into meaningful word groups: Answer key

With your partner, decide how to chunk the following questions into word groups. Practice saying the chunked questions out loud to see if they sound correct.

1. Which major branch of science/deals with/the classification of living things?

Possible answers

biology

2. In most university courses/there are/two ways of being assessed,/one is orally,/the other is through...?

written assignments

3. Name a month/that falls between/September and November.

October

4. Would a town,/a village/or a city/probably cover the largest area?

a city

5. Which of these/would probably be found/in most homes around the world/— a computer,/a bed,/or a television?

a bed

[Source: CD-ROM Practice set 1]

Practice item worksheet A

Ask your partner the following questions. Chunk the words into word groups and stress key words to make the questions easier to understand.

Give your partner 10 seconds (or less) to answer each question.

- 1.** Would it be better to go jogging at noon, or in the early morning, if you wanted to avoid the hottest part of the day?
- 2.** In which century did the automobile become manufactured on a mass scale?
- 3.** Name a country located in North America.
- 4.** Some calendars begin the week on Sunday. What is the other day which commonly starts a week?
- 5.** Where would you go to see exhibits of dinosaurs?
- 6.** Which country is in the southern hemisphere, Australia or Canada?

[Source: CD-ROM Practice set 2]

Practice item worksheet A: Answer key

Ask your partner the following questions. Chunk the words into word groups and stress key words to make the questions easier to understand.

Give your partner 10 seconds (or less) to answer each question.

1. Would it be better to go jogging at noon, or in the early morning, if you wanted to avoid the hottest part of the day?

(sample responses)
In the early morning

2. In which century did the automobile become manufactured on a mass scale?

The 20th century

3. Name a country located in North America.

Mexico

4. Some calendars begin the week on Sunday. What is the other day which commonly starts a week?

Monday

5. Where would you go to see exhibits of dinosaurs?

A museum

6. Which country is in the southern hemisphere, Australia or Canada?

Australia

[Source: CD-ROM Practice set 2]

Practice item worksheet B

Ask your partner the following questions. Chunk the words into word groups and stress key words to make the questions easier to understand.

Give your partner 10 seconds (or less) to answer each question.

1. In which season would people be least likely to go snow skiing?
2. Which of these was last to be explored, the Himalayas, the moon, or Australia?
3. Would a letter or email be the fastest way to get a message to your Professor?
4. Jane and Peter have three children. They are 4, 13 and 15 years old. They only have one son, who is their youngest child. How old is their middle child?
5. Which would be better to report the population of a major global city—hundreds, millions or billions?
6. This work is due for submission, one month from 15 June. On what date should it be submitted?

[Source: CD-ROM Practice set 2]

Practice item worksheet B: Answer key

Ask your partner the following questions. Chunk the words into word groups and stress key words to make the questions easier to understand.

Give your partner 10 seconds (or less) to answer each question.

1. In which season would people be least likely to go snow skiing?

(sample responses)

In summer

2. Which of these was last to be explored, the Himalayas, the moon, or Australia?

The moon

3. Would a letter or email be the fastest way to get a message to your Professor?

Email

4. Jane and Peter have three children. They are 4, 13 and 15 years old. They only have one son, who is their youngest child. How old is their middle child?

13 years old

5. Which would be better to report the population of a major global city—hundreds, millions or billions?

Millions

6. This work is due for submission, one month from 15 June. On what date should it be submitted?

July 15

[Source: CD-ROM Practice set 2]

Lesson 2

Overview

Time allocated: 2 hours

This lesson focuses on the following skills:

Speaking

- Speaking for a purpose (to repeat, to inform, to explain)
- Reading a text aloud
- Speaking at a natural rate
- Producing fluent speech
- Using correct intonation
- Using correct pronunciation
- Using correct stress
- Speaking under timed conditions

Reading

- Identifying a writer's purpose, style, tone or attitude
- Understanding academic vocabulary
- Reading a text under timed conditions

Listening

- Understanding academic vocabulary
- Inferring the meaning of unfamiliar words
- Comprehending variations in tone, speed, accent

This lesson provides skills practice for the PTE Academic item types *Read aloud* and *Repeat Sentence*

Information about the item types in *The Official Guide to PTE Academic*

	<i>Read aloud</i>	<i>Repeat sentence</i>
Item type task description	pp. 40–41	pp. 45–47
Skills tested	pp. 42–43	p. 48
Scoring	p. 42	p. 47
Strategies	pp. 43–44	p. 48
Practice item	p. 44	p. 49
Answer key feedback	p. 174	pp. 174–75

Objectives

By the end of this lesson, test takers will have:

- Practiced the speaking, reading and listening skills listed above
- Analyzed the rubric, format and scoring of these item types
- Practiced speaking, reading and listening strategies for these item types
- Completed practice items under timed conditions
- Reviewed feedback to practice items
- Practiced pronunciation and oral fluency skills related to the successful completion of these item types

Preparation

The following materials should be prepared before the lesson:

- *Official Guide* pages 40–44, 45–49, 174–75
- Copies of 'Reading aloud practice: Worksheet A' and 'Reading aloud practice: Worksheet B' (1 handout each per pair)
- Image of 'Pronouncing beginnings and endings' for projection on board/visualizer
- Copies of 'Pronouncing sounds and words' (individual handouts)

- Image of 'Chunking words into groups: Suggested answers' for projection on board/visualizer
- Copies of 'Sentence stress worksheet' (individual handouts)
- Image of 'Sentence stress worksheet: Suggested answers' for projection on board/visualizer
- Copies of 'Intonation worksheet' (individual handouts)
- Image of 'Intonation worksheet: Suggested answers' for projection on board/visualizer
- Copies of 'Timed practice: Worksheet A' and 'Timed practice: Worksheet B' (1 handout each per pair)

Lesson Plan

Introduction (5 mins)

- Explain that in this lesson test takers will look at the *Read aloud* and *Repeat sentence* item types. The speaking skills needed for both item types are similar.
- Test takers will look closely at the format, rubrics and scoring of these item types, analyze strategies for approaching them successfully, and complete practice items under timed conditions.

Warm up activity pair work (20 mins)

Becoming familiar with these item types

- Materials:**
- *Official Guide* pp. 40–44 and 45–49
 - Copies of 'Reading aloud practice: Worksheet A' and 'Reading aloud practice: Worksheet B'

Skills: Identifying a writer's purpose, style, tone, or attitude; Speaking for a purpose (to repeat, to inform, to explain); Reading a text aloud; Speaking at a natural rate; Producing fluent speech

Aim: Familiarize test takers with the *Read aloud* and *Repeat sentence* item types and related reading and pronunciation skills

- Steps:**
- To familiarize test takers with both item types, ask them to quickly read through pages 40–44 and 45–49 of the *Official Guide*. Set a time limit of 5 minutes.
 - Put test takers into pairs. In each pair, designate one test taker as 'A', and the other as 'B'.
 - Distribute a copy of the 'Reading aloud practice: Worksheet A' to all As and a copy of the 'Reading aloud practice: Worksheet B' to all Bs. Tell test takers to read the worksheet that they have received, but not to show it to their partner.
 - Tell test takers that, in this activity, they will practice reading aloud their worksheets to their partner, who will make notes on the information they hear. Explain that this activity requires the test taker who is reading to carefully pronounce sounds and words and to deliver groups of words in meaningful chunks (i.e. test takers should not read the words one at a time but should try to read phrases).
 - Remind test takers that, when reading, they must also think about how to use intonation correctly (i.e. when they need to make their voice go higher, and when they need to make their voice go lower).
 - Explain that when test takers are listening they should take notes on what they hear. If they cannot understand what is being read, they can ask their partner to repeat (but not spell) a word or phrase that they didn't catch. When the reading partner has finished reading, the listening partner should repeat as much of the information as possible using the language he or she has heard.
 - Before test takers begin the activity, ask them to look at their worksheet and to make sure that they know how to pronounce all the words. Explain that if a word has more than one syllable (or sound), they should think about which syllable needs to be stressed (or said more strongly). They should also think about how they can chunk several words into groups so as not to read words one at a time. Finally, they should think about when their voice needs to rise and when it needs to fall.
 - Ask As to begin reading aloud and Bs to make notes. When As have finished reading aloud, Bs should repeat what they have noted. After this, test takers should change roles so that Bs read aloud while their partners take notes.
 - Ask test takers to discuss in their pairs any problems they had when they were reading or listening. Ask them to identify any sounds that were difficult to pronounce (or understand), and to identify any problems they had when chunking words into groups, stressing syllables in words, or using intonation.

- Ask test takers to share any problems or issues with the rest of the class. Explain that this lesson will focus on developing pronunciation skills such as chunking, using correct stress and using intonation.
- Discuss any queries or problems test takers may have regarding the *Read aloud* or *Repeat sentence* item types. If necessary, refer test takers to pages 40–44 and 45–49 in the *Official Guide*.

Main activity 1	whole class and group work (20 mins)
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Pronouncing individual sounds and words

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|--|
| Materials: <ul style="list-style-type: none"> • Image of 'Pronouncing beginnings and endings' for projection • Copies of 'Pronouncing sounds and words' |
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Skills: Using correct pronunciation; Producing fluent speech

Aims: Practice strategies for correct pronunciation of single sounds and sound groups

- Steps:**
- Explain to test takers that one of the key skills for the *Read aloud* and *Repeat sentence* item types is the ability to correctly pronounce individual sounds in words.
 - Tell test takers that many non-native speakers of English have difficulty with pronouncing consonants at the beginning and the end of words. As an example of potential difficulties, project an image of 'Pronouncing beginnings and endings' on the board. Elicit the correct pronunciation of the underlined sounds and the words in which they occur. (The meaning of these words is not important at this stage.)
 - If necessary, model the sounds and draw attention to the position of the tongue and lips. Depending on their first languages, test takers may need help differentiating between sounds such as /b/ and /p/, or /l/, /r/ and /n/.
 - Emphasize the pronunciation of common suffixes such as 'ous' and 'tion'.
 - Draw test takers' attention to the various ways that 'ed' is pronounced when it forms the past tenses of regular verbs (i.e. /ɪd/ for verbs which end with the sounds /t/ or /d/ such as in 'wanted' or 'rented'; /t/ for verbs which end in the unvoiced sounds /p/, /f/, /s/, /ʃ/, /tʃ/, /k/ such as 'hoped', 'laughed', 'faxed', 'washed', 'watched' or 'liked'; or /d/ for all other verb endings, e.g. 'played', 'pronounced').
 - Remind test takers that it is the sound that is important, not the letter or spelling. For example, 'fax' ends in the letter 'x' but the final sound is /s/; 'like' ends in the letter 'e' its final sound is /k/.
 - Organize test takers into small groups of 4 or 5 and distribute a copy of the 'Pronouncing sounds and words' to each test taker. Tell test takers that the paragraph on this worksheet comes from a practice *Read Aloud* test item.
 - Ask test takers in their groups to take turns reading aloud the paragraph on the worksheet and to pay attention to the underlined words or sounds. Remind them that they do not have to read the punctuation marks. Remind them also to take a few seconds to read through the text silently before starting to read aloud.
 - Explain that as each test taker reads, the others in the group should listen to how the sounds are read aloud, offering feedback and correction afterwards, if needed.
 - As final feedback, discuss any queries/problems test takers had. If necessary, check the meaning of any unknown words.

Main activity 2	group work (20 mins)
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Chunking words into groups

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|---|
| Materials: <ul style="list-style-type: none"> • Copies of 'Pronouncing sounds and words' • Image of 'Chunking words into groups: Suggested answers' for projection |
|---|

Skills: Using correct pronunciation; Producing fluent speech; Comprehending variations in tone, speed, accent

Aims: Practice strategies for chunking words into meaningful groups

- Steps:**
- Tell test takers that another key skill for the *Read aloud* and *Repeat sentence* item types is the ability to chunk or organize words into groups. Say, 'In English it sounds-very-strange-if-we-pause-after-every-word.' Explain that we chunk words into groups when we say them and that we pause after each group.

- Tell test takers that, as a general rule, we tend to group words together into phrases (e.g. noun phrases, prepositional phrases, verbal phrases) when we say them.
- Write the following sentence on the board:
 - Words which form a phrase are usually grouped together when we say them.
- Explain that this sentence would be spoken as 'Words which form a phrase/ are usually grouped together/ when we say them.' Ask test takers to notice how the first chunk of words is a noun phrase, the next a verb phrase, and the last an adverbial phrase.
- Ask test takers to play with the incorrect chunking of the same sentence to see how strange the effect can be (e.g. Words/ which form/ a/ phrase are/ usually/ grouped/ together when/ we/ say them').
- Remind test takers that they can also use punctuation to help them group words together when they read aloud. For example, words that appear between commas are often said together, and words on either side of a full stop are never grouped together.
- Put test takers into groups, as in the previous activity. Refer them back to the paragraph on the 'Pronouncing sounds and words' worksheet from the previous activity. Ask them, in their groups, to look at the words in this paragraph and discuss and decide together how the words should be chunked and read aloud.
- Once each group has decided how to best chunk the words in this sentence, they should indicate the word groups with a '/'. They should then take turns reading aloud the paragraph so that the words are chunked appropriately. As each test taker reads aloud, other test takers in the group should listen to how word groups are chunked, offering feedback and correction when needed.
- As final feedback, project an image of 'Chunking words into groups: Suggested answers' on the board and ask for volunteers to read the paragraph aloud.
- Discuss any queries/problems that test takers may have.

Main activity 3: part 1	whole class and group work (15 mins)
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Using correct sentence stress

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| Materials: <ul style="list-style-type: none"> • Copies of 'Sentence stress worksheet' • Image of 'Sentence stress worksheet: Suggested answer' for projection |
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Skills: Using correct stress; Comprehending variations in tone, speed, accent

Aims: Practice strategies for recognizing and using correct sentence stress

Steps: • Write a sentence on the board that gives an example of the rhythmic features of stress-timed language, e.g.

• • • • • • • • • •
 It's not what you say but the way that you say it.

- Read the sentence aloud and clap on the stressed words to indicate how English emphasizes some, but not all words in a sentence. Draw test takers' attention to the way that unstressed words are also said a little more quickly than stressed words. To contrast the natural stress-timed version with a non stressed-timed version, read the sentence again, but with the same stress on each word.
- Tell test takers that the stress within a sentence, phrase or chunk of words tends to fall on key words such as nouns, adjectives or verbs, rather than on small words such as articles or prepositions. Explain also, that new information in a sentence is usually stressed, whereas old or repeated information is not.
- Explain that sentence stress is used for emphasis as well as to clarify meaning. For example, if emphasis is being made on an opposite or negative meaning (as in the sentence above) then small words such as 'not' may also be stressed.
- Put test takers into groups, as in the previous activity, and distribute a copy of the 'Sentence stress worksheet' to each test taker. Tell test takers that you will read out the paragraph on this worksheet and stress certain words. Explain that they should listen carefully and work individually to underline the words that you stress when you read out the paragraph.
- To prepare for the task, test takers should read the paragraph to themselves and, bearing in mind the general rules about stressed and unstressed words they have learnt, try to predict which words will be stressed when you read the paragraph aloud.
- Using the 'Sentence stress worksheet: Suggested answers' as a guide, read the paragraph aloud at a natural pace, stressing the underlined words. If necessary, read the paragraph again, stressing the same words.

- Tell test takers to compare their underlined words with others in their group. They should then take turns to read the paragraph aloud, stressing the words that they underlined. The other group members should listen and give feedback and correction as necessary.
- As feedback, project an image of 'Sentence stress worksheet: Suggested answers' on the board and discuss any queries/problems that test takers may have. You may wish to point out that individual speakers may use slightly different patterns of sentence stress depending on how they want to communicate information, and which parts of the information they want to highlight. The suggested pattern of stress on the worksheet is one possible way.

Main activity 3: part 2	whole class and group work (10 mins)
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Using correct intonation

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| Materials: <ul style="list-style-type: none"> • Copies of 'Intonation worksheet' • Image of 'Intonation worksheet: Suggested answers' for projection |
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Skills: Using correct stress; Using correct intonation; Comprehending variations in tone, speed, accent

Aims: Practice strategies for recognizing and using correct intonation

- Steps:**
- Tell test takers that another pronunciation skill needed for the *Read aloud* and *Repeat sentence* item types is the ability to use intonation correctly (i.e. when your voice rises and falls).
 - Elicit from test takers what they know about intonation. Tell them that in English we use rising and falling intonation to express meaning as well as attitude. For example, we regularly use intonation to break sentences into successive clauses or successive phrases to signal meanings or emphasize a word, as in these sentences:

Clearly, ↓ we were going to be disappointed. ↓
Actually, ↓ it isn't very important. ↓

- Explain that, in general, we use falling intonation towards the end of a sentence when it is a statement, command or 'wh'- question. List the following examples on the board to illustrate these points:

I'm practicing using intonation today. ↓
Chunk these words into groups. ↓
Which words should I stress in this sentence? ↓

- Tell test takers that we use rising intonation within sentences that list items (with commas or semi-colons separating them), and for yes/no questions or requests. Write the following example on the board to illustrate these points:

I need to practice chunking, ↑ sentence stress, ↑ and intonation. ↓

- Put test takers into groups, as in the previous activity, and distribute a copy of the 'Intonation worksheet' to each test taker.
- Tell test takers that you will read out the paragraph on this worksheet using correct intonation. Explain that they should listen carefully and work individually to draw an upward arrow (↑) on the paragraph whenever they hear your voice rise, and a downward arrow (↓), whenever it falls.
- To prepare for the task, get test takers to read the paragraph to themselves and, bearing in mind the general rules about rising and falling intonation, try to predict how you will use intonation when reading the paragraph.
- Using the 'Intonation worksheet: Suggested answers' as a guide, read the paragraph aloud at a natural pace, with your voice rising and falling as indicated. If necessary, read the paragraph again, using the same intonation.
- Tell test takers to compare the arrows they have marked with the others in their group. They should then take turns to read out the paragraph with their noted intonation. The other group members should listen and give feedback and correction as necessary.
- As feedback, project an image of 'Intonation worksheet: Suggested answers' on the board and discuss any queries/problems that test takers may have. You may wish to point out that individual speakers may use slightly different patterns of intonation depending on their regional dialect or accent, and the way they want to communicate the information they are presenting. The suggested intonation pattern on the worksheet is one possible way.

Main activity 4 pair work and whole class (15 mins)**Timed practice of test items****Materials:** Copies of 'Timed practice: Worksheet A' and 'Timed practice: Worksheet B'**Skills:** Reading a text under timed conditions; Speaking under timed conditions; Producing fluent speech; Understanding academic vocabulary**Aims:** Apply this lesson's reading, listening and speaking strategies to practice a *Read aloud* and *Repeat sentence* task

- Steps:**
- Explain that test takers will now work in pairs and practice some *Read aloud* and *Repeat sentence* items under timed conditions.
 - Before they begin the activity, tell test takers to spend 5 minutes looking through the worksheets that they have completed in this lesson and revising the tips they have learned regarding pronunciation of word sounds (especially consonants at the beginning and end of words), chunking words into phrasal groups, stressing key words in sentences, and using rising and falling intonation.
 - Put test takers into pairs. In each pair, designate one test taker as 'A', and the other as 'B'.
 - Distribute a copy of the 'Timed practice: Worksheet A' to all As and a copy of the 'Timed practice: Worksheet B' to all Bs. Explain that the *Read aloud* items are the same on both sheets, but that the *Repeat sentence* items are different. Tell test takers to read the worksheet that they have received, but not to show it to their partner.
 - Explain that test takers should first take it in turns to read aloud the passages in the *Read aloud* section one by one. Write the following on the board:
 - Does your partner's response include all the words in the reading text and only these words?
 - Does your partner read smoothly and at a natural rate of speed?
 - Does your partner pronounce words correctly?
 Tell test takers that listening partners should make notes on these three aspects of the reading partner's performance. They should also follow the same passage on their own worksheet to check that the reading partner is reading the text correctly. Listeners should then give feedback on the reader's performance.
 - After test takers have completed all three items in the *Read aloud* section, they should move on to the *Repeat sentence* items. For this section, they should take it in turns to read aloud a sentence that their partner repeats back to them. Explain that the reading/listening partner should give feedback on the three points listed above.
 - Remind pairs to simulate test conditions by timing each other as indicated on the worksheets.
 - After test takers have completed the worksheet, encourage them to discuss their performance and give each other feedback in their pairs.

Round up whole class (15 mins)**Aim:** Reviewing test problems and strategies

- Steps:**
- Ask test takers to reflect on their attempts at the timed practice. To do this, elicit answers to the following questions:
 - How did you deal with the pronunciation of words that were new to you? (Did you apply any of the practiced pronunciations of consonants?)
 - How did you chunk words into meaningful groups? (Did you look at the punctuation and think about different kinds of phrases?)
 - How did you stress key words in sentences? (Did you think about key nouns, adjectives and verbs, avoid stressing articles and prepositions, and think about new and given information?)
 - How did you use your knowledge of intonation when reading and repeating?
 - Get test takers to look again at pages 43–44 and 48 in the *Official Guide*. Review the strategies and discuss any queries/problems test takers have.
 - Ask test takers to reflect on how their knowledge and use of pronunciation skills developed in this lesson.
 - Tell test takers that further practice in stress, intonation and pronunciation will be given in Lesson 8.

Homework activities

- For homework, ask test takers to complete the *Read aloud* and *Repeat sentence* practice items on pages 44 and 49 of the *Official Guide* and the accompanying Audio CD. Encourage test takers to keep to the actual time limits of each task (i.e. 35 seconds and 15 seconds respectively) and to think about how their responses compare to the feedback recordings on the Audio CD.
- For further practice, test takers can also attempt the *Read aloud* and *Repeat sentence* items on the CD-ROM Practice sets 2 and 3.

Reading aloud practice: Worksheet A

Read the following text aloud to your partner. Think carefully about your pronunciation and intonation, and remember to chunk words into meaningful groups. Do not show this worksheet to your partner.

Read aloud

The *Read aloud* item type tests your ability to read a short text aloud using correct pronunciation and intonation. It assesses both reading and speaking skills.

Scoring is based on three factors:

- Accurate content
- Oral fluency
- Correct pronunciation

Reading aloud practice: Worksheet B

Read the following text aloud to your partner. Think carefully about your pronunciation and intonation, and remember to chunk words into meaningful groups. Do not show this worksheet to your partner.

Repeat sentence

The *Repeat sentence* item type tests your ability to understand and remember a sentence exactly as you hear it, using correct pronunciation. It assesses both speaking and listening skills.

Scoring is based on three factors:

- Accurate content
- Oral fluency
- Correct pronunciation

Pronouncing beginnings and endings

<u>these</u>	development <u></u>
<u>three</u>	statistics <u></u>
<u>bin</u>	services <u></u>
<u>pin</u>	variables <u></u>
<u>graph</u>	analyze <u></u>
<u>graduate</u>	analysis <u></u>
<u>glad</u>	analyses <u></u>
<u>liberate</u>	arduous <u></u>
<u>river</u>	distribution <u></u>
<u>nibble</u>	wanted <u></u>
<u>thought</u>	changed <u></u>
taught <u></u>	walked <u></u>

Pronouncing sounds and words

Take turns to read aloud the following text. Pay attention to the underlined words or sounds but do not read the punctuation marks. Take a few seconds to read through the text silently before starting to read aloud.

The development of easy-to-use statistical software has changed the way statistics is being taught and learned. Students can make transformations of variables, create graphs of distributions of variables, and select among statistical analyses, all at the click of a button. However, even with these advancements, students sometimes find statistics to be an arduous task.

[Source: *Official Guide* p.41, © *Using SPSS for Windows and Macintosh Analyzing and Understanding Data* by Samuel Green and Neil Salkind, International Edition, 5th edition, 2007. Reproduced by permission of Pearson Education, Inc.]

Chunking words into groups: Suggested answers

The development of easy-to-use statistical software has changed the way statistics is being taught and learned. Students can make transformations of variables, create graphs of distributions of variables, and select among statistical analyses all at the click of a button. However, even with these advancements, students sometimes find statistics to be an arduous task.

[Source: *Official Guide* p.41, © *Using SPSS for Windows and Macintosh Analyzing and Understanding Data* by Samuel Green and Neil Salkind, International Edition, 5th edition, 2007. Reproduced by permission of Pearson Education, Inc.]

Sentence stress worksheet

Read the following text quietly to yourself and try to predict which words will be stressed. When the text is read aloud, listen carefully and underline the stressed words.

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Sentence stress worksheet: Suggested answers

The development of easy-to-use statistical software has changed the way statistics is being taught and learned. Students can make transformations of variables, create graphs of distributions of variables, and select among statistical analyses all at the click of a button. However, even with these advancements, students sometimes find statistics to be an arduous task.

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Intonation worksheet

Read the following text quietly to yourself and try to predict the intonation that will be used. When the text is read aloud, listen carefully. Draw an upward arrow (↑) whenever you hear the intonation rise, and a downward arrow (↓) whenever you hear the intonation fall.

The development of easy-to-use statistical software has changed the way statistics is being taught and learned. Students can make transformations of variables, create graphs of distributions of variables, and select among statistical analyses all at the click of a button. However, even with these advancements, students sometimes find statistics to be an arduous task.

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Intonation worksheet: Suggested answers

The development of easy-to-use statistical software ↓ has changed the way statistics is being taught and learned ↓. Students can make transformations of variables ↑, create graphs of distributions of variables ↑, and select among statistical analyses ↓ all at the click of a button. ↓ However ↓, even with these advancements ↓, students sometimes find statistics to be an arduous task. ↓

[Source: *Official Guide* p.41, © *Using SPSS for Windows and Macintosh Analyzing and Understanding Data* by Samuel Green and Neil Salkind, International Edition, 5th edition, 2007. Reproduced by permission of Pearson Education, Inc.]

Timed practice: Worksheet A

Read aloud

Read each text aloud as naturally and clearly as possible. To simulate the test conditions, give yourself 35 seconds to prepare and 35 seconds to respond to each item.

1. Once you've picked a general topic for your paper, you need to come up with a thesis. Your thesis is the main and focal point of your paper and it's the position you'll take on your particular topic. Formulating a strong thesis is one of the most important things you need to do to ace your paper.
2. Many papers you write in college will require you to include quotes from one or more sources. Even if you don't have to do it, integrating a few quotes into your writing can add life and persuasiveness to your arguments. The key is to use quotes to support a point you're trying to make rather than just include them to fill space.
3. Networking is easy and fun because it taps into this human predilection to talk about ourselves when asked. Consider successful networking as little more than the process of guiding a person to tell you about his life, what he's doing, the company that employs him, and his current industry.

[Source: CD-ROM Practice Set 1; © Pearson Australia: *E tips for A grades: Tackling the College paper* (1, 2); *Have no career fear* published by Pearson Higher Education (3)]

Repeat sentence

Read each sentence aloud once to your partner. Your partner should repeat the sentence back to you exactly as you say it. To simulate the test conditions, give your partner 15 seconds to respond to each item before moving onto the next.

1. We will divide the class into three discussion groups.
2. The student welfare officer can help with questions about exam technique.
3. Most of the students were not able to attend Professor Green's seminar.
4. Some of the references in the essay were old and out of date.

[Source: CD-ROM Practice Set 1]

Timed practice: Worksheet B

Read aloud

Read each text aloud as naturally and clearly as possible. To simulate the test conditions, give yourself 35 seconds to prepare and 35 seconds to respond to each item.

1. Once you've picked a general topic for your paper, you need to come up with a thesis. Your thesis is the main and focal point of your paper and it's the position you'll take on your particular topic. Formulating a strong thesis is one of the most important things you need to do to ace your paper.
2. Many papers you write in college will require you to include quotes from one or more sources. Even if you don't have to do it, integrating a few quotes into your writing can add life and persuasiveness to your arguments. The key is to use quotes to support a point you're trying to make rather than just include them to fill space.
3. Networking is easy and fun because it taps into this human predilection to talk about ourselves when asked. Consider successful networking as little more than the process of guiding a person to tell you about his life, what he's doing, the company that employs him, and his current industry.

[Source: CD-ROM Practice Set 1; © Pearson Australia: *E tips for A grades: Tackling the College paper* (1, 2); *Have no career fear* published by Pearson Higher Education (3)]

Repeat sentence

Read each sentence aloud once to your partner. Your partner should repeat the sentence back to you exactly as you say it. To simulate the test conditions, give your partner 15 seconds to respond to each item before moving onto the next.

1. Professor Smith will be late for today's lecture.
2. The circulation desk is located on the ground floor.
3. Tutorials are held for two hours, every Thursday, during semester.
4. International students can get help with locating housing near the university.

[Source: CD-ROM Practice Set 1]

Lesson 3

Overview

Time allocated: 2 hours

This lesson focuses on the following skills:

Reading

- Identifying the topic, theme or main ideas
- Identifying words and phrases appropriate to the context
- Understanding academic vocabulary
- Understanding the difference between connotation and denotation
- Inferring the meaning of unfamiliar words
- Comprehending explicit and implicit information
- Comprehending concrete and abstract information
- Following a logical or chronological sequence of events
- Classifying and categorizing information

Writing

- Using words and phrases appropriate to the context
- Using correct grammar
- Using correct spelling

This lesson provides skills practice for the PTE Academic item types *Reading: Fill in the blanks* and *Reading & writing: Fill in the blanks*

Information about the item types in *The Official Guide to PTE Academic*

	<i>Reading: Fill in the blanks</i>	<i>Reading & writing: Fill in the blanks</i>
Item type task description	pp. 106–107	pp. 110–111
Skills tested	p. 108	p. 112
Scoring	p. 107	p. 111
Strategies	p. 108	p. 112
Practice item	p. 109	pp. 113–114
Answer key feedback	p. 184	pp. 184–185

Objectives

By the end of this lesson, test takers will have:

- Practiced the reading and writing skills listed above
- Analyzed the rubric, format and scoring of these item types
- Practiced reading strategies for these item types
- Completed practice items under timed conditions
- Reviewed feedback to practice items
- Practiced vocabulary skills related to the successful completion of these item types

Preparation

The following materials should be prepared before the lesson:

- *Official Guide* pages 106–109, 110–114, 184–185
- Test takers should have dictionaries and thesauruses
- Copies of 'Understanding *Fill in the blanks* item types' worksheet (1 handout per pair)
- Image of 'Understanding *Fill in the blanks* item types: Answer key' for projection on board/visualizer
- Copies of 'New Year Festivals' word bank' (1 handout per group)
- Image of 'New Year Festivals' example word bank' for projection on board/visualizer
- Copies of 'Practice item *Reading: Fill in the blanks*' worksheet (individual handouts)
- Image of 'Practice item *Reading: Fill in the blanks*: Answer key' for projection on board/visualizer

- Image of ‘‘Research’ collocation table 1’ for projection on board/visualizer
- Image of ‘‘Research’ collocation table 2’ for projection on board/visualizer
- Copies of ‘‘Research’ collocation table 2’ (1 handout per group)
- Image of ‘‘Research’ collocation: Answer key’ for projection on board/visualizer
- Image of ‘‘Phrasal verbs’ for projection on board/visualizer
- Copies of ‘Phrasal verbs’ (1 handout per group)
- Image of ‘Phrasal verbs: Answer key’ for projection on board/visualizer

Lesson Plan

Introduction (5 mins)

- Explain that in this lesson test takers will look at the *Reading: Fill in the blanks* and *Reading & writing: Fill in the blanks* item types. The reading and vocabulary skills needed for both item types are similar.
- Test takers will look closely at the format, rubrics and scoring of these item types; analyze strategies for approaching them successfully, and complete practice items under test conditions.

Warm up activity (pair work (10 mins))

Becoming familiar with this item type

- Materials:**
- *Official Guide* pp. 106–107, 110–111
 - Copies of ‘Understanding *Fill in the blanks* item types’ worksheet
 - Image of ‘Understanding *Fill in the blanks* item types: Answer key’ for projection

Skills: Comprehending explicit and implicit information; Comprehending concrete and abstract information; Following a logical or chronological sequence of events

Aim: Familiarize test takers with both item types and their requirements

- Steps:**
- To familiarize test takers with both item types, ask them to quickly read through pages 106–107 and 110–111 of the *Official Guide*. Set a time limit of 3 or 4 minutes.
 - Put test takers into pairs. Distribute a copy of the ‘Understanding *Fill in the blanks* item types’ worksheet to each pair. This is a fill in the blanks summary of the key features of both item types. This activity lets test takers check their understanding of the item types. It also tunes them into some of the fill in the blanks reading strategies that will be practiced and discussed explicitly in the next activity.
 - Ask test takers to try to complete the summary with their partner, but without looking again at the *Official Guide*.
 - Ask pairs to compare and check their answers with another pair.
 - Review answers with the whole class, by projecting an image of the ‘Understanding *Fill in the blanks* item types: Answer key’ on the board.
 - Discuss any queries that test takers have about the information on pages 106–107 and 110–111 of the *Official Guide*.

Main activity 1: part 1 (whole class and group work (20 mins))

Fill in the blanks reading skills

- Materials:**
- Image of ‘Understanding *Fill in the blanks* item types: Answer key’ for projection
 - *Official Guide* pp.108 and 112

Skills: Identifying the topic, theme or main ideas; Understanding academic vocabulary; Inferring the meaning of unfamiliar words

Aims: Familiarize test takers with the item types and provide them with some of the planning, listening and speaking strategies needed

- Steps:**
- Continue to project the image of the ‘Understanding *Fill in the blanks* item types: Answer key’ on the board. Ask test takers to look at the answers to the first fill in the blanks text about the *Reading: Fill in the blanks* item.

- Ask test takers how they were able to recognize (without looking back at the item description on pages 106–107 of the *Official Guide*) which words correctly filled each of the five blanks, and which words could not be used. Elicit the following strategies:
 - Using the grammatical context of a word (e.g. ‘tests’ is a verb that follows and agrees with the subject ‘item’).
 - Combining words so that they make logical phrases (e.g. the phrase ‘_____ to five blanks’ needs another number at its beginning).
 - Some words, such as ‘question’, make neither grammatical nor lexical sense (e.g. ‘question’ as either a singular noun or a conjugated verb cannot be used in a way that is grammatically correct, and does not make lexical sense as a missing word in any of the blanks).
- Divide test takers into small groups. Ask them to look at the answer key to the text about *Reading and Writing: Fill in the blanks* item and to list strategies that they could use to determine the correct answers for each blank. Also ask them to explain why some words in the box need to be eliminated.
- Elicit from test takers that the same strategies as those used in the text about *Reading: Fill in the blanks* item can be used here:
 - The grammatical context of a word or phrase tells us that certain kinds of word classes need to be used (e.g. the phrase ‘_____ reading item type’ requires another modifying adjective, which rules out the nouns and verbs in the box, while the infinitive ‘to’ after ‘grammatical cues’ needs a verb in its base form).
 - Similarly, logical or common phrases can be made by collocating (i.e. combining) words (e.g. ‘reading’ logically collocates with ‘writing’ to make the phrase ‘reading and writing skills’. ‘Speaking’ could also collocate here but it doesn’t make logical sense in this context).
- With the whole group, look at the strategies for both item types on pages 108 and 112 of the *Official Guide*. Discuss any queries/problems that test takers have.

Main activity 2: part 1	group work (10 mins)
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Vocabulary building: Brainstorming

Skills: Classifying and categorizing information; Using correct spelling

Aims: Practice strategies for building and noting new vocabulary and for noting word collocations

- Steps:**
- Explain that in addition to developing strategies for recognizing which words are most appropriate for completing gap fill texts, test takers also need to actively build their vocabulary. One good tool for developing vocabulary is to build word banks (groups of words related to a topic or theme).
 - Tell test takers that they are going to practice building a word bank around the topic ‘New Year Festivals’ and that the first step will be brainstorming.
 - Organize test takers into small groups and ask them to brainstorm vocabulary related to the topic of ‘New Year Festivals’. Setting a time limit of 5 minutes, encourage test takers to write as many words as they can and use correct spelling for each word.
 - After 5 minutes, ask groups to put a symbol next to each word or phrase they have written to indicate its grammatical class. For example, nouns and noun phrases should be labeled (n); verbs (v); adjectives (adj) and adverbs (adv).

Main activity 2: part 2	group work and whole class (15 mins)
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Vocabulary building: Word Banks

- | |
|--|
| <p>Materials:</p> <ul style="list-style-type: none"> • Copies of ‘New Year Festivals’ word bank’ • Image of ‘New Year Festivals’ example word bank’ for projection • Dictionary / Thesaurus for each group or test taker |
|--|

Skills: Classifying and categorizing information; Using correct spelling

Aims: Practice strategies for building and noting new vocabulary and for noting word collocations

- Steps:**
- Keep test takers in their groups and distribute 1 copy of the ‘New Year Festivals’ word bank’ worksheet to each group.
 - Explain that the table will be used to list some words that were brainstormed and to organize these words into grammatical and vocabulary categories. Tell test takers that the word bank will help them

note related vocabulary (e.g. synonyms or antonyms). It will also help them note collocations (i.e. words which naturally combine with brainstormed words to make common, logical and idiomatic phrases).

- As an example of how to list and organize their brainstormed words in the word bank, project an image of the ‘New Year Festivals’ example word bank’ on the board. Explain that not all words will have all grammatical forms, and encourage test takers to list as many synonyms (including noun phrases) and collocations as they can.
- Give groups 10 minutes to start building their word banks with words from their brainstormed list. Encourage them to use a dictionary for checking the grammatical forms and endings of words, as well as for collocations. Tell them to use a thesaurus to check synonyms and antonyms.
- As final feedback to the activity, get groups to compare and share their word banks.
- Encourage test takers to copy their group word banks and add to them after the lesson. They can also use the table format to develop their own word banks on other themes (preferably academic themes, or topics such as ‘lectures’ or ‘note taking’).

Main activity 3 individual work, pair work and whole class (15 mins)

Attempting a *Fill in the blanks* sample item

- Materials:**
- Copies of ‘Practice item *Reading: Fill in the blanks*’ worksheet
 - Image of ‘Practice item *Reading: Fill in the blanks: Answer key*’ for projection

Skills: Identifying words and phrases appropriate to the context; Understanding the difference between connotation and denotation; Inferring the meaning of unfamiliar words

Aim: Apply this lesson’s reading and vocabulary strategies to practice a *Reading: Fill in the blanks* item

- Steps:**
- Explain that test takers will now attempt a practice *Reading: Fill in the blanks* item.
 - Distribute copies of the ‘Practice item *Reading: Fill in the blanks*’ worksheet to each test taker. Remind them to use the gap-fill strategies and word bank skills they identified earlier.
 - Give test takers 5 minutes to complete the item individually.
 - After 5 minutes, put test takers into pairs and ask them to compare answers and explain to each other which strategies or word bank skills they used to help them guess which words might be used in each blank, or eliminated.
 - Feedback by projecting an image of ‘Practice item *Reading: Fill in the blanks: Answer key*’ on the board and using it to review the answers with the whole group. Elicit reasons why particular words fit in each blank. Use the tips in the Answer key to explain why certain words collocate with the text better than others, and why some words should be matched with others to maintain grammatical parallelism.

Main activity 4: part 1 group work and whole class (10 mins)

Vocabulary building: Collocation tables

- Materials:**
- Image of ‘Research’ collocation table 1’ for projection
 - Image of ‘Research’ collocation table 2’ for projection
 - Copies of ‘Research’ collocation table 2’
 - Image of ‘Research’ collocation: Answer key’ for projection

Skills: Identifying words and phrases appropriate to the context; Using correct grammar

Aim: Practice strategies for noting word collocations and phrasal verbs

- Steps:**
- Tell test takers that another good tool for developing vocabulary is to use tables to learn and note collocations. Explain that they are now going to practice using a collocation table related to the theme of ‘Research’.
 - Project an image of the ‘Research’ collocation table 1’ on the board as an example of a collocation table. Explain that on the left side of the table there are verbs, while along the top there are nouns, all of which are related to the topic of research. The aim of the table is to note which verbs describing research collocate (can be combined) with which nouns. Tell test takers that if a noun collocates with a verb, they should put a ‘√’ under the noun. If it doesn’t collocate, they should write ‘X’.

- To demonstrate how to complete the table, elicit from test takers which nouns in the table collocate with the verb 'to do'. Project the "Research" collocation table 2' on the board to confirm suggestions.
- Organize test takers into small groups, distribute a copy of "Research" collocation table 2' to each group and ask test takers to work together to complete the table. Encourage them to use a dictionary for checking possible collocations.
- As feedback, ask groups to first compare tables and discuss their suggestions. After this, project an image of the "Research" collocation: Answer key' on the board. Refer test takers to the notes below the table and discuss any queries/problems test takers may have.

Extension

- Ask test takers in their groups to write 10 sentences using some of the correct collocations.
- Feedback with the whole class and discuss test takers' queries and/or problems.

Main activity 4: part 2 | group work and whole class (10 mins)

Vocabulary building: Phrasal verb tables

- Materials:**
- Image of 'Phrasal verbs' for projection
 - Copies of 'Phrasal verbs' worksheet
 - Image of 'Phrasal verbs: Answer key' for projection

Skills: Identifying words and phrases appropriate to the context; Using correct grammar

Aim: Practice strategies for noting word collocations and phrasal verbs

- Steps:**
- Keep test takers in their groups. Explain to test takers that tables can also be used to learn and note phrasal verbs (i.e. combinations of verbs and prepositions).
 - Project an image of the 'Phrasal verbs' worksheet on the board as an example. Explain that on the left side of the table there are verbs and along the top there are prepositions. The aim of this table is to note which verbs can combine with which prepositions to create idiomatic phrasal verbs. Tell test takers that if a preposition collocates with a verb, they should put a '✓' under the preposition. If it doesn't collocate they should write 'X'.
 - Elicit from test takers the prepositions that collocate with the verb 'to speak'. Feedback by projecting an image of 'Phrasal verb example table 2' on the board.
 - Distribute 1 copy of the 'Phrasal verbs' worksheet to each group and ask test takers to work together to complete the table. Encourage them to use a dictionary to check possible phrasal verbs.
 - As feedback, ask groups to first compare tables and discuss their suggestions. After this, project an image of 'Phrasal verbs: Answer key' on the board as an answer key. Refer test takers to the notes below the table and discuss any queries/problems test takers may have.

Extension

- Ask test takers in their groups to write 5 sentences using some of the correct collocations.
- Feedback with the whole class and discuss test takers' queries and/or problems.

Main activity 5 | individual and pair work (15 mins)

Attempting a Reading & writing: Fill in the blanks practice item

Materials: *Official Guide* pp. 113–114 and 184–185

Skills: Using words and phrases appropriate to the context; Using correct grammar

Aim: Applying this lesson's reading and vocabulary strategies to complete a *Reading & writing: Fill in the blanks* practice item

- Steps:**
- Explain to test takers that they will now attempt the *Reading & writing: Fill in the blanks* practice item on pages 113 and 114 in the *Official Guide*.
 - Remind them to think about the strategies and collocation and phrasal verb skills they identified and practiced earlier.
 - Give test takers 5 minutes to complete the item individually.

- After 5 minutes, put test takers into pairs. Ask them to compare answers and explain to each other which strategies or word bank skills they used to help them guess which words might be used in each blank, or eliminated.
- With the whole group, review answers using the Answer key on pages 184–185 of the *Official Guide*, and elicit reasons why particular words fit in each blank. Discuss any queries/problems test takers may have.

Round up whole class (10 mins)

Aim: Reviewing test problems and strategies

- Steps:**
- Ask test takers to reflect on their attempt of the *Reading: Fill in the blanks* item and the *Reading & writing: Fill in the blanks* item. To do this, elicit answers to the following questions:
 - How did they use the grammatical context of missing words?
 - How did they combine words with missing words to make logical or idiomatic phrases?
 - How did they eliminate possible missing words?
 - How did they use their knowledge of word collocations?
 - How did they use their knowledge of phrasal verbs?
 - Get test takers to look at pages 108 and 112 in the *Official Guide*. Review the strategies and discuss any queries/problems test takers have.
 - Review the skills required to tackle these item types successfully (look at the skills listed on page 112 in the *Official Guide* if necessary).

Homework activities

- For homework, ask test takers to complete the *Reading: Fill in the blanks* and *Reading & writing: Fill in the blanks* practice activities on CD-ROM Practice set 2. Test takers should check their own answers and note any problems. Problems can be followed up in a recap lesson.

Understanding *Fill in the blanks* item types

In the text below some words are missing. Use words from the box to complete the text.

The *Reading: Fill in the blanks* item requires a _____ correct answer for each blank. This item _____ your ability to use context and grammatical cues to identify words that complete a reading text. This item type has a reading text with _____ to five blanks in it. Below the reading text, there is a box which _____ six to eight words. There are three more words in the box than the number of blanks so you do not have to _____ all the words. The reading texts for this item type are up to 80 words in length.

complete three use single question tests practices contains

Repeat the activity with the following text.

The *Reading & writing: Fill in the blanks* item is a _____ reading item type. It requires a single correct answer for each blank. This item tests your ability to use contextual and grammatical cues to _____ words that complete a reading text. It assesses reading and _____ skills. This item type has a reading text with up to six blanks in it. Each blank has up to five answer _____. The reading texts for this item type are up to 300 words in length.

complete answer identify multiple-choice speaking chooses gap choices writing

Understanding *Fill in the blanks* item types: Answer key

In the text below some words are missing. Use words from the box to complete the text.

The *Reading: Fill in the blanks* item requires a single correct answer for each blank. This item tests your ability to use context and grammatical cues to identify words that complete a reading text. This item type has a reading text with three to five blanks in it. Below the reading text, there is a box which contains six to eight words. There are three more words in the box than the number of blanks so you do not have to use all the words. The reading texts for this item type are up to 80 words in length.

complete three ✓ use ✓ single ✓ question tests ✓ practices contains ✓

Repeat the activity with the following text.

The *Reading & writing: Fill in the blanks* item is a multiple-choice reading item type. It requires a single correct answer for each blank. This item tests your ability to use contextual and grammatical cues to identify words that complete a reading text. It assesses reading and writing skills. This item type has a reading text with up to six blanks in it. Each blank has up to five answer choices. The reading texts for this item type are up to 300 words in length.

complete answer identify ✓ multiple-choice ✓ speaking chooses gap choices ✓ writing ✓

'New Year Festivals' word bank

Words	Noun forms	Adjective forms	Verb forms	Adverb forms	Synonyms	Antonyms	Collocations

'New Year Festivals' example word bank

Words	Noun forms	Adjective forms	Verb forms	Adverb forms	Synonyms	Antonyms	Collocations
Party (n)	party	—	to party	—	celebration (n) fiesta (n) social event (n)	—	Party goer Party animal Party dress Party game Birthday party New year's party Garden party House party A wild party To hold a party To be invited to a party To attend a party To leave a party
Renewal (n)	renewal	renewed	to renew	—	a fresh start a new beginning	an end a final completion	Renewal celebrations Renewal rituals Renewal rites

Practice item *Reading: Fill in the blanks*

In the text below some words are missing. Put words from the box in the appropriate places in the text.

The New Year is the most important holiday in Japan, and is a symbol of renewal. In December, various Bonenkai or “forget-the-year _____” are held to bid farewell to the problems and _____ of the past year and _____ for a new beginning. Misunderstandings and grudges are forgiven and houses are scrubbed. At midnight on December 31st, Buddhist _____ strike their gongs 108 times, in an effort to _____ 108 types of human weakness.

augment	parties	foresee	expel	prepare	concerns	temples	areas
---------	---------	---------	-------	---------	----------	---------	-------

[Source: CD-ROM Practice set 1]

Practice item Reading: *Fill in the blanks*: Answer key

In the text below some words are missing. Put words from the box in the appropriate places in the text.

The New Year is the most important holiday in Japan, and is a symbol of renewal. In December, various Bonenkai or “forget-the-year _____ **parties** _____” are held to bid farewell to the problems and _____ **concerns** _____ of the past year and _____ **prepare** _____ for a new beginning. Misunderstandings and grudges are forgiven and houses are scrubbed. At midnight on December 31st, Buddhist _____ **temples** _____ strike their gongs 108 times, in an effort to _____ **expel** _____ 108 types of human weakness.

augment	parties	foresee	expel	prepare	concerns	temples	areas
---------	---------	---------	-------	---------	----------	---------	-------

[Source: CD-ROM Practice set 1]

Tips for identifying correct answers

- ✓ ‘parties’ fits the first blank because it collocates logically with the verb ‘to hold’ and with the adjectival phrase ‘forget-the-year’.
- ✓ ‘concerns’ fits the second blank because it collocates with ‘problems’ to make the common phrase ‘problems and concerns’. It also is a good grammatical fit because its plural form is parallel to the plural noun ‘problems’. If two countable nouns are combined into a phrase using ‘and’ both nouns should be parallel. That is, both are in the singular or both are in the plural.
- ✓ ‘prepare’ fits the third blank because it is a verb in its base form and is grammatically parallel to the infinitive ‘to bid farewell’ earlier in the sentence. It also appropriately contrasts the ideas ‘past year’ and ‘new beginning’.
- ✓ ‘temples’ fits the fourth blank because it is a plural noun which agrees with the verb ‘to strike’ and which collocates logically with the adjective ‘Buddhist’. The other plural nouns (‘areas’ and ‘parties’) don’t make sense when collocated with ‘Buddhist’.
- ✓ ‘expel’ fits the last blank because it is a verb in its base form and correctly matches grammatically with ‘to’. Unlike ‘prepare’, ‘augment’ or ‘foresee’ it also collocates logically with ‘108 types of human weakness’.
- ✗ ‘augment’
- ✗ ‘areas’
- ✗ ‘foresee’

'Research' collocation table 1

Nouns Verbs	research	documentation	data	studies	results
Do					
Make					
Conduct					
Pursue					
Analyze					
Read					

'Research' collocation table 2

Nouns Verbs	research	documentation	data	studies	results
Do	✓	✗	✗	✓	✗
Make					
Conduct					
Pursue					
Analyze					
Read					

'Research' collocation: Answer key

Nouns Verbs	research	documentation	data	studies	results
Do	✓	✗	✗	✓	✗
Make	✗	✗	✗	✗	✗
Conduct	✓	✗	✗	✓	✗
Pursue	✓	✗	✗	✓	✗
Analyze	✓	✓	✓	✓	✓
Read	✓	✓	✓	✓	✓

Notes:

- Many learners often mistakenly collocate the verb 'make' with the nouns in this table.
- Apart from the verbs listed in the first column, other verbs such as 'to research', 'to document' and 'to study' can be used to describe research activities.
- The nouns 'documentation', 'data' and 'results' refer to completed aspects of the research process which are then further acted upon by the researcher. So, they can be 'analyzed' and 'read', but not 'conducted' or 'done'. 'Research' and 'studies' are general nouns which refer to the whole research process, rather than just individual aspects.

Phrasal verbs

Prepositions Verbs	on	out	up
To speak			
To put			
To count			
To rely			
To look			

Phrasal verbs: Answer key

Prepositions Verbs	on	out	up
To speak	✗	✓ (= to protest)	✓ (= to speak louder)
To put	✓	✓ (= to extinguish, to place outside)	✓ (= to endure)
To count	✓ (= to need)	✓ (= to count slowly or audibly)	✓ (= to calculate, to total)
To rely	✓ (= to be dependent)	✗	✗
To look	✓ (= to watch without being involved)	✓ (= to protect)	✓ (= to locate, to admire or respect)

Notes:

- We can 'speak on a topic' (i.e. speak about something) but 'speak on' is not a phrasal verb with an idiomatic meaning that is different from 'speak'.
- 'To put on' has several idiomatic meanings (e.g. 'to put clothes on your body, or make up/cream on your skin'; 'to affect or influence something or someone'; 'to turn on equipment, etc')
- 'To put up' is used with 'with' (e.g. 'to put up with the pain')
- 'To look out' is a conversational phrasal verb and is used with 'for' (e.g. 'to look out for your little brother').
- 'To look up' has several idiomatic meanings (e.g. 'to look up a word in a dictionary'; 'she looks up to her teacher').

Lesson 4

Overview

Time allocated: 2 hours

This lesson focuses on the following reading skills:

- Main idea or gist: Read for and identify the main idea or theme of the text
- Detailed information: Read for and identify specific details, facts, opinions, definitions or sequences of events
- Organization: Read for and understand the function of what the writer says or identify the reasons why the writer mentions specific pieces of information
- Analysis of discourse: Read for and identify the overall organization and connections between pieces of information
- Identifying words and phrases appropriate to the context
- Classifying and categorizing information
- Inferring the meaning of unfamiliar words
- Identifying a writer's purpose, style, tone or attitude
- Identifying the supporting points or examples

This lesson practices some of the skills tested by the PTE Academic item types *Reading: Multiple-choice, choose single answer* and *Reading: Multiple-choice, choose multiple answers*. Further skills practice for these item types will be provided in Lesson 11.

Information about the item types in *The Official Guide to PTE Academic*

	<i>Reading: Multiple-choice, choose single answer</i>	<i>Reading: Multiple-choice, choose multiple answers</i>
Item type task description	pp. 91–92	pp. 96–98
Skills tested	pp. 93–94	pp. 98–99
Scoring	p. 93	p. 98
Strategies	p. 94	p. 99
Practice item	p. 95	p. 100
Answer key feedback	p. 181	pp. 182–183

Objectives

By the end of this lesson, test takers will have:

- Practiced the reading skills listed above
- Practiced the rubrics and format of multiple-choice items
- Analyzed the nature of multiple-choice items as well as selected prompts and options
- Analyzed test-taking strategies for multiple-choice items

Preparation

The following materials should be prepared before the lesson:

- *Official Guide* pages 91–100, 181–183
- Copy of sample item type (illus. p. 91 *Official Guide*, with labels removed) for projection on board/visualizer
- Image of 'Sample Question Prompts' sheet for projection on board/visualizer
- Copies of reading text passage on p. 92 *Official Guide* (without prompt and response options) (1 handout per small group)
- Copies of reading text passage on p. 97 *Official Guide* (without prompt and response options) (1 handout per pair)
- Copies of Worksheet 1 (individual handouts)

Lesson Plan

Introduction whole class (5 mins)

- Explain that in this lesson test takers will look at the item types *Reading: Multiple-choice, choose single answer* and *Reading: Multiple-choice, choose multiple answers*. They will look closely at some of the formats, prompts and options of these item types and some of the skills tested. They will also analyze strategies for approaching these item types successfully.
- Also explain that these items types will be revisited in lesson 11.

Warm up activity 1 whole class (5 mins)

Label the parts of a multiple-choice item

- Materials:**
- Copy of sample item type *Official Guide* p. 91 (with labels removed) for projection
 - *Official Guide* pp. 91–92 and 96–98

Aim: Familiarize test takers with the item type and its parts

- Steps:**
- Project the sample multiple-choice item on the board with the sections '*instructions*', '*passage*', '*prompt*' and '*option*' highlighted but not labeled. Explain that this is what the multiple-choice item type looks like and that test takers should be able to identify the parts.
 - Write '*instructions*', '*passage*', '*prompt*' and '*option*' on board and, with the whole class, ask test takers to help you label the parts of the item.
 - Quickly read through pages 91 and 96 in the *Official Guide* together and explain that one of the differences between single answer multiple-choice and multiple answer multiple-choice reading items is the number of options test takers must choose.

Main activity 1 whole class (15 mins)

What types of prompts can you expect?

- Materials:** Image of 'Sample Question Prompts' sheet for projection

Skills: **Main idea or gist: Read for and identify the main idea or theme of the text; Writer's purpose: Read for and understand the function of what the writer says or identify the reasons why the writer mentions specific pieces of information**

Aim: Familiarize test takers with prompt types and the process of predicting the type of information each prompt requires

- Steps:**
- Explain that test takers are now going to think about the types of questions (or prompts) they might expect to see in multiple-choice items.
 - With the whole class, get test takers to identify 'wh' words and the type of answer/information each of these words indicates (e.g. who/person, what/thing, where/place, why/reason, when/time, how/description, which/thing).
 - Show the 'Sample Question Prompts' sheet and explain that test takers are going to look at two types of prompts: 'wh'-questions and 'complete the sentence'.
 - Get test takers to identify the key question word in each 'wh' prompt, and then predict the type of information they would look for in each case, e.g.:

'Wh'-questions

*According to this text, **how** do excise taxes usually differ from tariffs?* (e.g. description showing differences/in what ways)

***What factors** were involved in the disparity between the calendars of Britain and Europe in the 17th Century?* (e.g. things/causes)

***Which** of the following factors are consistent with the theory of X-ray crystallography?* (e.g. things/processes)

Which of the following are facts specifically concerning the ethnicity of the citizens of Botswana? (e.g. descriptions of facts)

Why was the fall in the crime rate particularly surprising? (e.g. reason/because)

Complete the sentence

The major divisions of the Sioux people of North America are _____. (e.g. what?/names of divisions)

The main idea contained in this text deals with _____. (e.g. what?/topic/gist/theme)

According to the passage, a significant human impact on the Tasmanian environment first began _____. (e.g. when?/why?/date/period/time of an event)

Main activity 2: part 1	small groups/pairwork (15 mins)
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Predict the vocabulary

Skills: Organization: Read for and identify the overall organization and connections between pieces of information; Read for the main idea or theme; Identifying words and phrases appropriate to the context; Classifying and categorizing information

Aim: Familiarize test takers with process of predicting information required and thinking about related word groups

- Steps:**
- Explain that test takers are now going to look at strategies for predicting possible answers and identifying relevant vocabulary groups.
 - Write this question on the board: *One present indicator of climate change in Australia is _____*. Check that test takers recognize this as a single answer multiple-choice prompt.
 - Ask test takers the meaning of 'indicator' and get them to guess if they do not know (e.g. a sign).
 - Ask test takers to predict a possible answer for this prompt. Write suggestions on the board.
 - In small groups/pairs, get test takers to brainstorm the types of words or vocabulary groups they might expect to read in the related passage (e.g. rising temperatures, drought, flooding, desertification, etc).
 - Feedback results with the whole class and discuss any conflicting ideas.

Main activity 2: part 2	small groups/pairwork (15 mins)
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Look for key words in a text

<p>Materials:</p> <ul style="list-style-type: none"> • Copies of reading text passage <i>Official Guide</i> p. 92 (without prompt and response options) • <i>Official Guide</i> p. 92
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Skills: Main idea or gist: Read for and identify the main idea or theme; Read for and identify specific details, facts, opinions, definitions or sequences of events; Identifying words and phrases appropriate to the context

Aim: Familiarize test takers with scanning to identify key words

- Steps:**
- Put test takers into small groups/pairs and give a handout of the reading text passage on page 92 of the *Official Guide* (without prompt and options) to each group.
 - Ask groups to skim the text and underline the words and phrases related to the prompt they have just looked at (e.g., *climate upset, long-standing drought, serious water shortages, higher temperatures, devastating tropical cyclones*).
 - Feedback with the whole class.
 - Write the options for this item on the board, or get test takers to look at page 92 in the *Official Guide*.
 - Ask test takers to read the passage again in their groups/pairs and select the correct answer (drought).

Main activity 2: part 3	whole class (15 mins)
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Analyze the options

<p>Materials: <i>Official Guide</i> pp. 91–92</p>
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Aim: Get test takers to consider the strategies they have used, to think about why certain options are correct/incorrect and to consider the possible pitfalls

- Steps:**
- Feedback the answer and analyze all options. Discuss why test takers think each option is correct/incorrect. (e.g., '*environmental activists*' is incorrect because these are the people seeking to prevent climate change; '*gas emissions*' is incorrect because these are one of the causes of climate change; '*carbon dioxide*' is incorrect because it is one of the causes of climate change; '*drought*' is correct as it is presented in the text as one of the indicators of climate change.)
 - Explain that wrong options are known as distractors.
 - Discuss which options were most confusing and why.
 - To recap, get text takers to read pages 91 and 92 in the *Official Guide*, plus the section on 'Scoring' on page 93.

Main activity 3: part 1	pair work (10–20 mins)
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Identify the gist of a passage

Materials: Copies of reading text passage <i>Official Guide</i> p. 97 (without prompt and response options)
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Skills: Main idea or gist: Read for and identify the main idea or theme; Read for and identify specific details, facts, opinions, definitions or sequences of events

Aim: Familiarize test takers with the process of skimming for gist and scanning for details

- Steps:**
- Explain that test takers are now going to look at ways of identifying the main theme of a passage and the writer's purpose or opinion. They will then complete a practice item and analyze the strategies they have used to complete it.
 - Put test takers into pairs. Give out 1 copy of the reading text passage on page 97 of the *Official Guide* (without prompt and response options) to each pair.
 - Ask pairs to work together to read the passage, identify the main gist/topic and highlight the key words. Remind them to look for topic sentences, which will help them identify the main theme(s) of paragraphs and/or the whole passage (Primary schooling on the Turks and Caicos Islands – *primary schooling, government primary schools, classroom organisation, etc*).
 - With the whole class, feedback the gist/main theme of the passage.

Extension

Skills: Inferring the meaning of unfamiliar words

Aim: Familiarize test takers with some strategies for guessing the meaning of unfamiliar words

- Steps:**
- Explain that test takers are going to discuss the ways in which they deal with unfamiliar words.
 - Refer test takers back to the passage and ask which words, if any, are unfamiliar.
 - With the whole class, get test takers to guess the meaning of these words.
 - Ask them to model their strategies for guessing meaning (looking at word stem/prefixes/suffixes, etc and thinking about similar looking familiar words; looking at context, etc).
 - Discuss the merits of the various strategies in relation to this passage.

Main activity 3: part 2	pair work (10–20 mins)
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Identify the writer's purpose/opinion

Materials: Copies of reading text passage <i>Official Guide</i> p. 97 (without prompt and response options)
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Skills: Identifying a writer's purpose, style, tone or attitude; Identifying the supporting points or examples

Aim: Familiarize test takers with the process of skimming to identify a writer's purpose/opinion and scanning for supporting information

- Steps:**
- With the whole class, ask test takers to refer to the passage they have just read and tell you what type of text it is (report). Discuss the kind of information often associated with texts of this type (e.g. facts, descriptions, opinion, argument, etc).

- Ask test takers in their pairs to reread the passage and highlight phrases that identify or support the writer's purpose/opinion (e.g. to show that primary schooling is relatively well organized and effective in the Turks and Caicos Islands – '*Primary and secondary school enrolment is virtually universal, 'serve communities with small populations whose children cannot travel to a neighbouring larger primary school.'*, '*no evidence that the multigrade teachers operate in a particularly resource-poor environment*').
- Feedback writer's purpose/opinion with the whole class.
- Ask test takers to talk about the tone of the text (e.g. neutral to mildly positive) and to identify which parts of the passage support their ideas.

Extension

Skills: Identifying a writer's purpose, style, tone or attitude

Aim: Get test takers to look in more detail at words/phrases that express opinion/purpose and affect the tone of a text

- Steps:**
- With the whole class, look again at the words/phrases highlighted by test takers as showing purpose and/or opinion.
 - Elicit paraphrasing of words/phrases that could express a different tones or serve a different purpose/opinion (e.g., What differences can be inferred between these expressions: '*small pupil numbers*' and '*intimate class sizes*'? Is the tone of each neutral, negative or positive? etc.)

Main activity 3: part 3	pair work and whole class (10–15 mins)
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Complete the item and analyze the strategies used

Materials: <i>Official Guide</i> p. 97

Aim: Get test takers to complete an item in pairs, consider the strategies they have used, think about why certain options are correct/incorrect and consider the possible pitfalls

- Steps:**
- Explain that test takers are now going to look at the prompt and response options for this passage and complete the item.
 - Get test takers to look at the prompt and response options on page 97 in the *Official Guide*. Check that they recognize this as a multiple-choice, choose multiple answers prompt.
 - Ask whether they can already ascertain the correct answers. If not, get them to reread the passage in their pairs to complete the item.
 - Feedback answers with the whole class and discuss. Analyze why each option is correct or incorrect (e.g. '*Multigrade classes are mainly found in smaller schools.*' this option is correct because the writer says that most schools have single-grade classrooms and only '*three schools, because of their small pupil numbers, operate with multigrade groupings.*'; '*Most primary pupils are in multigrade classes.*' This option is incorrect because it contradicts the information in the text; '*Parents can choose to send their child to a multigrade school.*' This option is incorrect because the writer does not mention whether parents have any choice about which school their children can attend; '*Most primary pupils are in mixed ability classes.*' This option is correct because the writer states that '*Pupils ... are generally grouped by age into mixed ability classes.*'; '*Multigrade classes are for the youngest three grades.*' This option is incorrect because this information is not mentioned by the writer.)

Extension

Aim: Get test takers to consider the strategies they have used, think about why certain response options are correct/incorrect and consider the possible pitfalls

- Steps:**
- Ask test takers to think about the two different ways they have approached these items (read the prompt/response options first then read passage; read the passage first and then read prompt/response options).
 - Discuss which approach they found easier and/or more useful, and why.

Round up whole class (5 mins)**Materials:** *Official Guide* p. 94**Aim:** Review strategies and problems

- Steps:**
- Get test takers to look at page 94 in the *Official Guide*. Review the strategies covered on this page and in the lesson, and deal with any queries/problems test takers have.
 - Review the skills required to tackle these item types successfully (look at the skills listed on pages 93–94 and 98–99 in the *Official Guide* if necessary).

Homework activities**Materials:** Worksheet 1

- For homework, hand out Worksheet 1. Tell test takers to complete the worksheet as preparation for working on the CD-ROM Practice items. They should then complete the *Reading: Multiple-choice, choose single answer* and *Reading: Multiple-choice, choose multiple answers* items on CD-ROM Practice set 1. Test takers should check their own answers and note any problems. Problems can be followed up in a recap lesson.

Sample Question Prompts

'Wh'-questions

- *According to this text, how do excise taxes usually differ from tariffs?*
- *What factors were involved in the disparity between the calendars of Britain and Europe in the 17th Century?*
- *Which of the following factors are consistent with the theory of X-ray crystallography?*
- *Which of the following are facts specifically concerning the ethnicity of the citizens of Botswana?*
- *Why was the fall in the crime rate particularly surprising?*

Complete the sentence

- *The major divisions of the Sioux people of North America are _____.*
- *The main idea contained in this text deals with _____.*
- *According to the passage, a significant human impact on the Tasmanian environment first began _____.*

[Source: CD-ROM Practice sets 1, 2 and 3]

Worksheet 1

Complete this worksheet as preparation for looking at the multiple-choice items on CD-ROM
Practice set 1

birth rate	Catholic	Christian	citizens	colonizers
constitution	democracy	ethnicity	equality	infant mortality rate
inhabitants	life expectancy	nationalism	origins	political landscape
population	Protestant	religious affiliation	self-government	tribes

Look at the words above and organize them into various theme-related groups:

Think of a suitable heading for each of the groups that you have identified. (The heading should indicate the overall 'topic' of each group.)

Brainstorm other academic words related to the topics that you have identified.

Brainstorm the text types that are most often used for writing about such topics.

Worksheet 1 Answer key

Complete this worksheet as preparation for looking at the multiple-choice items on CD-ROM
Practice set 1

birth rate	Catholic	Christian	citizens	colonizers
constitution	democracy	ethnicity	equality	infant mortality rate
inhabitants	life expectancy	nationalism	origins	political landscape
population	Protestant	religious affiliation	self-government	tribes

Look at the words above and organize them into various theme-related groups:

- Catholic, Christian, Protestant, religious affiliation
- birth rate, citizens, infant mortality rate, inhabitants, life expectancy, population
- citizens, colonizers, constitution, democracy, equality, nationalism, political landscape, self-government
- population, religious affiliation, inhabitants, citizens, tribes
etc

Think of a suitable heading for each of the groups that you have identified. (The heading should indicate the overall 'topic' of each group.)

- Religion / Religious groups
- Population
- Politics / Government
- Countries / Nations
- etc

Brainstorm other academic words related to the topics that you have identified.

Test takers own answers

Brainstorm the text types that are most often used for writing about such topics.

Charts, graphs, reports, etc

Lesson 5

Overview

Time allocated: 2 hours

This lesson focuses on the following skills:

Listening

- Identifying the topic, theme or main ideas
- Identifying words and phrases appropriate to the context
- Understanding academic vocabulary
- Inferring the meaning of unfamiliar words
- Comprehending explicit and implicit information
- Comprehending concrete and abstract information
- Following an oral sequencing of information
- Predicting how a speaker may continue
- Forming a conclusion from what a speaker says
- Comprehending variations in tone, speed, accent
- Identifying errors in a transcription

Reading

- Understanding academic vocabulary
- Following a logical or chronological sequence of events
- Reading a text under timed conditions
- Matching written text to speech

Speaking

- Reading a text aloud
- Using correct intonation
- Using correct pronunciation
- Using correct stress

This lesson provides skills practice for the PTE Academic item types *Select missing word* and *Highlight incorrect words*

Information about the item types in *The Official Guide to PTE Academic*

	<i>Select missing word</i>	<i>Highlight incorrect words</i>
Item type task description	pp. 150–151	pp. 154–155
Skills tested	p. 152	p. 156
Scoring	p. 152	p. 156
Strategies	pp. 152–153	p. 157
Practice item	p. 153	pp. 157–158
Answer key feedback	pp. 191–192	p. 192

Objectives

By the end of this lesson, test takers will have:

- Practiced the listening, reading and speaking skills listed above
- Analyzed the rubric, format and scoring of these item types
- Practiced listening and reading strategies for these item types
- Reviewed feedback to practice items
- Practiced prediction and word stress skills related to the successful completion of these item types

Preparation

The following materials should be prepared before the lesson:

- *Official Guide* pages 150–153, 154–158, 191–192
- Copies of 'Select missing word worksheet' and 'Highlight incorrect words worksheet' (1 handout each per group)
- Image of 'Select missing word worksheet: Answer key' for projection on board/visualizer
- Copies of 'Practicing prediction' 1–3 (1 handout each per group of 3)
- Image of 'Practicing prediction: Answer key' for projection on board/visualizer
- Copies of 'Finding differences between spoken and written versions of a text' 1–3 (1 handout each per test taker)
- Image of 'Finding differences between spoken and written versions of a text: Answer key' for projection on board/visualizer

Lesson Plan

Introduction (5 mins)

- Explain that in this lesson test takers will look at the *Select missing word* and *Highlight incorrect words* item types. The listening skills needed for both item types are similar.
- Test takers will look closely at the format, rubrics and scoring of these item types, analyze strategies for approaching them successfully, and complete practice items under timed conditions.

Warm up activity 1 group work (20 mins)

Becoming familiar with the item types

- Materials:**
- *Official Guide* pp. 150–153 and 154–158
 - Copies of 'Select missing word worksheet' and 'Highlight incorrect words worksheet'

Skills: Following an oral sequencing of information; Predicting how a speaker may continue; Forming a conclusion from what a speaker says; Following a logical or chronological sequence of events; Reading a text aloud

Aims: Familiarize test takers with both item types and related listening and reading skills

- Steps:**
- To familiarize test takers with both item types, ask them to quickly read through pages 150–153 and 154–158 of the *Official Guide*. Set a time limit of 5 minutes.
 - Put test takers into small groups of 4 or 5. Ask test takers to arrange themselves into a small circle.
 - Tell test takers that in this activity they will work with their team mates to practice guessing missing words from a listening text. Tell them that the skill of predicting or guessing the meaning and grammar of key words in a listening text is a very important skill for both test items covered in this lesson.
 - Distribute a copy of the 'Select missing word worksheet' to one test taker in each group and ask him/her not to show it to the other group members. Explain that the test taker with the worksheet should read the first sentence of the worksheet aloud but should not read out the final underlined word.
 - Explain that the test taker sitting to the left of the reading test taker should try to guess the final word in the sentence. If he or she cannot guess the missing word, others in the group can help him/her. The reading test taker can tell the guessing test taker whether he or she has correctly or incorrectly guessed the missing word. If the guess is incorrect, he or she can try again.
 - When they have finished, tell the reading test taker to pass the worksheet to the test taker on his/her left. This test taker should then read out the second sentence of the worksheet (omitting the final word), while the next test taker on the left tries to guess the missing word.
 - Tell test takers to repeat this procedure until everyone has read out one sentence and tried to guess one missing word.
 - Keep test takers in their groups. Distribute a copy of the 'Highlight incorrect words worksheet' to one test taker in each group, and tell them to repeat the process as before.
 - When they have completed the worksheet, ask test takers to share any problems or issues that they encountered during this activity. Tell them that much of this lesson will focus on developing prediction skills when listening. (Do not explain yet how it was possible to guess the meaning of each word with confidence in this activity, because this will be explained in the next activity.)

Main activity 1 whole class and group work (35 mins)**Identifying listening prediction skills**

- Materials:**
- Copies of 'Select missing word worksheet' and 'Highlight incorrect words worksheet'
 - Image of 'Select missing word worksheet: Answer key' for projection

Skills: Identifying the topic, theme or main ideas; Identifying words and phrases appropriate to the context; Inferring the meaning of unfamiliar words; Predicting how a speaker may continue

Aims: Identify strategies for inferring the meaning of words and predicting how a speaker may continue using contextual clues

- Steps:**
- Explain that a key skill for the *Select missing word* and *Highlight incorrect words* item types is the ability to use contextual clues (i.e. other words in a phrase or sentence) to infer the meaning of words in a spoken text, and identify or predict words which are incorrect within or missing from a spoken text.
 - To explain how contextual clues work, write the following sentence on the board: 'Can you guess the missing ____?'
 - Ask test takers to guess what is missing from this question ('word'). Then ask them to explain how they guessed this, i.e. what clues or knowledge they used.
 - Explain that several things help us fill in gaps in information we hear. Firstly, our knowledge of the topic (here, a guessing game) tells us that we may need to guess a missing word. Secondly, our knowledge of vocabulary might tell us that in the context of a language lesson, the words 'missing' and 'word' often collocate, or go together. Thirdly, our knowledge of grammar tells us that the sentence needs a noun because the verb 'guess' is transitive in this sentence and needs an object. Also, the word 'missing' is an adjective and it needs a noun to follow it. To sum up, we can use our knowledge of a topic, our knowledge of the grammar of a sentence with a missing word, and our knowledge of other words close to the missing word to make confident guesses.
 - To further illustrate how prediction skills work and to demonstrate to test takers that they already use these skills, refer them back to the 'Select missing word worksheet' and 'Highlight incorrect words worksheet' from the previous activity.
 - Ask test takers to remain in their groups. Tell them to look at the underlined words in each sentence on both worksheets and note all the clues (topic, vocabulary and grammar) that might help them guess each word if it were missing. Set a time limit of 20 minutes for this.
 - Ask groups to offer feedback on their answers, and as final feedback, project an image of the 'Select missing word worksheet: Answer key' on the board. This answer key gives test takers many strategies for guessing missing words using context clues, as well as strategies for explaining how we can confidently make such guesses for the missing words on both worksheets.

Main activity 2 group work and whole class (30 mins)**Practicing listening prediction**

- Materials:**
- Copies of 'Practicing prediction' worksheets 1-3
 - Image of 'Practicing prediction: Answer key' for projection

Skills: Identifying the topic, theme or main ideas; Identifying words and phrases appropriate to the context; Inferring the meaning of unfamiliar words; Comprehending explicit and implicit information; Predicting how a speaker may continue; Comprehending variations in tone, speed, accent; Reading a text aloud; Using correct intonation; Using correct pronunciation; Using correct stress

Aims: Practice strategies for inferring the meaning of words and identifying appropriate words in a listening text

- Steps:**
- Remind test takers that for the *Select missing word* item type, they may sometimes need to guess more than one word (i.e. two or three words, or even a phrase). Explain that the same contextual clues that were used in the previous activity can be applied to guessing more than one word.
 - Tell test takers that the following activity requires them to listen to a transcript and identify any topic, vocabulary and grammar clues that help to predict a missing word or phrase.
 - Organize test takers into groups of three. Give each group 1 copy of each of the 3 'Practicing prediction' worksheets. Tell test takers to take 1 worksheet each and not to show it to the others.

- Explain that test takers should take it in turns to read aloud the transcript on their worksheet in a loud, clear voice and at a natural speed. Remind test takers that this is not a dictation, so those who are reading should read the whole transcript through at once, pausing only according to punctuation. (You might like to remind test takers of the reading and pronunciation skills which were practiced in Lesson 2, i.e. using punctuation to produce correct word chunking, word stress and intonation.)
- While the reading test taker reads the transcript aloud, the others in the group should listen carefully, note key words related to the topic and prepare to complete the transcript by guessing the missing word(s).
- When the reading test taker has finished, he or she should read out the five possible choices and the others should choose the correct answer. If necessary, the reading test taker can read the transcript a second time. If the others disagree on the correct option, they should give reasons for their answer.
- When each group has completed all 3 transcripts, elicit the correct answers with the whole class and ask test takers to complete the transcripts. (Transcript 1, option 4; Transcript 2, option 2; Transcript 3, option 5.)
- Elicit any contextual clues that helped test takers predict the answers and discuss any queries or problems that test takers may have.

Main activity 3	Group work and whole class (25 mins)
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Using sentence stress and word discrimination skills

- | |
|--|
| <p>Materials:</p> <ul style="list-style-type: none"> • Copies of 'Practicing prediction' 1–3 • Copies of 'Finding differences between spoken and written versions of a text' 1–3 • Image of 'Finding differences between spoken and written versions of a text: Answer key' for projection |
|--|

Skills: Understanding academic vocabulary; Comprehending concrete and abstract information; Identifying errors in a transcription; Matching written text to speech; Reading a text aloud; Using correct intonation; Using correct pronunciation; Using correct stress

Aims: Use knowledge of sentence stress and word discrimination skills to identify differences between spoken and written versions of a text

- Steps:**
- Tell test takers that a key skill for successfully completing the *Highlight incorrect words* item is the ability to distinguish differences between written and spoken versions of a text. In this item, test takers need to listen to recordings and read a transcript as they listen. In the transcript, some words will be different from those in the recording.
 - Remind test takers that a speaker's tone and use of sentence stress (or emphasis) often help a listener to determine which words are important in a spoken utterance. (In Lesson 2, test takers looked at how sentence stress can add emphasis or meaning.)
 - In the recordings of the *Highlight incorrect words* items, it is highly likely that important information words (often nouns, adjectives and verbs) will be stressed more strongly by the speaker than other words, so test takers should pay special attention to stressed words and make sure that they are the same as those in the accompanying transcript. Also, prefixes and suffixes may be stressed (e.g. 'unhealthy', 'non taxable') to emphasize contrast or difference, and it is also possible that these prefixes or suffixes might be different.
 - Tell test takers that in this activity they are going to practice using their knowledge of sentence stress to listen for important words and then to determine whether the stressed words are the same in the spoken and written versions of a text.
 - Ask test takers to remain in groups of three for this activity.
 - Distribute copies of the 'Finding differences between spoken and written versions of a text' worksheets 1-3 to each test taker. Also, tell all test takers to retrieve their copy of the 'Practicing prediction' worksheet from the previous activity, but not to show it to the other members of their group or to compare it with the 'Finding differences between spoken and written versions of a text' worksheets.
 - Explain that test takers should take it in turns to read aloud the complete transcript on their 'Practicing prediction' worksheets, beginning with transcript 1. The other group members should listen and read the corresponding transcript on the 'Finding differences between spoken and written versions of a text' worksheets. The test taker who is reading aloud should try to stress key words to highlight important information. Listening test takers should carefully check the words on their transcripts as they listen. If they hear any differences between what is being read aloud and what they are reading, they should underline the different words.

- When the reading test taker has finished, the listening test takers should compare and discuss their answers. If necessary, the reading test taker can read the transcript again.
- When the listening test takers have compared and checked their answers, tell groups to repeat the process with transcripts 2 and 3.
- When groups have completed the task, elicit the words that were different in each text and the strategies that test takers used for discriminating differences between the spoken and written versions of the text.
- As final feedback, project an image of the 'Finding differences between spoken and written versions of a text: Answer key' on the board and discuss any queries or problems that test takers may have.

Round up whole class (10 mins)

Materials: *Official Guide* pp. 152–153 and 156–157

Aim: Reviewing test problems and strategies

- Steps:**
- Ask test takers to reflect on their attempt of the *Select missing word* and the *Highlight incorrect words* items. To do this, elicit answers to the following questions:
 - How did you use your knowledge of the topic to predict missing words?
 - How did you use your knowledge of vocabulary to predict missing words?
 - How did you use your knowledge of grammar to predict missing words?
 - How did you use your knowledge of sentence stress to discriminate between spoken and written versions of a text?
 - Get test takers to look again at pages 152–153 and 156–157 in the *Official Guide*. Review the strategies and discuss any queries or problems they may have.
 - Ask test takers to reflect on how their knowledge and use of prediction and sentence stress developed in this lesson, following the warm up activity.

Homework activities

- For homework, ask test takers to complete the *Select missing word* and *Highlight incorrect words* practice items on pages 153 and 157–158 of the *Official Guide* and the accompanying Audio CD. Encourage test takers to keep to the actual time limits of each task and to compare their responses with the relevant Answer keys.
- For further practice, test takers can also attempt the *Select missing word* and *Highlight incorrect words* items on the PTE CD-ROM Practice sets 2 and 3.

Select missing word worksheet

Take it in turns to read one sentence aloud to your group. Do not read the final underlined word in each sentence. The other members of your group should try to guess these words.

1. The *Select missing word* item type tests your ability to guess what a speaker will say.
2. It tests listening skills.
3. In this test item, you listen to a recording and use contextual clues to try to guess a missing word.
4. Recordings in this item last for 20–70 seconds.
5. Your response is scored as either correct or incorrect.
6. Before you begin listening to the recording, always carefully read the instructions.
7. This test item is multiple-choice.
8. If you do not know the answer, you should at least try to make a guess.

Highlight incorrect words worksheet

Take it in turns to read one sentence aloud to your group. Do not read the final underlined word in each sentence. The other members of your group should try to guess these words.

1. The *Highlight incorrect words* item type tests your ability to listen for and find the differences between a recording and a transcription.
2. It tests both your listening and reading skills.
3. In this test item, you will read a transcription and listen to a recording. As you listen to the recording you need to see if the transcription has any incorrect words.
4. Before you listen to the recording, you should skim the reading passage quickly.
5. While you listen, move the cursor along the text as you hear the words.
6. This will help you to find any errors.
7. Only click on a word if you are sure it is different from a word in a recording. Do not make any guesses.

Select missing word worksheet: Answer key

- 1. The *Select missing word* item type tests your ability to guess what a speaker will say.** (Our knowledge of the topic (the test item) tells us that we need to guess a word related to the recording and the question. Secondly, our knowledge of vocabulary tells us that the words 'speaker' and 'say' are related. Thirdly, our knowledge of grammar tells us that the sentence needs an unconjugated (or base) verb because the missing word is preceded by the auxiliary 'will'.)
- 2. It tests listening skills.** (Our knowledge of the topic (the test item) tells us that we need to guess a word related to what it assesses. Secondly, our knowledge of vocabulary tells us that the words 'listening' and 'assesses' are related to 'skills'. Thirdly, our knowledge of grammar tells us that the sentence needs a plural noun because the missing word is preceded by the adjective 'listening' and there is no article.)
- 3. In this test item, you listen to a recording and use contextual clues to try to guess a missing word.** (Our knowledge of the topic (the test item) tells us that we need to guess a missing word. Secondly, our knowledge of vocabulary tells us that the words 'guess' and 'missing' often collocate with 'word'. Thirdly, our knowledge of grammar tells us that the sentence needs a noun because the verb 'guess' is transitive in this sentence, and needs an object. Also, the word 'missing' is an adjective and it needs a noun to follow. The noun should be singular and countable, because it is preceded by an indefinite article.)
- 4. Recordings in this item last for 20–70 seconds.** (Our knowledge of the topic (the test item) tells us that we need to consider the issue of time limits. We also know that the shorter PTE Academic items generally last for seconds, rather than minutes or hours. Secondly, our knowledge of vocabulary tells us that the words 'lasts for' and '20-70' need to collocate with a time word. Thirdly, our knowledge of grammar tells us that the sentence needs a noun because the phrasal verb 'lasts for' is transitive in this sentence, and needs an object. Also, the noun should be plural, because it is preceded by '20–70'.)
- 5. Your response is scored as either correct or incorrect.** (Our knowledge of the topic (the test item) tells us that we need to consider the issue of scoring. We also know that some PTE Academic items are scored as correct or incorrect. Secondly, our knowledge of vocabulary tells us that the word 'correct' is frequently paired with its opposite, 'incorrect'. Thirdly, our knowledge of grammar tells us that the sentence needs an adjective with the opposite meaning of 'correct' because it is preceded by the phrase 'either ... or'.)
- 6. Before you begin listening to the recording, always carefully read the instructions.** (Our knowledge of the topic (the test item) tells us that we need to think about instructions. Secondly, our knowledge of vocabulary tells us that the words 'carefully', 'read' and 'the' are frequently collocated with 'instructions'.)
- 7. This test item is multiple-choice.** (Our knowledge of the topic (the test item) tells us that we need to think about question types. Secondly, our knowledge of vocabulary and the presence of words such as 'test item' give us good clues. 'Multiple' is very often collocated with 'choice', especially in the context of this topic.)
- 8. If you do not know the answer, you should at least try to make a guess.** (Our knowledge of the topic (the test item) tells us that we need to think about test strategies. Secondly, our knowledge of vocabulary tells us that the words 'make a' can be collocated with 'guess' to make a phrasal verb, meaning 'guess'. Thirdly, our knowledge of grammar tells us that the sentence needs a singular countable noun, because the verb 'make' is transitive in this context, and the noun is preceded by an indefinite article. Further, our knowledge of grammar tells us that a phrasal verb is needed to complete the sentence because it is preceded by the infinitive 'try to'.)

Practicing prediction 1

Take it in turns to read a transcript aloud to your group. When you have finished reading the transcript, read out the five possible options for completing the transcript and ask other test takers from your group to choose the correct one.

Transcript

As Asian culture becomes more popular in the United States, the ancient Chinese method of creating a harmonious environment, *feng shui*, is also gaining ground. Feng shui literally means “wind and water.” Its roots are 5,000 years old. Feng shui seeks to promote prosperity, good health, and general well-being by examining how energy, *qi*, flows through a particular room, house, building, or garden. Feng shui considers *yin*, feminine and passive energy, and *yang*, which is masculine and hot. It also looks at the five elements—water, fire, wood, metal, and earth, and the external environment. The points on the compass, with eight separate directions—north, northeast, east, southeast, south, southwest, west, and northwest are also _____.

- Option 1 irrelevant
- Option 2 problematic
- Option 3 confusing
- Option 4 important
- Option 5 popular

[Source, CD-ROM Practice set 1, Information Please ® Database, © 2007 Pearson Education, Inc.; *What is Feng Shui? The classical Chinese system for seeking harmony* by David Johnson]

Practicing prediction 2

Take it in turns to read a transcript aloud to your group. When you have finished reading the transcript, read out the five possible options for completing the transcript and ask other test takers from your group to choose the correct one.

Transcript

Most of the information we have about Atlantis comes from the ancient Greek philosopher Plato. He says that Atlantis lay west of the Pillars of Hercules, rock formations at the Straits of Gibraltar, in the Atlantic Ocean. On this huge island was a "great and wonderful empire" where brave, virtuous people lived in a kind of paradise.

But this peaceful existence came to an end when the people of Atlantis began to love power more than they loved the gods. They waged war against the rest of the world, but were ultimately defeated by the wise and moral Athenians. Then, some 9,000 years before Plato's own time, or around 9,500 years before the Common Era, earthquakes sunk Atlantis into the sea.

There is no proof that Atlantis ever existed. Many people believe that Atlantis was just a legend, told by Plato to praise the values Athenian society held dear. But others believe that the storied island was _____.

- Option 1 merely a fictional paradise
- Option 2 based in fact
- Option 3 definitely realistic
- Option 4 a key element of our cultural heritage
- Option 5 first in a series of mythical tales

[Source, CD-ROM Practice set 1, Information Please ® Database, © 2007 Pearson Education, Inc.; *Atlantis: Myth or history?* by Holly Hartman]

Practicing prediction 3

Take it in turns to read a transcript aloud to your group. When you have finished reading the transcript, read out the five possible options for completing the transcript and ask other test takers from your group to choose the correct one.

Transcript

Initially when Lewis turned to writing children's books, his publisher and some of his friends tried to dissuade him; they thought it would hurt his reputation as a writer of serious works. Tolkien, in particular, criticized Lewis's first Narnia book, *The Lion, the Witch and the Wardrobe*. He thought that there were too many elements that clashed—a Father Christmas and an evil witch, talking animals and children. Thankfully, Lewis didn't listen to any of them.

Following the publication of *The Lion, the Witch and the Wardrobe* in 1950, Lewis quickly wrote six more Narnia books, publishing the final one, *The Last Battle*, in 1956. Although they were not well received at first by critics and reviewers, the books gained in popularity through word of mouth. The Narnia books have since sold more than 100 million copies and are among the _____.

- Option 1 only books never to be read by Tolkien
- Option 2 largest books ever published in the English language
- Option 3 books without a major natural publicity market
- Option 4 libraries of North America, Australia and England
- Option 5 most beloved books of classic children's literature

[Source, CD-ROM Practice set 1, Information Please ® Database, © 2007 Pearson Education, Inc.; *C.S.Lewis: The creator of Narnia—Biography* by Ann-Marie Imbornoni]

Finding differences between spoken and written versions of a text: 1

Listen to the following transcript being read by another member of your group. As you listen, read the transcript and decide which words are different to those you hear. Underline any differences.

Transcript

As Asian culture becomes more popular in Europe, the ancient Chinese method of creating a harmonious environment, *feng shui*, is also gaining popularity. Feng shui literally means “wind and water.” Its origins are 5,000 years old. Feng shui seeks to promote prosperity, good health, and general well-being by examining how energy, *qi*, flows through a particular room, house, building, or garden. Feng shui considers *yin*, feminine and passive energy, and *yang*, which is masculine and hot. It also looks at the five elements—water, fire, wood, metal, and earth, and the internal environment. The points on the compass, with eight separate directions—north, northeast, east, southeast, south, southwest, west, and northwest are also important.

[Source, adapted from CD-ROM Practice set 1, Information Please ® Database, © 2007 Pearson Education, Inc.; *What is Feng Shui? The classical Chinese system for seeking harmony* by David Johnson]

Finding differences between spoken and written versions of a text: 2

Listen to the following transcript being read by another member of your group. As you listen, read the transcript and decide which words are different to those you hear. Underline any differences.

Transcript

Most of the information we have about Atlantis comes from the ancient Greek philosopher Plato. He says that Atlantis lay east of the Pillars of Hercules, rock formations at the Straits of Gibraltar, in the Atlantic Ocean. On this small island was a "great and wonderful empire" where brave, virtuous people lived in a kind of paradise.

But this peaceful existence came to an end when the people of Atlantis began to love power more than they loved each other. They waged war against the rest of the world, but were ultimately defeated by the wise and moral Athenians. Then, some 19,000 years before Plato's own time, or around 19,500 years before the Common Era, earthquakes sunk Atlantis into the sea.

There is no proof that Atlantis ever existed. Many people believe that Atlantis was just a myth, told by Plato to praise the values Athenian society held dear. But others believe that the storied island was based in fact.

[Source, adapted from CD-ROM Practice set 1, Information Please ® Database, © 2007 Pearson Education, Inc.; *Atlantis: Myth or history?* by Holly Hartman]

Finding differences between spoken and written versions of a text: 3

Listen to the following transcript being read by another member of your group. As you listen, read the transcript and decide which words are different to those you hear. Underline any differences.

Transcript

Initially when Lewis turned to writing children's books, his publisher and some of his colleagues tried to dissuade him; they thought it would hurt his reputation as a writer of serious works. Tolkien, in particular, criticized Lewis's first Narnia book, *The Lion, the Witch and the Wardrobe*. He thought that there were too many elements that clashed—a Father Christmas and an evil witch, talking animals and children. Thankfully, Lewis didn't listen to many of them.

Following the publication of *The Lion, the Witch and the Wardrobe* in 1915, Lewis quickly wrote six more Narnia books, publishing the final one, *The Last Battle*, in 1926. Although they were not well received at first by critics and academics, the books gained in popularity through word of mouth. The Narnia books have since sold more than 100 million copies and are among the most beloved books of classic children's literature.

[Source, adapted from CD-ROM Practice set 1, Information Please ® Database, © 2007 Pearson Education, Inc.; *C.S. Lewis: The creator of Narnia—Biography* by Ann-Marie Imbornoni]

Finding differences between spoken and written versions of text: Answer key

Transcript 1

As Asian culture becomes more popular in Europe, the ancient Chinese method of creating a harmonious environment, *feng shui*, is also gaining popularity. Feng shui literally means “wind and water.” Its origins are 5,000 years old. Feng shui seeks to promote prosperity, good health, and general well-being by examining how energy, *qi*, flows through a particular room, house, building, or garden. Feng shui considers *yin*, feminine and passive energy, and *yang*, which is masculine and hot. It also looks at the five elements—water, fire, wood, metal, and earth, and the internal environment. The points on the compass, with eight separate directions—north, northeast, east, southeast, south, southwest, west, and northwest are also important.

Transcript 2

Most of the information we have about Atlantis comes from the ancient Greek philosopher Plato. He says that Atlantis lay east of the Pillars of Hercules, rock formations at the Straits of Gibraltar, in the Atlantic Ocean. On this small island was a “great and wonderful empire” where brave, virtuous people lived in a kind of paradise.

But this peaceful existence came to an end when the people of Atlantis began to love power more than they loved each other. They waged war against the rest of the world, but were ultimately defeated by the wise and moral Athenians. Then, some 19,000 years before Plato’s own time, or around 19,500 years before the Common Era, earthquakes sunk Atlantis into the sea.

There is no proof that Atlantis ever existed. Many people believe that Atlantis was just a myth, told by Plato to praise the values Athenian society held dear. But others believe that the storied island was based in fact.

Transcript 3

Initially when Lewis turned to writing children’s books, his publisher and some of his colleagues tried to dissuade him; they thought it would hurt his reputation as a writer of serious works. Tolkien, in particular, criticized Lewis’s first Narnia book, *The Lion, the Witch and the Wardrobe*. He thought that there were too many elements that clashed—a Father Christmas and an evil witch, talking animals and children. Thankfully, Lewis didn’t listen to many of them.

Following the publication of *The Lion, the Witch and the Wardrobe* in 1915, Lewis quickly wrote six more Narnia books, publishing the final one, *The Last Battle*, in 1926. Although they were not well received at first by critics and academics, the books gained in popularity through word of mouth. The Narnia books have since sold more than 100 million copies and are among the most beloved books of classic children’s literature.

[Source, adapted from CD-ROM Practice set 1, Information Please ® Database, © 2007 Pearson Education, Inc.; *What is Feng Shui? The classical Chinese system for seeking harmony* by David Johnson; *Atlantis: Myth or history?* by Holly Hartman; *C.S. Lewis: The creator of Narnia—Biography* by Ann-Marie Imbornoni]

Lesson 6

Overview

Time allocated: 2 hours 15 minutes

This lesson focuses on the following skills:

Reading

- Reading a passage under timed conditions
- Identifying a writer's purpose, style, tone or attitude
- Comprehending explicit and implicit information
- Comprehending abstract and concrete information
- Identifying the topic, theme or main ideas
- Identifying supporting points or examples
- Inferring the meaning of unknown words
- Identifying a summary
- Evaluating the quality and usefulness of texts

Writing

- Writing a summary
- Writing under timed conditions
- Taking notes while reading a text
- Synthesizing information
- Writing to meet strict length requirements
- Communicating the main points of a reading passage in writing
- Using words and phrases appropriate to the context
- Using correct grammar
- Using correct spelling

This lesson provides skills practice for the PTE Academic item type *Summarize written text*.

Information about the item type in <i>The Official Guide to PTE Academic</i>	
	<i>Summarize written text</i>
Item type task description	pp. 73–74
Skills tested	pp. 75–76
Scoring	pp. 74–75
Strategies	p. 76
Practice item	p. 77
Answer key feedback	p. 178

Objectives

By the end of this lesson, test takers will have:

- Practiced the reading and writing skills listed above
- Analyzed the rubric, format and scoring of this item type
- Analyzed the grammar used in short summaries
- Practiced writing strategies for this item type
- Completed a practice item under timed conditions
- Reviewed feedback to the practice item
- Practiced a range of grammar skills related to the successful completion of this item type
- Proofread own writing for grammar and punctuation

Preparation

The following materials should be prepared before the lesson:

- *Official Guide* pages 73–77
- Image of 'Questions about the *Summarize written text* item type' for projection on board/visualizer
- Copies of 'What is the best summary?' (1 handout per group)
- Image of 'Summary reading strategies' for projection on board/visualizer
- Image of 'Predicting information in a reading text: Discussion questions' for projection on board/visualizer
- Copies of 'Summary reading strategies: Task 1' and 'Summary reading strategies: Task 2' (1 handout each per pair/group)
- Copies of 'Summary reading strategies: Task 1: Answer key' and 'Summary reading strategies: Task 2: Answer key' (1 handout each per pair/group)
- Image of 'Example summaries of the Dowries text' for projection on board/visualizer
- Image of 'Assessment of summaries of the Dowries text' for projection on board/visualizer
- Copies of 'Summary writing: Timed practice' (Individual handouts)
- Image of 'Summary writing: Timed practice: Sample summary' for projection on board/visualizer

Lesson Plan

Introduction (5 mins)

- Explain that in this lesson test takers will look at the *Summarize written text* item type. They will look closely at the format, rubrics and scoring of this item type, analyze strategies for approaching it successfully, and complete a practice item under timed conditions. They will also look at the grammar of short summaries and practice proofreading their own writing for correct grammar and punctuation.
- Refer test takers to the Communicative Skills which are required to complete this item type, and which are listed on page 75 of the *Official Guide*.

Warm up activity individual and pair work (10 mins)

Becoming familiar with this item type

- Materials:**
- *Official Guide* pp. 73–75
 - Image of 'Questions about the *Summarize written text* item type' for projection

Skills: Comprehending explicit and implicit information; Taking notes while reading a text; Identifying a writer's purpose, style, tone or attitude

Aim: Familiarize test takers with the item type and its requirements

- Steps:**
- To familiarize test takers with the item type, project an image of the 'Questions about the *Summarize written text* item type' worksheet on the board. Ask test takers to read through pages 73–75 in the *Official Guide* and find and underline answers to the questions. Set a time limit of 5 to 7 minutes.
 - In pairs, get test takers to compare and check each other's answers.
 - Review answers as a whole class. (The answers are as follows:
 - 'Your ability to comprehend, analyze, and combine information from a reading passage, and then summarize key points in writing' (p. 73)
 - 'Writing and reading skills' (p. 73)
 - 'One sentence' (p. 73)
 - '10 minutes' (p. 73)
 - 'up to 300 words' (p. 74)
 - 'Content, Form, Grammar, Vocabulary' (pp. 74–75)
 - More than five words, but less than 75 words (p. 75)
 - To describe and explain the item type and its requirements to test takers.
 - The writer gives facts rather than opinions or judgments; organizes key information with numbers and bullet points, and uses illustrations and tables to support key features in the explanation.) (You may also want to point out that the simple present tense is used in the active and passive voice, which is another feature of explanatory or descriptive texts.)

- Discuss any queries/problems that test takers may have about the material on these pages.

Main activity 1: part 1	whole class (5 mins)
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What is a 'good' summary?

Materials: <i>Official Guide</i> pp. 73–75

Skills: Identifying a writer's purpose, style, tone or attitude

Aims: Familiarize test takers with the key features of a successful summary, and with the process of summary writing

- Steps:**
- Explain that you are now going to think about what makes a good summary. With the whole class, elicit answers to the following questions and discuss.
 - What is a written summary? (A brief written statement of the main points of a reading or discussion.)
 - What information is required when we summarize a brief reading passage? (All main points need to be given, the topic and content of the reading needs to be accurately represented, but examples are usually omitted.)
 - What verb tense is usually used in a summary? Why? (The simple present tense because the writer is giving a factual statement of the reading's main points. In a summary, the writer is not retelling personal information, giving a narrative, or talking about the past or the future.)
 - What are some of the other special grammatical features of a summary? (Summaries condense a lot of information into a limited number of words. To do this, long and sometimes complex noun phrases are used to describe the main ideas. Noun phrases often contain dependent clauses which add information that modifies or elaborates on the main noun in the phrase.)

Main activity 1: part 2	group work (10 mins)
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What is the 'best' summary?

Materials: <ul style="list-style-type: none"> • <i>Official Guide</i> pp. 73–75 • Copies of 'What is the best summary?'
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Skills: Identifying a writer's purpose, style, tone or attitude; Comprehending explicit and implicit information; Comprehending abstract and concrete information; Using correct spelling; Using correct grammar

Aims: Familiarize test takers with the key features of a successful summary, and with the process of summary writing

- Steps:**
- Organize test takers into small groups of three or four and distribute a copy of the 'What is the best summary?' worksheet to each group. This worksheet gives three summaries of the reading on pages 73–75 in the *Official Guide*. Explain to test takers that they should identify the best summary of the reading they did in the Warm up activity by considering the summary features just discussed.
 - Ask groups to look at the four summaries, select the one they think is best and list reasons for their choice. In their discussions, they should think about the features of a good summary and refer to the facts in the original text on pages 73–75.
 - Ask each group to report their choice and give reasons why the other summaries are inappropriate.
 - As final feedback to the activity, remind test takers of all the reasons why Summary 3 is the best summary, and the others are inappropriate:
 - Summary 1 gives the writer's personal opinions rather than reporting main points. It gives unnecessary examples. It contains spelling ('weather') and vocabulary errors ('cos' and 'really long' are too informal for an academic task) and grammatical errors ('are assessing' instead of 'assesses'). At 48 words, it is within the word limit for this task.
 - Summary 2 presents main points accurately, and omits examples. It accurately uses vocabulary and spelling but it is inappropriately written in the simple past tense. At only 20 words long, it could include additional key information such as the length of the reading text or the scoring criteria.
 - Summary 3 presents the main points accurately, omits examples, and accurately uses vocabulary, spelling and grammar (including the simple present tense). It is also within the word limit for this item.
 - Discuss any queries/problems that test takers may have.

Main activity 2: part 1 whole class and pair work/group work (15 mins)**Summary reading strategies: identifying the topic, theme or main ideas**

- Materials:**
- *Official Guide* p. 76
 - Image of 'Summary reading strategies' for projection
 - Image of 'Predicting information in a reading text: Discussion questions' for projection

Skills: Identifying the topic, theme or main ideas; Comprehending concrete and abstract information

Aim: Practice the pre-reading strategies for this item type

- Steps:**
- Refer test takers to the item type Strategies on page 76 in the *Official Guide*.
 - Read through the suggested 'Before writing' strategies and tell test takers that you will now apply these to reading a text.
 - Tell test takers that whenever they read a text that they need to summarize they should first identify the main topic and think about what they already know about it. Explain that using their knowledge of a topic helps them to predict what will follow, and to identify main ideas and guess the meaning of words.
 - Quickly discuss the various ways of identifying the main topic of a text (e.g. from the heading/title/subtitles, from topic sentences, from illustrations, by identifying vocabulary groups, etc).
 - Project a copy of the first two paragraphs of the reading passage on the 'Summary reading strategies' worksheet on the board. (Make sure the rest of the text remains hidden.) Explain that these are the first two paragraphs of a reading text and ask test takers to predict the main topic (dowries). Discuss the strategies test takers used to make this prediction.
 - Put test takers into pairs or small groups. Project a copy of 'Predicting information in a reading text: Discussion questions' on the board. Ask test takers to spend 5 minutes working in their groups to discuss these questions.
 - Elicit possible answers. Remind test takers that their answers should give them hints as to what the whole reading text will be about.

Main activity 2: part 2 pair work/group work (25 mins)**Summary reading strategies: finding main ideas**

- Materials:**
- Copies of 'Summary reading strategies: Task 1' and 'Summary reading strategies: Task 2'
 - Copies of 'Summary reading strategies: Task 1: Answer key' and 'Summary reading strategies: Task 2: Answer key'

Skills: Identifying the topic, theme or main ideas; Identifying supporting points or examples; Inferring the meaning of unknown words; Comprehending concrete and abstract information

Aim: Practice the pre-reading strategies for this item type

- Steps:**
- Distribute a copy of the 'Summary reading strategies: Task 1' worksheet to each group or pair. Tell test takers to look at the task and make sure they understand the instructions. Remind test takers that the main idea can often be found in a paragraph's topic sentence, which is usually the first sentence of a paragraph. However, in short paragraphs, readers need to focus on key words or phrases.
 - Give test takers 10 minutes to work in their groups to complete Task 1.
 - When the time is up, distribute a copy of the 'Summary reading strategies: Task 2' worksheet to each group or pair. Tell test takers to look at the task. Remind them that when they read a text in test conditions, they will not be able to use a dictionary and will need to develop strategies for inferring (or guessing) the meaning of new words.
 - Elicit the following strategies for inferring the meaning of new words:
 - using the meaning of related words to guess an unknown word's meaning;
 - using a word's grammatical class (e.g. adjective, noun, verb etc) to guess its meaning (e.g. words with the suffix/ending 'ed' are either verbs in the past or perfect tense, or participles which are adjectives that describe a state, 'they were exhausted', 'prices were raised');
 - using the root/main part of a word to help you guess its meaning (e.g. if the verb 'delight' means to give pleasure, what is the meaning of the adjective 'delightful?').
 - Give test takers 10 minutes to work in their groups to complete Task 2.

- To feedback, elicit answers from groups for Tasks 1 and 2 and distribute a copy of the 'Summary reading strategies: Task 1: Answer key' and 'Summary reading strategies: Task 2: Answer key' to each group.
- Discuss any queries/problems that test takers may have.

Main activity 3: part 1	individual work and pair work (15 mins)
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Summary writing strategies: paraphrasing main ideas

Materials: <i>Official Guide</i> p. 76

Skills: **Synthesizing information; Using words and phrases appropriate to the context; Using correct grammar; Using correct spelling**

Aim: Practice paraphrasing and synthesizing information as writing strategies for this item type

- Steps:**
- Refer test takers again to the item type Strategies on page 76 in the *Official Guide*.
 - Read through the suggested 'While writing' strategies and tell test takers that they will now apply these to writing a summary of the 'Dowries' text they have read.
 - Explain that before they write a summary they need to have a clear idea of what they want to communicate. When they note the main ideas of the passage, they 'collect' main ideas or key words to use in the summary.
 - Refer test takers back to the key words underlined in the 'Summary reading strategies: Task 1: Answer key'. These key words are the 'skeleton' of their summary.
 - Ask test takers to work individually. Get them to vertically divide a clean page into two halves. On the left they should write the key phrases, and on the right they should paraphrase the key phrases. Remind them that writing a summary requires more than just copying phrases from the reading. They need to be able to use alternative words and phrases for what they have noted, without changing the meaning. Remind them they are assessed for the accuracy of their content.
 - Practice two examples of paraphrasing key words with test takers (e.g. *A dowry was common in the past / Traditionally, dowries were usual; The practice of dowries originated when a bride's parents gave her presents./ Dowries started as family gifts.*)
 - As a key grammar tip for this activity, remind test takers that when introducing a topic or a main idea, an indefinite article + a key noun (e.g. 'a dowry') can be paraphrased with the plural form of the key noun ('dowries').
 - Ask test takers to paraphrase the underlined key words from the remaining three paragraphs in the Answer key. Get them to compare paraphrases with a partner.
 - To feedback, elicit some sample paraphrases and discuss any queries/problems that test takers may have.

Main activity 3: part 2	whole class and group work (25 mins)
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Summary writing strategies: looking at grammar

Materials:	<ul style="list-style-type: none"> • <i>Official Guide</i> p. 76 • Image of 'Example summaries of the Dowries text' for projection • Image of 'Assessment of summaries of the Dowries text' for projection
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Skills: **Identifying a summary; Evaluating the quality and usefulness of texts**

Aim: Assess the merits of various summaries, and look at the grammar of summaries

- Steps:**
- As a whole group, read through the 'After writing' strategies on page 76 in the *Official Guide*. Tell test takers that they will use these focus questions (and the 'good summary' points discussed at the beginning of the lesson) to assess some example summaries of the 'Dowries' text.
 - Remind test takers that they have a maximum of 75 words for their summary so they need to be selective and to 'synthesize' (or combine) ideas. To do this, they need to eliminate and/or condense some of the information that they paraphrased and write one grammatically accurate summary sentence. Explain that one way of doing this is to use noun phrases that combine information from two or three paraphrased notes. Tell test takers that dependent relative clauses (beginning with 'which', 'who' or 'that') are a good tool for adding more information to a noun phrase.

- Project a copy of the 'Example summaries of the Dowries text' worksheet on the board.
- To illustrate how dependent clauses are used in a noun phrase, refer test takers to Summary 1. Tell them that a dependent clause is a clause that contains a verb but which does not make sense on its own. In a summary, dependent clauses are often used to add extra meaning or detail to a noun or noun phrase.
- Ask test takers to identify the two dependent clauses in Summary 1 ('which originated as a gift from parents to their daughter', 'although it is not very common in many societies') and determine why they have been included in the summary (both clauses give additional information about the history and prevalence of dowries).
- Remind test takers that dependent clauses often follow a key noun and a comma (e.g. 'a dowry, ...') and begin with relative pronouns.
- Ask test takers to consider what happens to the grammar of Summary 1 when one or both of the dependent clauses is removed. (The sentence remains grammatically correct: it has two independent clauses which both contain subjects and verbs ['a dowry served...' and 'it is ...']. In contrast, the dependent clauses are not grammatically correct if they are written without the independent clauses.)
- In their groups, ask test takers to read the four example summaries and comment on which is the most successful, and why. Their assessment should also include looking at how each of the summary writers uses dependent clauses to add and synthesize ideas.
- Invite feedback and ask test takers to explain why Summary 2 is the best and why the others are inappropriate. Project a copy of 'Assessment of summaries of the Dowries text' on the board to give final feedback.
- Discuss any queries/problems that test takers may have.

Extension

- Ask test takers to work in pairs and write a one sentence summary which synthesizes the paraphrased notes that they produced in the previous activity.
- When they have completed this task, ask them to proofread their summary sentence for grammar and punctuation. They should consider the following:
 - Do independent clauses still make sense when dependent clauses are removed?
 - Do dependent clauses add information to the main noun?
 - If dependent clauses follow a key noun, has a comma been used?
 - Is the verb tense of the main dependent clause written in the simple present tense?
- Ask pairs to compare and discuss their summaries with another pair.
- Feedback and discuss any queries/problems that test takers may have.

Main activity 4	individual work (15 mins)
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Writing a summary under timed conditions

Materials: Copies of 'Summary writing: Timed practice'

Skills: Reading a passage under timed conditions; Writing a summary; Writing under timed conditions; Writing to meet strict length requirements

Aim: Practice the *Summarize written text* item under timed conditions

- Steps:**
- Tell test takers that they will now practice summarizing a text under timed conditions. Remind them of the word limit, the fact that they should use the simple present tense, and that they should use dependent clauses to add information to key nouns and to link and synthesize main ideas into one sentence.
 - Distribute a copy of the 'Summary writing: Timed practice' worksheet to each test taker. Tell them that they have 10 minutes to read the text, make notes of key ideas and paraphrase them, and synthesize the text into one sentence. Remind them to leave a minute to check and edit their work.
 - Keep an eye on the time and stop test takers when the time is up.

Round up whole class (10 mins)**Materials:** Copy of 'Summary writing: Timed practice: Sample summary' for projection**Aim:** Review test problems and strategies

- Steps:**
- Ask test takers to reflect on their attempt at the task:
 - How did they manage timing?
 - Did they complete both the reading and the writing?
 - How did they identify main ideas?
 - How did they deal with new words?
 - Did they accurately describe the text's main points?
 - Did they manage to write only one sentence?
 - Did they keep to the word limit?
 - Did they have time to check and edit their sentence?
 - What grammatical structures and verb tense did they use?
 - In pairs, ask test takers to look at each other's summaries and give feedback to each other using the above questions.
 - Project a copy of 'Summary writing: Timed practice: Sample summary' on the board, but do not reveal the commentary on the projection at this point.
 - Ask test takers to comment on why the sample meets all the requirements of the task.
 - Reveal the commentary on the projection to emphasize the positive features of the summary.
 - Discuss any queries/problems that test takers may have.

Homework activities

- For homework, ask test takers to complete the *Summarize written text* practice activities on CD-ROM Practice set 2. Test takers should check their own answers and note any problems. Problems can be followed up in a recap lesson.

Questions about the *Summarize written text* item type

Read pages 73–75 in the Official Guide and then answer these questions about the *Summarize written text* item type.

- What ability does this item type test?
- What Communicative Skills does it test?
- What must you write in order to complete the item successfully?
- How long do you have to finish the task?
- How long are reading passages for this item type?
- What four factors are scored in your writing?
- What are the word limit requirements for answers to this item?
- What is the writer's purpose on pages 73–75?
- What features of pages 73–75 help us to see the writer's purpose?

What is the best summary?

The following four paragraphs each give a summary of the text on pages 73–75 in the Official Guide. Work in small groups to select the 'best' one sentence summary of this text. Give reasons for your choice.

Summary 1

I think the *Summarize Written Text* test item is difficult cos you only have 10 minutes to read a really long reading and you are assessing on so many items, such as whether you use correct and appropriate words and grammar, correct content and form.

Summary 2

The passage was about an item which required test takers to summarize information that they read in only one sentence.

Summary 3

The *Summarize Written Text* test item requires test takers to accurately summarize a reading of up to 300 words in one sentence, using correct form, grammar and vocabulary.

Predicting information in a reading text: Discussion questions

The text that you are going to read and summarize is about dowries – money or property that a bride brings to her husband when she marries.

Before reading the text discuss the following questions with other test takers. This discussion will help you to predict and understand what the reading is about:

- 1.** Are dowries an important part of weddings in your culture? If so, what sorts of things are given?
- 2.** What sorts of things were given as dowries in traditional cultures in the past?
- 3.** Why do you think dowries are given?

Summary reading strategies: Task 1

This activity practices strategies which help you to find and note the main points in a reading text and to guess the meaning of unfamiliar words.

Finding the main idea in each paragraph

Look at the reading passage below. To help you understand the main ideas of the passage, underline what you think is the main idea in each paragraph. In longer paragraphs, it is often in the topic sentence, but in shorter sentences you need to look at key words and phrases. Give reasons to support your answers.

1. A dowry—the money or property a bride brings to her husband at marriage—was common in the past. It flourished throughout much of the ancient world, and also in medieval Europe.
2. The practice of dowries apparently originated when a bride's parents gave her presents. For example, during the Middle Ages, young girls in rural areas received a dowry from their parents to take with them into marriage. Typically, she received a bed when she turned 12, followed by a wardrobe the next year.
3. As time went on, the dowry developed various functions. A dowry of household goods often helped the newly weds set up their own home. A dowry of property or jewelry would help the wife support herself if her husband died. Generally, the husband returned the dowry to his in-laws if he and his wife divorced or if his wife died childless.
4. Sometimes, the groom's family paid for the bride, often to compensate her family for the money spent raising her. If the bride had been a valuable worker, her family was sometimes compensated for the loss of her economic support.
5. Today, traditional wedding observances are losing ground all over the world. However, some traditional cultures, including gypsies, many Hindus, and certain African societies, continue to see dowries as a usual part of marriage. For example, a groom of the Roma people, or gypsies, pays the bride's family for the loss of their daughter. The bride price also ensures that the bride will be well treated by her new family. Negotiations between the families of the bride and groom can become quite extensive, with the bride's father calculating how much his daughter has cost him since her birth, and how much she could be expected to earn during her lifetime.

[Source: CD-ROM Practice set 1]

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Summary reading strategies: Task 2

Using word classes to guess the meaning of unfamiliar words

Look at the underlined words in the text below. Try to guess the meaning of each word by looking at its word class, the meaning of other words in the sentence, and by using the hints **in bold**.

1. A dowry—the money or property a bride brings to her husband at marriage—was common in the past. It flourished throughout much of the ancient world, and also in medieval Europe. **(Hint: Look at the word ending of 'flourished' and its position in the sentence. Is it a verb or a participle adjective?)**
2. The practice of dowries apparently originated when a bride's parents gave her presents. For example, during the Middle Ages, young girls in rural areas received a dowry from their parents to take with them into marriage. Typically, she received a bed when she turned 12, followed by a wardrobe the next year. **(Hint: Look at the word endings of 'apparently' and 'typically'.)**
3. As time went on, the dowry developed various functions. A dowry of household goods often helped the newly weds set up their own home. A dowry of property or jewelry would help the wife support herself if her husband died. Generally, the husband returned the dowry to his in-laws if he and his wife divorced or if his wife died childless. **(Hint: Look at the word ending of 'function'. What other words end with the suffix 'ion'?)**
4. Sometimes, the groom's family paid for the bride, often to compensate her family for the money spent raising her. If the bride had been a valuable worker, her family was sometimes compensated for the loss of her economic support. **(Hint: What does the root of the word tell you about its meaning? Which word class has words that end in 'able'?)**
5. Today, traditional wedding observances are losing ground all over the world. However, some traditional cultures, including gypsies, many Hindus, and certain African societies, continue to see dowries as a usual part of marriage. For example, a groom of the Roma people, or gypsies, pays the bride's family for the loss of their daughter. The bride price also ensures that the bride will be well treated by her new family. Negotiations between the families of the bride and groom can become quite extensive, with the bride's father calculating how much his daughter has cost him since her birth, and how much she could be expected to earn during her lifetime. **(Hint: Look at the word root and its suffix.)**

[Source: CD-ROM Practice set 1]

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Summary reading strategies: Task 1: Answer key

Finding the main idea in each paragraph

The main idea in each paragraph is generally given in the topic sentences.

1. A dowry—the money or property a bride brings to her husband at marriage—was common in the past.
It flourished throughout much of the ancient world, and also in medieval Europe.
2. The practice of dowries apparently originated when a bride’s parents gave her presents. For example, during the Middle Ages, young girls in rural areas received a dowry from their parents to take with them into marriage. Typically, she received a bed when she turned 12, followed by a wardrobe the next year.
3. As time went on, the dowry developed various functions. A dowry of household goods often helped the newly weds set up their own home. A dowry of property or jewelry would help the wife support herself if her husband died. Generally, the husband returned the dowry to his in-laws if he and his wife divorced or if his wife died childless.
4. Sometimes, the groom’s family paid for the bride, often to compensate her family for the money spent raising her. If the bride had been a valuable worker, her family was sometimes compensated for the loss of her economic support.
5. Today, traditional wedding observances are losing ground all over the world. However, some traditional cultures, including gypsies, many Hindus, and certain African societies, continue to see dowries as a usual part of marriage. For example, a groom of the Roma people, or gypsies, pays the bride’s family for the loss of their daughter. The bride price also ensures that the bride will be well treated by her new family. Negotiations between the families of the bride and groom can become quite extensive, with the bride’s father calculating how much his daughter has cost him since her birth, and how much she could be expected to earn during her lifetime.

[Source: CD-ROM Practice set 1]

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Notes:

A key skill for recognizing the main point in a paragraph is the ability to use signal words to distinguish main ideas from supporting ideas, opposing ideas, and examples. We can identify supporting ideas, opposing ideas and examples by recognizing words that usually come before them. The following table gives some examples of common signal words.

Signal Words	Functions
<i>Also, typically, in addition, this situation, it, these</i>	Identify supporting ideas
<i>However, on the other hand, but, conversely</i>	Identify opposing ideas
<i>For example, for instance, such as ...</i>	Identify examples

Summary reading strategies: Task 2: Answer key

Using word classes to guess the meaning of unfamiliar words

1. A dowry—the money or property a bride brings to her husband at marriage—was common in the past. It flourished throughout much of the ancient world, and also in medieval Europe. (**'Flourished' comes after the subject of the sentence and is a verb in the past tense. It must describe some change over time because the other words in the sentence – 'ancient world' and 'medieval Europe' describe historical periods'.**)
2. The practice of dowries apparently originated when a bride's parents gave her presents. For example, during the Middle Ages, young girls in rural areas received a dowry from their parents to take with them into marriage. Typically, she received a bed when she turned 12, followed by a wardrobe the next year. (**'ly' suffixes belong to adverbs, which are usually next to a verb – as in 'originated' or at the beginning of a sentence and followed by a comma – as in 'Typically,'. Adverbs are often used to describe an author's opinion or attitude. In the first sentence 'apparently' connotes that the author is not completely sure of the origins of dowries and in the second sentence 'Typically' connotes common practice.**)
3. As time went on, the dowry developed various functions. A dowry of household goods often helped the newly weds set up their own home. A dowry of property or jewelry would help the wife support herself if her husband died. Generally, the husband returned the dowry to his in-laws if he and his wife divorced or if his wife died childless. (**Words which end with the suffix 'ion' are usually nouns, for example 'opinion', 'education', 'action'.**)
4. Sometimes, the groom's family paid for the bride, often to compensate her family for the money spent raising her. If the bride had been a valuable worker, her family was sometimes compensated for the loss of her economic support. (**The root of the word looks very much like 'value' and the other words in the paragraph confirm that the meaning of this adjective relates to money. Words that end in 'able' are almost always adjectives.**)
5. Today, traditional wedding observances are losing ground all over the world. However, some traditional cultures, including gypsies, many Hindus, and certain African societies, continue to see dowries as a usual part of marriage. For example, a groom of the Roma people, or gypsies, pays the bride's family for the loss of their daughter. The bride price also ensures that the bride will be well treated by her new family. Negotiations between the families of the bride and groom can become quite extensive, with the bride's father calculating how much his daughter has cost him since her birth, and how much she could be expected to earn during her lifetime. (**The root 'observe' means to 'look', 'follow' or 'practice' and its suffix 'ance' tells us that the word is a noun.**)

[Source: CD-ROM Practice set 1]

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Example summaries of the Dowries text

Summary 1

A dowry, which originated as a gift from parents to their daughter, served many different functions, and although it is not very common in many societies, it is still an important aspect of traditional weddings in some communities.

Summary 2

As a social practice developed for various functions, a dowry is still a part of marriage in some traditional cultures, although not as common as it used to be.

Summary 3

Dowries were originally gifts from parents to their daughters and served many different functions. While not very common in many societies, they are still important in some communities.

Summary 4

Sometimes a groom's family pays for the bride's dowry and maybe some traditional families continue to do this in some places.

Assessment of summaries of the Dowries text

Summary 1

A dowry, which originated as a gift from parents to their daughter, served many different functions, and although it is not very common in many societies, it is still an important aspect of traditional weddings in some communities.

This summary includes and synthesizes key information from the reading into one sentence. It uses dependent relative clauses ('which originated...'; 'although it is ...') very successfully and it is grammatically accurate. It uses vocabulary, spelling and punctuation accurately. At 38 words it is within the 75 word limit.

Summary 2

As a social practice developed for various functions, a dowry is still a part of marriage in some traditional cultures, although not as common as it used to be.

This summary includes and synthesizes key information from the reading into one sentence. It uses a dependent relative clause as a noun phrase ('As a practice ...') very successfully and it is grammatically accurate. It uses vocabulary, spelling and punctuation accurately. It is 29 words long and is within the word limit. It is the best of the four summaries.

Summary 3

Dowries were originally gifts from parents to their daughters and served many different functions. While not very common in many societies, they are still important in some communities.

This summary includes and synthesizes key information from the reading. It uses a contrasting dependent relative clause ('While not very common ...') very successfully and it is grammatically accurate. It uses vocabulary, spelling and punctuation accurately. It is 28 words long and is within the word limit. However it is written in two sentences and will receive a score of zero in all five factors.

Summary 4

Sometimes a groom's family pays for the bride's dowry and maybe some traditional families continue to do this in some places.

This summary includes some key information from the passage. However, it has placed incorrect emphasis on the role of the groom's family and has not described the development of a dowry as a social function. It is grammatically accurate, but instead of using dependent clauses to give extra information in a sentence, it links two simple independent clauses with 'and'. It uses vocabulary, spelling and punctuation accurately. It is 21 words long and is within the word limit, but it could be developed a little more.

Summary writing: Timed practice

Read the passage below and summarize it using one sentence. You have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points in the passage.

The extent to which the media are legally free to investigate and publish details of public figures' private lives varies from country to country. Public figures include people such politicians, film stars, musicians and sports stars. Countries like France are much stricter on protecting personal privacy than, for example, Britain.

People have a right to know about those in power. In the case of politicians, the public should be aware of corruption or inappropriate behavior. The public also has a right to access the lives of celebrities, who generate revenue by making films, music, TV, sporting appearances or concerts, because their income is dependant on the general public.

Public figures know that with fame comes a price and that price is constant scrutiny. In fact, many celebrities actively seek media exposure in order to advance their careers, revealing to the media many aspects of their personal lives. Once success has been bought in such a fashion it is then somewhat hypocritical to complain of "press intrusion" into those few aspects the star would prefer to remain hidden.

Source: Adapted from CD-ROM Practice set 1

Summary writing: Timed practice: Sample summary

Media scrutiny of public figures should be supported because politicians need to be monitored for policy concerns and other public figures depend on the general public for their income.

Commentary:

This summary includes and synthesizes key information from the reading into one sentence. It is grammatically accurate. It uses vocabulary, spelling and punctuation accurately. It is 29 words and is within the word limit.

Lesson 7

Overview

Time allocated: 2 hours

This lesson focuses on the following skills:

Writing:

- Writing for a purpose (to learn, to inform, to persuade)
- Supporting an opinion with details, examples and explanations
- Organizing sentences and paragraphs in a logical way
- Developing complex ideas within a complete essay
- Using words and phrases appropriate to the context
- Using correct grammar
- Using correct spelling
- Using correct mechanics
- Writing under timed conditions

Reading

- Identifying the topic, theme or main ideas
- Identifying a writer's purpose, style, tone or attitude

This lesson practices some of the skills tested by the PTE Academic item type *Write essay*. Further skills practice for this item type will be provided in Lesson 15.

Information about the item type in *The Official Guide to PTE Academic*

	<i>Write essay</i>
Item type task description	pp. 78–79
Skills tested	p. 81
Scoring	pp. 79–81
Strategies	pp. 81–82
Practice item	pp. 82–83
Answer key feedback	pp. 178–180

Objectives

By the end of this lesson, test takers will have:

- Practiced the writing skills listed above
- Analyzed the rubric, format and scoring of this item type
- Practiced writing strategies for this item type
- Completed practice items under timed conditions
- Reviewed feedback to practice items
- Practiced written discourse skills related to the successful completion of this item type

Preparation

The following materials should be prepared before the lesson:

- *Official Guide* pages 78–83, 84–88, 178–180
- Copies of 'Understanding the item type' (1 handout per group)
- Image of 'Understanding the item type: Answer key' for projection on board/visualizer
- Image of 'Model essay plan' for projection on board/visualizer
- Image of 'Verbs which signal causes, effects and changes' for projection on board/visualizer
- Image of 'Negative verb phrases which signal causes, effects and changes' for projection on board/visualizer
- Image of 'Adverbs which signal specific causes, effects and changes' for projection on board/visualizer
- Image of 'Noun phrases which describe factors, influences and results' for projection on board/visualizer
- Copies of 'Verbs which signal causes, effects and changes' (1 handout per group)

- Copies of 'Negative verb phrases which signal causes, effects and changes' (1 handout per group)
- Copies of 'Adverbs which signal specific causes, effects and changes' (1 handout per group)
- Copies of 'Noun phrases which describe factors, influences and results' (1 handout per group)
- Image of 'Structures for describing different qualities' for projection on board/visualizer
- Image of 'Writing supporting sentences' for projection on board/visualizer
- Copies of 'Paragraph editing checklist' (1 handout per group)
- Image of 'Paragraph editing practice' for projection on board/visualizer
- Image of 'Paragraph editing practice answer key' for projection on board/visualizer

Lesson Plan

Introduction (5 mins)

- Explain that in this lesson (and lesson 15) test takers will look at the *Write essay* item type. In this lesson, test takers will look at some of the planning, organization and sentence skills required for successfully completing the item. In lesson 15, test takers will practice some of the more complex writing skills.
- Explain that test takers will look closely at the format, rubrics and scoring of this item type; analyze strategies for approaching it successfully, and complete practice items under test conditions.
- Refer test takers to the Communicative Skills which are required to complete this item type, and which are listed on page 81 of the *Official Guide*.

Warm up activity 1 group work (15 mins)

Becoming familiar with this item type

- Materials:**
- *Official Guide* pp. 78–81
 - Copies of 'Understanding the item type'
 - Image of 'Understanding the item type: Answer key' for projection

Skills: Organizing sentences and paragraphs in a logical way; Using words and phrases appropriate to the context

Aims: Familiarize test takers with the *Write essay* item type and its requirements, and look at logical connectors in a paragraph

- Steps:**
- To familiarize test takers with the item type, ask them to read pages 78–81 in the *Official Guide*. Set a time limit of 3 or 4 minutes.
 - Show test takers a copy of the 'Understanding the item type' worksheet. Explain that this is a sequencing task which requires them to organize 11 sentences describing the key features of the item type into a logical and cohesive paragraph. The task lets test takers check their understanding of the item type and tunes them into some of the paragraph writing strategies that will be practiced and discussed more explicitly later in the lesson.
 - Organize test takers into small groups and distribute a copy of the 'Understanding the item type' worksheet to each group. Ask them to sequentially number the sentences on the worksheet so they make a logical and coherent paragraph. Tell them not to look again at pages 78–81 in the *Official Guide* but instead to focus on the clues in the sentences themselves which link them together.
 - Elicit the correct sequence for sentences, and the language clues which allowed test takers to work out the sequence.
 - As final feedback, project an image of 'Understanding the item type: Answer key' on the board and review answers as a whole class. Draw test takers' attention to the following points:
 - Sentence 'd' is the topic sentence because it introduces the main topic of the paragraph and is the most general sentence.
 - Sentence 'k' must follow next because the phrase 'this item' needs to refer to a previously mentioned description of an item.
 - The conditional dependent clause 'If you have not addressed the topic' tells us that sentence 'c' must come after sentence 'g' because the reference to topic only makes sense if we already know about content.

- Phrases such as ‘The first factor’, ‘The second factor’, ‘Thirdly’, ‘Fourthly’, ‘The fifth assessment factor’ and ‘Finally’ are cohesive devices which allow us to order the factors correctly. ‘In addition to ...’ is another cohesive devices which means ‘as well as’ or ‘also’ and so sentence ‘a’ must follow sentence ‘i’ to be logical.
- Discuss any queries/problems that test takers may have.

Main activity 1: part 1	whole class and individual work (10 mins)
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Understanding the essay prompt

Materials: Essay prompts on <i>Official Guide</i> pp. 78 and 83
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Skills: Identifying the topic, theme or main ideas; Identifying a writer’s purpose, style, tone or attitude

Aims: Familiarize test takers with the process of correctly interpreting the essay prompt

- Steps:**
- Explain to test takers that the first skill they need to develop to successfully complete this item is to correctly interpret the question prompt.
 - Tell test takers to look at the essay prompt on page 78 of the *Official Guide* and to underline any key words which they think are helpful in guiding them in their answer. Explain that words which tell test takers the topic of the question help to guide them in selecting correct content, and words which tell them the requirements of the essay help them to determine their writing purpose (i.e. to agree/disagree; to discuss advantages or disadvantages, etc). (Key content words: ‘more educated’, ‘more successful’. Key instruction words: ‘to what extent’, ‘agree or disagree’, ‘support with reasons’.)
 - As feedback, elicit answers to the following questions about the prompt:
 - What is the topic of the essay prompt? (the importance of education)
 - What proposition (or opinion) is given in the prompt? (the more educated a country, the more successful it will become)
 - What are the requirements of the essay? (to agree or disagree with the proposition)
 - How must test takers support their answer? (by giving reasons and/or examples)
 - Remind test takers to always underline any words in the prompt which tell them the requirements of the task. Refer test takers to the ‘Before Writing’ prompt tips on page 81 of the *Official Guide*.

Extension

- As further practice in analyzing a question prompt, ask test takers to look at the essay prompt on page 83 of the *Official Guide* and identify the topic of the essay question (the government’s right to control smoking).
- Ask test takers to identify the requirements of the task when they are answering this question (give an opinion on the right of governments to legislate on smoking restrictions).

Main activity 1: part 2	whole class and group work (10 mins)
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Essay planning skills

Materials: Image of ‘Model essay plan’ for projection
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Skills: Identifying the topic, theme or main ideas; Identifying a writer’s purpose, style, tone or attitude; Supporting an opinion with details, examples and explanations

Aims: Familiarize test takers with planning strategies for successfully completing the item

- Steps:**
- Having identified the topic and the requirements or writing purpose of the task, tell test takers that the next skill needed is to plan a relevant answer.
 - Organize test takers into small groups. Ask them to look again at the essay prompt on page 78 of the *Official Guide* and to:
 - brainstorm and list any words or ideas which help them to answer the question, along with supporting reasons;
 - check these ideas against the essay prompt to make sure that they address the topic, answer the main question (about whether they agree or disagree with the statement) and fulfill the requirements of the task;

- note a main opinion or argument which describes whether they agree or disagree, and give three reasons why.
- Remind test takers that if the content of their essay does not address the question's content, they will be scored zero in all 7 factors.
- Set a time limit of 5 to 7 minutes, then ask each group to briefly report their main argument and reasons.
- As a model answer, project an image of the 'Model essay plan' on the board. Ensure that test takers comprehend all the vocabulary items in the plan (e.g. 'prosperity', 'compulsory', 'literacy', etc).
- Discuss any queries/problems that test takers may have.

Main activity 2: part 1	whole class/individual work (5 mins)
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Sentence skills: expressing a general idea

Materials: Image of 'Model essay plan' for projection
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Skills: Using correct grammar; Using correct mechanics

Aims: Elicit ideas for expressing an argument or opinion

- Steps:**
- Remind test takers that successful essay writing requires being able to express opinions or arguments in clear and correct sentences. In this activity, test takers will practice developing the notes from their essay plans to write an accurate complex sentence which expresses their main opinion in an academic style.
 - Refer test takers to the projected image of the 'Model essay plan'. Tell them that they will now write a sentence to express the main argument given in the plan (i.e. 'education *significantly* → ↑ prosperity').
 - Elicit possible ways of expressing the main argument as a grammatically correct statement. Invite test takers to develop and correct or modify possible statements to make them (more) grammatically accurate.

Main activity 2: part 2	whole class/individual work (10 mins)
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Sentence skills: refining ideas

Materials:	<ul style="list-style-type: none"> • Image of 'Verbs which signal causes, effects and changes' and 'Negative verb phrases which signal causes, effects and changes' for projection • Image of 'Adverbs which signal specific causes, effects and changes' and 'Noun phrases which describe factors, influences and results' for projection • Image of 'Research collocation example table 3' for projection
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Skills: Using correct grammar; Using correct mechanics

Aims: Practice some sentence structures required for expressing an argument or opinion

- Steps:**
- Explain that there are two key elements for forming a sentence which correctly expresses the main argument of the plan. These are the ability to use:
 1. verbs or verb phrases which describe causes, effects or changes;
 2. noun phrases which describe the factors that create changes and the results of changes.
 - To illustrate these abilities, project an image of 'Verbs which signal causes, effects and changes' and 'Negative verb phrases which signal causes, effects and changes' on the board and note how different verbs and verb phrases can be used to express changes.
 - Remind test takers that negative verb phrases can be used to express opposing or contrary opinions.
 - Elicit possible sentences which can be created by using different noun phrases in the left and right columns with different verbs and verb phrases in the central columns of the tables. As test takers create sentences, ensure that they conjugate verbs correctly to agree with the singular or plural main noun of the noun phrases in the left column.
 - Remind test takers that they can use adverbs to modify verbs and express their opinions more specifically or more tentatively.
 - Project an image of 'Adverbs which signal specific causes, effects and changes' on the board and elicit possible sentences. Ask test takers to try to express their own opinions about the effects of educational levels on prosperity.

- Project an image of the table 'Noun phrases which describe factors, influences and results' on the board and draw test takers' attention to the various grammatical combinations used to construct noun phrases (bold).
- Elicit additional noun phrases to describe education and poverty levels. Encourage test takers to use the same grammatical structures as those in the table but substitute alternative adjectives and nouns (e.g. 'lower rates of schooling').
- Ask test takers to make sentences using these additional noun phrases, plus a causal verb phrase and another noun phrase which describes a result or consequence (e.g. 'lower rates of schooling lead to a reduction in economic growth'). Ensure test takers use the correct word endings for adjectives and the correct noun form for key nouns in noun phrases.

Main activity 2: part 3	whole class/individual work (10 mins)
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Sentence skills: expressing an opinion

<p>Materials: • Copies of 'Verbs which signal causes, effects and changes', 'Negative verb phrases which signal causes, effects and changes', 'Adverbs which signal specific causes, effects and changes' and 'Noun phrases which describe factors, influences and results'</p>
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Skills: Using correct grammar; Using correct mechanics

Aims: Practice accurately expressing an argument or opinion

- Steps:**
- Put test takers into small groups as in the previous activity. Give each group a copy of the four tables used above.
 - Ask test takers to work together to write a sentence which states the main opinion or argument that they noted in their essay plan earlier. Remind them to use the noun phrases, adverbs and verb phrases provided in the copies.
 - To conclude the activity, ask some groups to read out their sentences, and ask the rest of the class to comment on how effectively and accurately each group has used noun phrases, adverbs and verb phrases.
 - Discuss any queries/problems that test takers may have.

Main activity 3: part 1	whole class (10 mins)
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Paragraph skills: expressing reasons

<p>Materials: Image of 'Model essay plan' for projection</p>

Skills: Supporting an opinion with details, examples, and explanations

Aims: Practice structuring paragraphs

- Steps:**
- Tell test takers that in this activity they will further develop the ideas from their essay plans and write paragraphs which elaborate on the three reasons that they gave to support their essay's main argument.
 - Project an image of the 'Model essay plan' on the board. Tell test takers that whereas the main argument expresses a causal relationship, the reasons support the main argument by describing characteristics of developed and less developed countries.
 - Elicit the grammatical structures used in the reasons. (Noun phrases with adjectives and nouns are used to describe the countries or places in all three reasons [e.g. 'developed countries' 'industrial and technological centers']. Noun phrases are used to describe characteristics of the places in reasons 1 and 2 ['high rates of .../ 'lower rates of...']. An adjectival clause is used in reason 3 to talk about features of industrial and technological centers ['often close to ...].)
 - Ask test takers to express reasons 1 and 2 in grammatically correct sentences by placing verbs between the noun phrases. Remind them that the verb 'to have' is usually used to combine two noun phrases when the second noun phrase is describing characteristics of the first noun phrase (e.g. 'test takers have high levels of stress!') The verb can also be modified with an adverb such as 'often', 'typically', 'usually'.

- Then ask them to express reason 3 in a grammatically correct sentence by placing a verb between the noun phrase and the adjectival phrase. Remind test takers that the verb 'to be' is usually used to link a noun phrase with an adjective or adjectival phrase when describing characteristics of the noun phrase (e.g. 'test takers are often highly stressed!'). The adjectival phrase can also be modified with an adverb such as 'often', 'typically', 'usually'.

Main activity 3: part 2	group work (10 mins)
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Paragraph skills: topic sentences

Materials: Image of 'Structures for describing different qualities' for projection

Skills: Supporting an opinion with details, examples, and explanations**Aims:** Practice structuring paragraphs

- Steps:**
- Project an image of 'Structures for describing different qualities' on the board and direct test takers to the notes below the table. Remind them that noun phrases with relative clauses are a useful tool for modifying descriptions of generic groups (such as 'societies', 'students', 'citizens', 'countries') and that they need to be followed by a conjugated verb. Also remind them that in academic English, synonyms are often used to replace the verb 'to have' with noun phrases or the verb 'to be' with adjectives and adjectival phrases.
 - Organize test takers into the same small groups as earlier. Ask them to refer back to their essay plans and the three reasons they gave to support their main arguments. Tell them to work together to express their reasons as complete sentences. Remind them to use noun phrases, adjectival phrases, the verbs 'to have' and 'to be', or possible synonyms for these verbs.
 - After test takers have written sentences for their three reasons, tell them that these will be the topic sentences for three paragraphs that they will write in the next part of the activity.

Main activity 3: part 3	whole class and group work (10 mins)
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Paragraph skills: supporting sentences

Materials: Image of 'Writing supporting sentences' for projection
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Skills: Supporting an opinion with details, examples, and explanations; Organizing sentences and paragraphs in a logical way**Aims:** Practice structuring paragraphs

- Steps:**
- Remind test takers that a paragraph consists of a topic sentence and supporting sentences. A topic sentence gives the main idea of the sentence and is also normally the first sentence in a paragraph. The other sentences are supporting sentences which elaborate, expand, explain and justify the topic sentences. Supporting sentences often give examples or evidence.
 - Project an image of 'Writing supporting sentences' on the board. Ask test takers to read the supporting sentences and notice how they develop, extend and support the main idea in the topic sentence. Test takers should also notice how the underlined discourse markers link supporting sentences in the paragraph. Elicit alternatives to these discourse markers to check test takers' understanding of how each marker functions (e.g. 'In addition', 'For instance', 'Likewise', 'As a result').
 - In their groups, ask test takers to write supporting sentences for the three topic sentences they drafted earlier. Encourage them to:
 - elaborate on, develop or prove the main idea of the topic sentence,
 - give examples or evidence,
 - link sentences in a logical order,
 - use discourse markers to show relationships between ideas.
 In sum, groups should write three paragraphs.
 - Feedback by asking some groups to present their paragraphs to the whole class. Discuss any queries/problems that test takers may have.

Main activity 4 group work and whole class (20 mins)**Editing skills**

- Materials:**
- Copies of 'Paragraph editing checklist'
 - Image of 'Paragraph editing practice' for projection
 - Image of 'Paragraph editing practice answer key' for projection

Skills: Using correct grammar; Using correct spelling; Using correct mechanics

Aim: Practice checking for paragraph cohesion and for correct grammar, spelling and punctuation

- Steps:**
- Explain to test takers that this activity will practice some editing skills that they will later use for polishing the paragraphs they have just written.
 - Keep test takers in their groups and distribute a copy of the 'Paragraph editing checklist' to each group. Tell test takers that the checklist gives them pointers on what to look for when they are editing their writing. Ensure that test takers understand the lexical items in the checklist.
 - Project an image of the 'Paragraph editing practice' worksheet on the board. Tell test takers that they are going to use the 'Paragraph editing checklist' to edit this paragraph.
 - In their groups, ask test takers to work together to assess the organization, logic, grammar, vocabulary and spelling of the paragraph by ticking the 'yes' or 'no' columns on the checklist. If they tick 'no' for a question, they should underline the error in the paragraph and explain the error.
 - As feedback, project the 'Paragraph editing practice: Answer key' on the board. Discuss the errors marked in the callout boxes. Remind test takers that in addition to the lack of a topic sentence, the paragraph's structure is illogical because some unrelated content (sport and computers) is given, and linking words are used inaccurately.
 - In groups, ask test takers to use the 'Paragraph editing checklist' to edit the three paragraphs that they wrote in the previous activity.
 - Discuss any queries/problems that test takers may have.

Round up whole class (5 mins)

Materials: *Official Guide* pp. 82 and 83

Aim: Review strategies and problems

- Steps:**
- Get test takers to look at page 81 in the *Official Guide* and review the strategies listed.
 - Ask test takers to reflect on their attempts at writing topic sentences, supporting sentences and paragraphs that express clear ideas and discuss the problems that they encountered.
 - Discuss any further queries/problems test takers may have and remind them that they will have further practice of the *Write essay* item type in Lesson 15.
 - Refer test takers to the 'Improving general writing skills' on pages 84–88 in the *Official Guide* and encourage them to use the strategies suggested.

Homework activities

- Ask test takers to complete the practice item on pages 82–83 in the *Official Guide* as homework.
- Remind them to keep to the 20 minute time limit when they attempt the task. Encourage them to review and assess their timed response by using the strategies on pages 81–82, the 'Editing paragraphs checklist' used in Main Activity 4, and the feedback on pages 178–180 in the *Official Guide*.

Understanding the item type

The sentences below have been placed in a random order. Restore the original order by numbering the sentences correctly.

a	In addition to grammar and mechanics, you are assessed on how broad your vocabulary is and on your ability to use academic or idiomatic language correctly.	
b	Fourthly, the item assesses the range of your language.	
c	If you have not addressed the topic, your essay will be scored zero.	
d	<i>Write Essay</i> is a long-answer writing item type which tests your ability to write a persuasive or argumentative essay on a given topic in 20 minutes.	
e	Thirdly, you will be assessed on form; that is, on whether you have written between 200-300 words.	
f	Finally, you are assessed on spelling.	
g	The first factor is content and this assesses whether you have addressed the topic.	
h	This factor includes the range and complexity of your sentence structures and vocabulary.	
i	The fifth assessment factor is grammar usage and mechanics.	
j	The second factor is development, structure and coherence and it assesses whether your ideas are logical and coherent.	
k	This item type is assessed according to seven factors.	

Understanding the item type: Answer key

a	In addition to grammar and mechanics, you are assessed on how broad your vocabulary is and on your ability to use academic or idiomatic language correctly.	10
b	Fourthly, the item assesses the range of your language.	7
c	If you have not addressed the topic, your essay will be scored zero.	4
d	<i>Write Essay</i> is a long-answer writing item type which tests your ability to write a persuasive or argumentative essay on a given topic in 20 minutes.	1
e	Thirdly, you will be assessed on form; that is, on whether you have written between 200-300 words.	6
f	Finally, you are assessed on spelling.	11
g	The first factor is content and this assesses whether you have addressed the topic.	3
h	This factor includes the range and complexity of your sentence structures and vocabulary.	8
i	The fifth assessment factor is grammar usage and mechanics.	9
j	The second factor is development, structure and coherence and it assesses whether your ideas are logical and coherent.	5
k	This item type is assessed according to seven factors.	2

Look at how the correctly sequenced sentences form a correct paragraph below. Notice how the underlined cohesive devices help us to see why certain sentences must follow each other.

Write Essay is a long-answer writing item type which tests your ability to write a persuasive or argumentative essay on a given topic in 20 minutes. This item type is assessed according to seven factors. The first factor is content and this assesses whether you have addressed the topic. If you have not addressed the topic, your essay will be scored zero. The second factor is development, structure and coherence and it assesses whether your ideas are logical and coherent. Thirdly, you will be assessed on form; that is, on whether you have written between 200-300 words. Fourthly, the item assesses the range of your language. This factor includes the range and complexity of your sentence structures and vocabulary. The fifth assessment factor is grammar usage and mechanics. In addition to grammar and mechanics, you are assessed on how broad your vocabulary is and on your ability to use academic or idiomatic language correctly. Finally, you are assessed on spelling.

Model essay plan

This plan refers to the essay prompt on page 78 of the Official Guide.

Main argument: ↑ education *significantly* → ↑ prosperity.

Reason 1: Developed countries = high rates of compulsory secondary schooling and high levels of tertiary education.

Reason 2: Less developed countries = lower rates of literacy, schooling, tertiary education.

Reason 3: Industrial and technological centers = often close to outstanding educational centers (e.g. Silicon Valley and UC Berkeley in California)

Verbs which signal causes, effects and changes

Increased education High rates of literacy Compulsory secondary schooling A better educated society	Verbs or verb phrases	greater prosperity a wealthier society a more skilled workforce higher standards of living economic growth
	cause/s	
	result/s in	
	lead/s to	
	make/s for	

Negative verb phrases which signal causes, effects and changes

Increased education High rates of literacy Compulsory secondary schooling A better educated society	Verbs or verb phrases	greater prosperity a wealthier society a more skilled workforce higher standards of living economic growth
	cause/s	
	fail/s to result in	
	do/es not lead to	
	cannot make for	

Adverbs which signal specific causes, effects and changes

	Verbs or verb phrases	Verbs	
	rarely/sometimes/often/never significantly greatly moderately generally may/might/could	cause/s	
		result/s in	
		lead/s to	
		make/s for	

Noun phrases which describe factors, influences and results

Noun phrases	adverbs + verbs	Noun phrases
Increased education Adjective participle (i.e. '____ed') + noun High rates of literacy Adjective + 'rates/levels of' + noun Compulsory secondary schooling Adjective/s + noun	generally lead/s to	increases in prosperity levels 'Increases/decreases/changes/improvements/reductions in' + noun phrase

Structures for describing different qualities

Societies which are well educated Noun phrase (Noun + relative clause)	typically modifying adverb	have/experience/enjoy/boast the verb 'to have' (or an equivalent) in the present simple tense	greater levels of prosperity noun phrase
People who have completed higher education Noun phrase (Noun + relative clause)	often modifying adverb	are/tend to be the verb 'to be' (or an equivalent) in the present simple tense	better paid adjectival phrase

- Notice that the noun phrases at the beginning of the sentence need to be followed by a conjugated verb to make sense. Without a main verb these noun phrases are sentence fragments.
- Notice how other verbs or verb phrases can substitute for the verbs 'to have' and 'to be' in academic English

Writing supporting sentences

Topic sentence	Developed countries usually have high rates of compulsory secondary schooling and high levels of tertiary education.
Supporting sentences	In most developed countries, secondary education is compulsory and students are required to attend school until at least the age of 16. <u>Furthermore</u> , a large proportion of students in developed countries attend some form of tertiary education. <u>For example</u> , about 1 in 3 students in Canada participate in post-secondary education. <u>Similarly</u> , rates of tertiary education participation are relatively high in all G8 nations. <u>Consequently</u> , there seems to be a direct correlation between high rates of education and increased prosperity.

Paragraph editing checklist

Use this checklist to edit your work.

Paragraph organization	Yes	No
Is there a clear topic sentence?		
Do all supporting sentences relate to the main idea in the topic sentence?		
Are supporting sentences logically organized?		
Are supporting sentences connected with linking words and phrases?		
Grammar, vocabulary and spelling	Yes	No
Is the verb 'to have' used correctly with noun phrases?		
Is the verb 'to be' used correctly with adjectival phrases?		
Are there any sentence fragments? (i.e. sentences without a main verb)		
Is punctuation used correctly?		
Is there variety in vocabulary? (i.e. words are not used repetitively)		
Is spelling accurate?		

Paragraph editing practice

Use the 'Paragraph editing checklist' to edit the paragraph below.

Similarly, rates of tertiary education participation have relatively high in all G8 nations. In most developed countries, secondary education have compulsory and students are required to attend secondary education. Untill at least the age of 16. On the other hand, a large proportion of secondary education students in developed countries attend some form of sport. for example, many students in Canada have home computer access. Consequently, there have a direct correlation between high rates of education and increased prosperity.

Paragraph editing practice: Answer key

The main errors in the paragraph are labeled below:

No topic sentence.
Linking word 'similarly' does not make sense because no previous point is made

Verb 'to be' is used before adjectives (lines 1 and 2).

Spelling error

Sentence fragment, and spelling error.

Similarly, rates of tertiary education participation have reallatively high in all G8 nations. In most developed countries, secondary education have compulsory and students are required to attend secondary education. Untill at least the age of 16. On the other hand, a large proportion of secondary education students in developed countries attend some form of sport. for example, many students in Canada have home computer access. Consequently, there have a direct correlation between high rates of education and increased prosperity.

Verb 'to be' is used after 'There' and before a noun phrase

Incorrect linking word

Incorrect punctuation, and illogical linking word

Illogical change of topic.

- Here is a more correct paragraph which includes a topic sentence, logical supporting sentences, correct organization with accurate linking words, and accurate grammar, spelling and punctuation.

Developed countries usually have high rates of compulsory secondary schooling and high levels of tertiary education. In most developed countries, secondary education is compulsory and students are required to attend school until at least the age of 16. Furthermore, a large proportion of students in developed countries attend some form of tertiary education. For example, about 1 in 3 students in Canada participate in post-secondary education. Similarly, rates of tertiary education participation are relatively high in all G8 nations. Consequently, there seems to be a direct correlation between high rates of education and increased prosperity.

Recap Lesson 1

Introduction

- Explain to test takers that in this lesson they will work together to review, share and discuss any problems or queries they may have about the item types covered in the lessons so far. They will also work together to find useful solutions and strategies for helping them deal with these difficulties. Explain that it is important that they take time in this lesson to share information among themselves in order to develop their own strategies for efficiently learning for and completing the PTE Academic item types.
- Remind test takers that the item types *Reading: Multiple-choice, choose single answer*, *Reading: Multiple-choice, choose multiple answers* and *Write essay* will be covered again in later lessons. It may not be necessary to go into detail about the skills specific to these items at this stage.

Suggested activities

1. Reviewing item types and skills

Steps

- Quickly recap the item types covered in the lessons so far and write the names on the board. Recap the homework that was suggested after each lesson (see overview table below).
- Put test takers into small groups and ask them to spend 5–10 minutes working together to briefly list the skills they need to master to complete each item type. (Encourage them not to refer to the *Official Guide* at this point and to express their thoughts in their own words.) Ask them to also discuss which of these skills they feel confident about and which they find most problematic.
- Feedback ideas with the whole class and ask test takers to share their thoughts on which item types and skills are most difficult or problematic for them and which they feel they need more practice in. (Note: You may want to note this information and use it to help you focus the structure of the rest of this lesson and the lessons that follow.)

2. Identifying problems and solutions

Steps

- In their groups, ask test takers to spend 10–15 minutes to share and discuss any problems that they have had with the practice items covered in lessons 1–7 or with the practice items they have completed for homework. Ask them to make suggestions for helping each other improve their performance where possible.
- With the whole class, ask groups to share some of their problems and the solutions they have come up with. Write the problems on the board and elicit further solutions from test takers.
- If necessary, give groups more time to work together to find solutions to any remaining problems they have or to note down useful solutions and ideas that have surfaced through this discussion.
- Round up by discussing any remaining problems with the whole class. Discuss and clear up those queries that test takers have been unable to find solutions for themselves and which can be dealt with quickly or by referring to the *Official Guide* or the information included Lesson plans 1–7. (Note: You may want to note this information and use it to help you focus the structure of the rest of this lesson and the lessons that follow.)

3. Reviewing progress: self and peer assessment

Reviewing speaking skills

Steps

- Put test takers into pairs with a partner that they are familiar with. Ask them to look at and complete the assessment form on pages 66 and 67 in the *Official Guide*. Explain that they should work together to do this, in order to compare their responses with their partner through self and peer assessment and to help find solutions that may improve their own and their partner's performance.
- When pairs have completed the self and peer assessment, ask test takers to share their thoughts on their strengths and weaknesses with the class. Elicit suggestions and solutions from other test takers.

Improving speaking skills

Steps

- In their pairs, ask test takers to spend some time looking at the 'Developing your speaking skills' sections on pages 67–69 in the *Official Guide*. Ask them to discuss the strategies listed on these pages, whether they make use of these strategies already, and their relative usefulness. Ask them also to discuss and list as many other strategies that they can think of.
- With the whole class, elicit some thoughts on these strategies and encourage test takers to share their own ideas and personal strategies.

Reviewing and improving writing skills

Repeat the process as above, asking test takers to complete the assessment form on page 85 in the *Official Guide* and to look at the 'Developing your writing skills' sections on pages 86 and 87.

Reviewing and improving reading skills

Repeat the process as above, asking test takers to complete the assessment form on pages 116 and 117 in the *Official Guide* and to look at the 'Developing your reading skills' sections on pages 117 and 118.

Reviewing and improving listening skills

Repeat the process as above, asking test takers to complete the assessment form on page 164 in the *Official Guide*. and to look at the 'Developing your listening skills' sections on pages 164–165.

4. Extra practice

Steps

- With the whole class, ask test takers if there are any specific activities from the previous lessons, or practice items in the *Official Guide* or CD-ROM Practice sets, that they would like to repeat or review. Come to a class consensus about which items/activities to review and work through materials as time or facilities allow.
- Using the information you have gathered about problematic areas from the stages above (or previous lessons), review the relevant activities or practice items, using test takers' problem areas as your focus.

Homework overview

The table below provides an overview of the homework given in each lesson and a brief summary of how to quickly recap the skills and strategies relevant for the item types covered.

You may wish to use the 'Notes' column in this overview table to note any problem areas that were apparent in previous lessons or that become apparent in the steps suggested above.

Lesson	Item type(s)	Homework	Feedback summary	Notes
1	Answer short question	Complete Answer short question item p. 64, <i>Official Guide</i> Complete Answer short question items, CD-ROM Practice set 3	Recap homework activities and ask test takers to identify any particular problems Recap listening and speaking skills tested by this item type on p. 63 in the <i>Official Guide</i> , and ask test takers to identify the skills they need more practice in Recap strategies listed on p. 63 in the <i>Official Guide</i> and discuss those they have applied and find most useful	

Lesson	Item type(s)	Homework	Feedback summary	Notes
2	<i>Read aloud, Repeat sentence</i>	Complete <i>Read aloud</i> and <i>Repeat sentence</i> items pp. 44 and 49, <i>Official Guide</i> Complete <i>Read aloud</i> and <i>Repeat sentence</i> items, CD-ROM Practice sets 2 and 3	Recap homework activities and ask test takers to identify any particular problems Recap listening, speaking and reading skills tested by these item types on pp. 42–43 and 48 in the <i>Official Guide</i> , and ask test takers to identify the skills they need more practice in Recap strategies listed on pp. 43–44 and 48 in the <i>Official Guide</i> and discuss those they have applied and find most useful	
3	<i>Reading: Fill in the blanks</i> <i>Reading & writing: Fill in the blanks</i>	Complete <i>Reading: Fill in the blanks</i> and <i>Reading & writing: Fill in the blanks</i> items, CD-ROM Practice set 2	Recap homework activities and ask test takers to identify any particular problems Recap reading skills tested by these item types on pp. 108 and 112 in the <i>Official Guide</i> , and ask test takers to identify the skills they need more practice in Recap strategies listed on pp. 108 and 112 in the <i>Official Guide</i> and discuss those they have applied and find most useful	You may wish to focus on vocabulary building and collocation skills
4	<i>Reading: Multiple-choice, choose single answer</i> <i>Reading: Multiple-choice, choose multiple answers</i> (Lesson 1 of 2)	Complete Worksheet 1 Complete <i>Reading: Multiple-choice, choose single answer</i> and <i>Reading: Multiple-choice, choose multiple answers</i> items, CD-ROM Practice set 1	As this item is covered again in Lesson 11, it does not need to be recapped here.	
5	<i>Select missing word</i> <i>Highlight incorrect words</i>	Complete <i>Select missing word</i> and <i>Highlight incorrect words</i> items, pp. 153 and 157–158, <i>Official Guide</i> Complete <i>Select missing word</i> and <i>Highlight incorrect words</i> items, CD-ROM Practice sets 2 and 3	Recap homework activities and ask test takers to identify any particular problems Recap listening and reading skills tested by these item types on pp. 152 and 156 in the <i>Official Guide</i> , and ask test takers to identify the skills they need more practice in Recap strategies listed on pp. 152–153 and 157 in the <i>Official Guide</i> and discuss those they have applied and find most useful	You may wish to focus on listening prediction skills
6	<i>Summarize written text</i>	Complete <i>Summarize written text</i> items, CD-ROM Practice set 2	Recap homework activities and ask test takers to identify any particular problems Recap reading and writing skills tested by this item type on pp. 75–76 in the <i>Official Guide</i> , and ask test takers to identify the skills they need more practice in Recap strategies listed on p. 76 in the <i>Official Guide</i> and discuss those they have applied and find most useful	
7	<i>Write essay</i> (Lesson 1 of 2)	Complete <i>Write essay</i> item, pp. 82–83, <i>Official Guide</i>	As this item is covered again in Lesson 15, it does not need to be recapped here.	

Lesson 8

Overview

Time allocated: 2 hours

This lesson focuses on the following skills:

Speaking

- Speaking for a purpose (to repeat, to inform, to explain)
- Supporting an opinion with details, examples and explanations
- Organizing an oral presentation in a logical way
- Developing complex ideas within a spoken discourse
- Using words and phrases appropriate to the context
- Using correct grammar
- Speaking at a natural rate
- Using correct intonation
- Using correct pronunciation
- Using correct stress
- Speaking under timed conditions

Listening

- Following an oral sequencing of information

This lesson provides skills practice for the PTE Academic item type *Describe image*.

Information about the item type in <i>The Official Guide to PTE Academic</i>	
	<i>Describe image</i>
Item type task description	pp. 50–52
Skills tested	p. 53
Scoring	p. 52
Strategies	pp. 53–54
Practice item	p. 54
Answer key feedback	pp.175–76

Objectives

By the end of this lesson, test takers will have:

- Practiced the speaking and listening skills listed above
- Practiced speaking strategies for this item type
- Completed practice items under timed conditions
- Reviewed feedback to practice items
- Practiced pronunciation and oral fluency skills related to the successful completion of this item type

Preparation

The following materials should be prepared before the lesson:

- *Official Guide* pages 53–54, 175–76
- Copy of 'Running dictation' text for posting on wall
- Image of 'Running dictation' text for projection on board/visualizer
- Image of the item prompt and graph from worksheet 1 for projection board/visualizer
- Copies of Worksheet 1 (1 handout per group)
- Image of 'Worksheet 1: Answer key' for projection on board/visualizer
- Copies of 'Describing graphs' (1 handout per pair)
- Copies of 'Describing graphs: Possible responses' (1 handout per pair)

- Image of 'Describing a photograph' for projection on board/visualizer
- Copies of 'Pronunciation strategies' (1 handout per pair)
- Copies of 'Pronunciation strategies: Suggested answers 1–3' (1 handout per pair)
- Copies of 'Describe image checklist' (individual handouts)
- Copies of 'Practice items A' and 'Practice items B' (1 handout each per pair)
- Copies of 'Practice items A: Sample responses' and 'Practice items B: Sample responses' (1 handout each per pair)

Lesson Plan

Introduction whole class/pair work (5 mins)

Materials: *Official Guide* pp. 51, 53

- Explain that in this lesson test takers will look at the *Describe image* item type which assesses their ability to orally describe an image from an academic source (such as a graph, picture, map, chart or table).
- Ask test takers to look at page 51 in the *Official Guide* for an example of the sort of image they need to describe for this item type.
- Elicit information from the image that test takers might use to help them in their description (e.g. type of graph = pie chart, the title, labels and percentages from the pie pieces/sections).
- Tell test takers that, for this item type, they have 25 seconds to prepare for their description and 40 seconds to give their description.
- Refer test takers to the communicative skills listed on page 53 in the *Official Guide*, and which are tested by this item type.

Warm up activity whole class and pair work (20 mins)

Introducing test takers to the item type

Materials:

- Copy of 'Running dictation' text for posting on wall
- Image of 'Running dictation' text for projection

Skills: Using correct intonation; Using correct pronunciation; Using correct stress; Using words and phrases appropriate to the context; Using correct grammar

Aim: Familiarize test takers with the item type and with some pronunciation skills needed for the item type

- Steps:**
- Remind test takers that, in order to complete this item type successfully, they need to be able to pronounce words and sounds clearly and accurately. They also need to be able to chunk (or group) words into meaningful groups, rather than saying them one at a time followed by a pause. Finally, they also need to be able to stress (or say with emphasis) the correct sounds in a word and the correct words in a sentence. To practice these skills, test takers are going to work in groups to complete a 'running dictation' task which summarizes key information about how this item type is scored.
 - Organize test takers into groups of four or five. Post a copy of the 'Running dictation' text in one corner of the room (or outside the room in a corridor if this doesn't disturb other classes).
 - Tell test takers that one member of each group needs to run to the text, read and remember a few words, then run back to the group. With clear and accurate pronunciation they must then tell their group what they have read so that the others can write it down. If the others cannot understand what the test taker has said, they can ask him/her to repeat it, and if necessary, confirm the correct pronunciation. If a word is not understood, the running test taker can spell it, and other test takers can correct his/her pronunciation. The running test taker is not allowed to write anything and can only speak. The other test takers can discuss the grammar and vocabulary of what they have written to ensure that it is correct. All test takers in each group should take at least one turn 'running' and reporting what they have read.
 - The first team to complete the dictation accurately wins.
 - As whole class feedback, project an image of the 'Running dictation' text on the board. Ask teams to compare their dictated text with the original, and check that all test takers understand key terms such as 'rhythm', 'false starts', 'hesitations', 'vowels', 'consonants', 'syllable' and 'intonation'.

- Elicit any problems runners had when reporting and writers had when listening. This will help test takers to see how pronunciation skills such as articulating word endings or stressing key words are vital for being understood.
- Tell test takers that they will practice some specific pronunciation skills later in the lesson (Main activity 3) which should address the problems raised.

Main activity 1: part 1	whole class (10 mins)
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Describing graphs: planning strategies

- | |
|---|
| Materials: <ul style="list-style-type: none"> • <i>Official Guide</i> p. 53 • Image of the item prompt and graph on Worksheet 1 for projection |
|---|

Skills: Organizing an oral presentation in a logical way

Aims: Familiarize test takers with planning strategies for successfully describing graphs

- Steps:**
- Remind test takers that in addition to speaking with correct pronunciation, this item type tests their ability to speak fluently for 40 seconds (i.e. smoothly, extensively, and at a natural speed without too many hesitations or pauses). The aim of this activity is to give test takers some strategies for planning their responses to the item task so they can speak fluently for at least 40 seconds.
 - Project an image of only the item prompt and graph on Worksheet 1 on the board. Elicit some strategies which test takers might use to plan their response to this prompt and image and to prepare appropriate language.
 - As feedback, refer test takers to the 'Before Speaking' strategies on page 53 of the *Official Guide*.
 - To apply these strategies to the projected prompt and image, elicit answers to the following questions:
 - What is your speaking purpose for this task? (To describe a graph and recount its statistical information.)
 - What is the general topic conveyed by this image? (The populations of Spanish speaking people in various countries)
 - What information is given on the x and y axes? (x axis = the countries, y axis = populations)
 - What unit of measurement is used? (millions)
 - What significant information is conveyed by the image? (Most Spanish speaking countries are in Latin America, and Mexico has the greatest number of speakers.)
 - Are there any remarkable facts given in the graph's information? (The US has more Spanish speaking people than several Latin American countries, and several Latin American countries have more Spanish speakers than Spain.)
 - Tell test takers that by addressing each of these questions in order, they can successfully generate enough language for the 40 seconds required. Remind them to always begin the item type by using the planning strategies provided on page 53.
 - To tune test takers into some organizational strategies for this item type, elicit responses to these questions:
 - How would you organize and sequence your description of this graph? (Descriptions of graphical images usually begin with a sentence that states the main topic, often paraphrased from the title, followed by facts from the x or y axis supported by statistics. If test takers can see a trend or an exception, they should comment on it and support what they say with some data. If test takers are describing data that does not have an obvious trend, they should describe a graph from left to right, and start with the largest piece of the pie for pie charts.)
 - What verb tense would you use to describe the projected graph? Why? (The simple present tense because the graph has no fixed time periods. If fixed time periods were used, for example in a comparison of statistics over different specific times, the simple past tense would be used.)
 - What verbs could be used to describe the populations in different countries? ('has', 'accounts for', 'possesses', 'claims')
 - What are some words that might be used to refer to the numbers of Spanish speakers in different countries? ('more than/less than/approximately/just about/precisely–millions')

Main activity 1: part 2 group work (10 mins)**Describing graphs: guided planning practice**

- Materials:**
- Copies of Worksheet 1
 - Image of 'Worksheet 1: Answer key' for projection

Skills: **Speaking for a purpose (to repeat, to inform, to explain); Supporting an opinion with details, examples and explanations; Organizing an oral presentation in a logical way**

Aims: Familiarize test takers with planning strategies for successfully describing graphs

- Steps:**
- Organize test takers into small groups and distribute 1 copy of Worksheet 1 to each group. Give groups 5 minutes to discuss possible words which might be used to complete each blank in the paragraph below the graph.
 - Elicit possible answers from groups. Remind test takers that descriptions usually begin with a sentence that states the main topic (often from the title), then give details about the image which are supported by figures. Remind test takers that several answers are possible but answers should accurately relate to the content of the image, and that verbs should generally be in the simple present tense.
 - Project 'Worksheet 1: Answer key' on the board as feedback.

Main activity 1: part 3 pair work (15 mins)**Describing graphs: fluency planning and practice**

- Materials:**
- Copies of 'Describing graphs'
 - Copies of 'Describing graphs: Possible responses'

Skills: **Speaking for a purpose (to repeat, to inform, to explain); Supporting an opinion with details, examples and explanations; Organizing an oral presentation in a logical way; Speaking at a natural rate**

Aims: Familiarize test takers with planning strategies for successfully describing graphs and give them practice of the item type

- Steps:**
- Organize test takers into pairs and distribute 1 copy of the 'Describing graphs' worksheet to each pair. Give test takers 2 or 3 minutes to work together to plan a description for Image 1. Remind them of the organizational and fluency strategies they have just practiced.
 - Once they have finished planning, tell test takers to take turns with their partner to describe Image 1. Explain that after each test taker gives his/her description, the partner should give feedback on the correctness of content, logical organization, and the grammar and vocabulary used. Test takers should also assess each other's fluency (i.e. could they keep going without too many pauses, hesitations and false starts. If test takers had problems maintaining fluency, their partners should try to comment on when hesitations or breakdowns occurred).
 - When they have done this, pairs should then take turns to give descriptions of and feedback to Image 2.
 - When pairs have completed this task, distribute 1 copy of 'Describing graphs: Possible responses' to each pair. Draw test takers' attention to the planning and organization used in each response (e.g. each response begins with a statement describing the general topic of the image).
 - Elicit the reasons for the use of different tenses in the responses (the simple present tense is used in Image 1 because no time period is specified, whereas in Image 2 the simple past is used because the data under discussion took place over a specific period of one week).
 - Ask test takers to discuss how their own descriptions differed from these. Discuss any problems that they had.
 - Finally ask test takers to think of alternatives for the underlined words and phrases on 'Describing graphs: Possible responses' and to note these synonyms in word banks (as demonstrated in Lesson 3).

Main activity 2 whole class and pair work (10 mins)**Describing photographs: planning and fluency strategies**

- Materials:**
- *Official Guide* pp. 53–54
 - Image of 'Describing a photograph' for projection

Skills: Speaking for a purpose (to repeat, to inform, to explain); Supporting an opinion with details, examples and explanations; Organizing an oral presentation in a logical way; Speaking at a natural rate

Aims: Familiarize test takers with planning strategies for successfully describing photographs

- Steps:**
- Project an image of the photograph (Image 3) only from the 'Describing a photograph' worksheet on the board. Tell test takers that since this image is a photo, rather than a graph or pie chart, its description cannot be planned or presented in quite the same way as the previous examples. However, some of the same planning questions asked earlier can still be used.
 - Elicit answers to the following questions:
 - What is your speaking purpose for this task? (To describe an image that contrasts the old with the new.)
 - What is the general topic conveyed by this image? (The contrast between old and new.)
 - How would you organize and sequence your description of this image? (Descriptions of images that emphasize contrast usually begin with a sentence that states the main topic of contrast, and then give examples of differences.)
 - What verb tense would you use to describe the contrast? Why? (The simple present tense because the picture has no fixed time periods and both the old and the new building exist in the present. If two different time periods were being contrasted, e.g. 'then' and 'now', the simple past tense and the simple present tense would be used.)
 - What verbs could be used to describe the features of the different buildings? ('has', 'shows', 'includes', 'is')
 - What are some contrasting adjectives that might be used to refer to both buildings? ('old/new', 'high/low', 'smooth/rough', 'modern/classical')
 - Put test takers into pairs and ask them to take turns to give a description of Image 3 and feedback to their partner.
 - Ask for volunteer pairs to present their descriptions to the class. Encourage the rest of the class to comment on the organization, vocabulary and fluency of each pair's descriptions.
 - Project an image of the possible response on the 'Describing a photograph' worksheet on the board. Draw test takers' attention to the organization, vocabulary and verbs used in the response. Elicit alternatives to the underlined words.
 - As final feedback, refer test takers to the 'While speaking' strategies for fluency on pages 53–54 in the *Official Guide*.
 - Discuss any problems/queries test takers may have.

Main activity 3

whole class and pair work (20 mins)

Stress and intonation

- Materials:**
- Copies of 'Pronunciation strategies'
 - Copies of 'Pronunciation strategies: Suggested answers 1–3'

Skills: Using correct intonation; Using correct pronunciation; Using correct stress

Aims: Familiarize test takers with strategies for improving their pronunciation, stress and intonation

- Steps:**
- Tell test takers that the aim of this activity is to give them practice in correctly using word stress, sentence stress, and intonation.
 - Explain that in English a lot of meaning is expressed by stressing certain words (i.e. saying them with more emphasis and loudly). These are generally key words or new information.
 - Explain also that word stress is important as stressing an incorrect syllable in a word can create confusion (e.g. saying the word 'syl/la/ble' with the second syllable stressed, rather than the first, creates confusion for the listener).
 - Finally, explain that intonation (i.e. whether the speaker's voice rises or falls) gives a lot of meaning and also tells the listener the speaker's intention. For example, rising intonation generally accompanies a question, and falling intonation accompanies a statement. In addition, rising or falling intonation for a single word can indicate the speaker's attitude (e.g. 'really'↑ indicates surprise or disbelief, whereas 'really'↓ indicates impatience or annoyance).
 - Organize test takers into pairs, and distribute 1 copy of the 'Pronunciation strategies' worksheet to each pair. Tell test takers that this worksheet gives them practice in correctly stressing syllables in words, stressing key words in sentences, and using rising and falling intonation correctly.

- Ask test takers to work together to complete the tasks at their own pace. Remind test takers that there may be different possible ways of using stress or intonation in the text and that they should discuss the reasons for their choices. Once pairs have completed the tasks, they can compare their answers with another pair.
- As final feedback, distribute the 'Pronunciation strategies: Suggested answers 1–3' and draw test takers' attention to the notes that accompany each of the tasks.
- Discuss any queries/problems test takers may have.

Main activity 4	whole class/pair work (20 mins)
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Timed practice of item

<p>Materials:</p> <ul style="list-style-type: none"> • Copies of 'Describe image checklist' • Copies of 'Practice items A' and 'Practice items B' • Copies of 'Practice items A: Sample responses' and 'Practice items B: Sample responses' • <i>Official Guide</i> pp 51, 54, 175–176

Skills: Organizing an oral presentation in a logical way; Developing complex ideas within a spoken discourse; Using words and phrases appropriate to the context; Using correct grammar; Speaking at a natural rate; Speaking under timed conditions; Following an oral sequencing of information

Aims: Practice an item under timed conditions

- Steps:**
- Tell test takers that they will now apply the fluency and pronunciation strategies they have learnt, and practice some *Describe image* items under timed conditions.
 - Explain that they will work in pairs and that each partner will work with 2 different images. As one partner speaks, the other must listen and assess his/her performance by completing a brief checklist. The first test taker from each pair to begin will have 25 seconds to prepare his/her response. While s/he is doing this, the partner who is listening can also look at the image and think about how s/he would handle the task. As the speaking partner tries to give a fluent 40 second description, the listening partner listens and assesses, then gives his/her partner feedback based on notes made on the checklist.
 - Organize test takers into pairs of A and B. Distribute 1 copy of the 'Describe image checklist' to all test takers.
 - Check that test takers understand all the questions in the checklist ('A range of vocabulary' means that a variety of words and phrases are used and key words are not repeated). If the speaking partner successfully practices the skills listed in each question, the listening partner should put a tick in that box. If the skill is not practiced satisfactorily, the listening partner should put a cross.
 - Distribute 'Practice items A' to one test taker in the pair, and 'Practice items B' to the other and explain that As will speak first.
 - Give test taker As 25 seconds to look at their first image and prepare their answer. In this time, Bs should also look at the image and imagine how they might describe it. After 25 seconds, tell As to start speaking and Bs to start assessing. End the task after 40 seconds. Let Bs give feedback to As.
 - When all pairs have concluded their feedback, repeat the process with Bs preparing and then describing their first image. Let As give feedback to Bs.
 - Repeat the process for image 2.
 - When pairs have completed the tasks and their own feedback, distribute a copy of 'Practice items A: Sample responses' and 'Practice items B: Sample responses' to each pair. Ask test takers to compare their descriptions with the models and to reflect on whether they used similar introductions, information, organization, vocabulary and grammar.
 - Discuss any queries/problems test takers may have.

Round up	whole class (10 mins)
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Aim: Reviewing test problems and strategies

- Steps:**
- Ask test takers to reflect on their attempts at the *Describe image* items. To do this, elicit answers to the questions in the 'Describe image checklist'.
 - Discuss any further queries/problems that test takers may have.

Homework activities

Materials:

- *Official Guide* pp. 54, 175–176
- Audio CD

- For homework, ask test takers to take another look at the practice item task on page 54 of the *Official Guide*. Remind them to keep their response to 40 seconds, to listen to the sample responses on the Audio CD, and to refer to the feedback in the Answer key on pages 175 and 176.
- For further practice, test takers can complete the *Describe image* items on CD-ROM Practice set 2.

The *Describe image* item type is scored according to three factors:

- Content
- Oral fluency
- Pronunciation

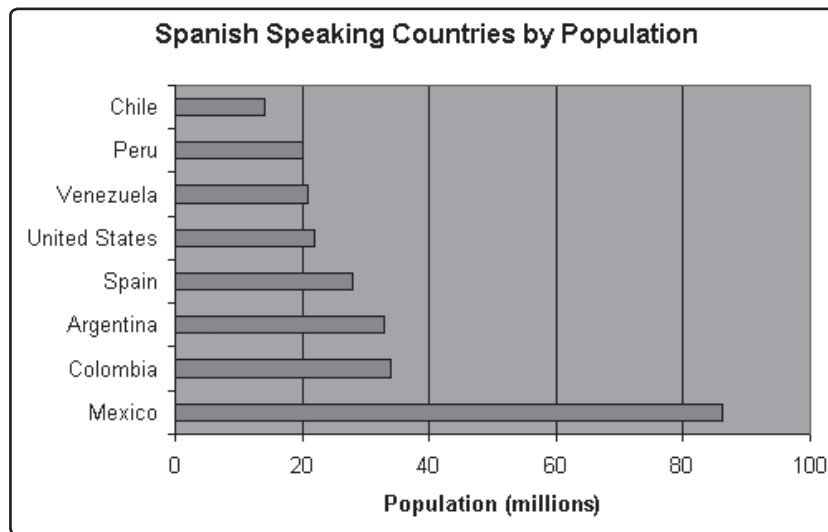
The score for content is based on your ability to accurately and thoroughly describe the image. In other words, you need to describe all aspects and elements of the image.

The score for oral fluency is based on your ability to speak smoothly, effortlessly and naturally. You need to make sure that your rhythm, phrasing and stress are smooth and accurate, and that you can keep speaking without too many pauses, repetitions, false starts or hesitations.

The score for pronunciation is based on your ability to accurately produce sounds and words. You need to be able to correctly pronounce vowels and consonants, and to have correct word stress, sentence stress and intonation.

Worksheet 1

Look at the graph below. In 25 seconds, please describe in detail what the graph is showing. You will have 40 seconds to give your response.



This graph _____ the number, in _____, of the people who _____.

Mexico has over double the number of _____ of any other country including Spain. Colombia and Argentina each _____ over 30 million Spanish speakers. The United States has more Spanish speakers, _____ 20 million, than Venezuela, Peru and Chile.

[Source: CD-ROM Practice set 1]

Worksheet 1: Answer key

(sample response)

This graph shows (illustrates/presents/depicts) the number, in millions, of the people who speak Spanish around the world (in various countries/in the Americas and Europe). Mexico has over double the number of Spanish speakers of any other country including Spain. Colombia and Argentina each have (claim/possess/account for) over 30 million Spanish speakers. The United States has more Spanish speakers, over (more than) 20 million, than Venezuela, Peru and Chile.

[Source: CD-ROM Practice set 1]

Describing graphs

Look at the images below and describe in detail to your partner what each image shows.

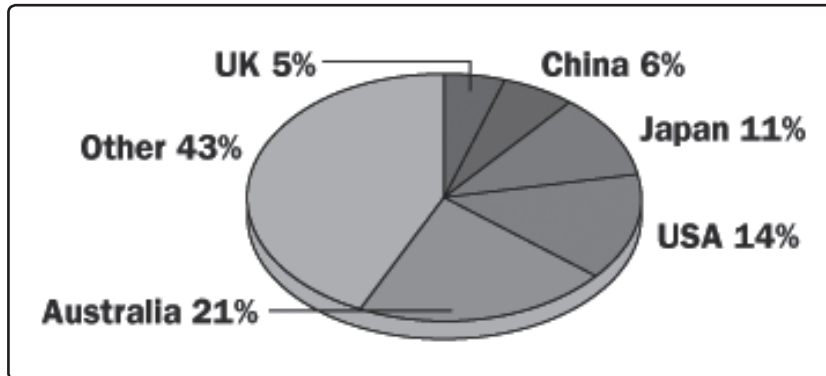


Image 1: New Zealand exports

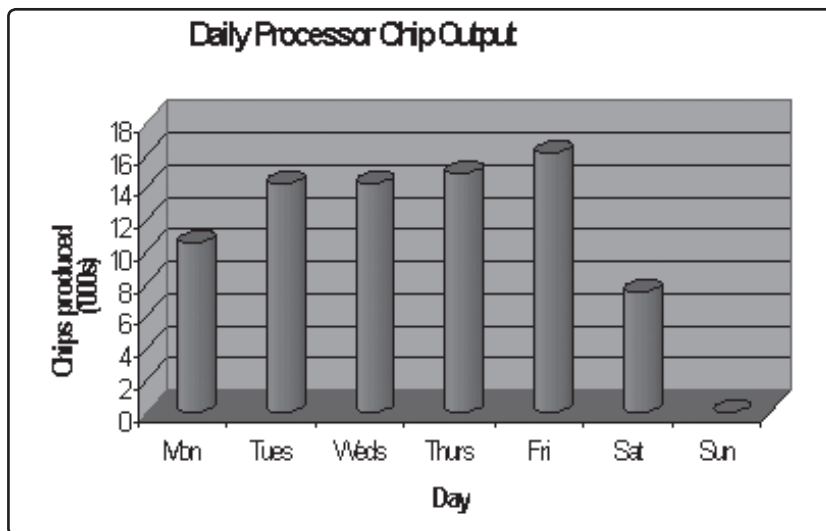


Image 2: Daily Processor Chip Output

[Source: CD-ROM Practice Sets 1 (2) and 3 (1); © Dorling Kindersley: *New Zealand: Economics* (1)]

Describing graphs: Possible responses

As you look at the possible responses, think about alternative words that could be used to replace the underlined words.

Image 1: New Zealand exports

This pie chart illustrates the countries which are New Zealand's main export markets. These include Australia, the USA, Japan, China and the UK. Exports to Australia account for 21% of all exports from New Zealand. The USA accounts for 14%, Japan 11%, China 6%, followed by the UK at 5%. The information indicates that another 43% of total exports go to a range of other destinations.

Image 2: Daily processor chip output

The graph shows the output of processor chips over a week with figures provided for each day. The greatest number of chips was produced on Friday, with about 16,000 chips produced. A similar number was produced on Tuesday, Wednesday and Thursday with just under 14,000 chips each day. About 10,000 chips were produced on Monday, while 7,000 were produced on Saturday. There were no chips produced on Sunday.

[Source: CD-ROM Practice Sets 1 (2) and 3 (1); © Dorling Kindersley: *New Zealand: Economics* (1)]

Describing a photograph

Look at the images below and describe in detail to your partner what each image shows.

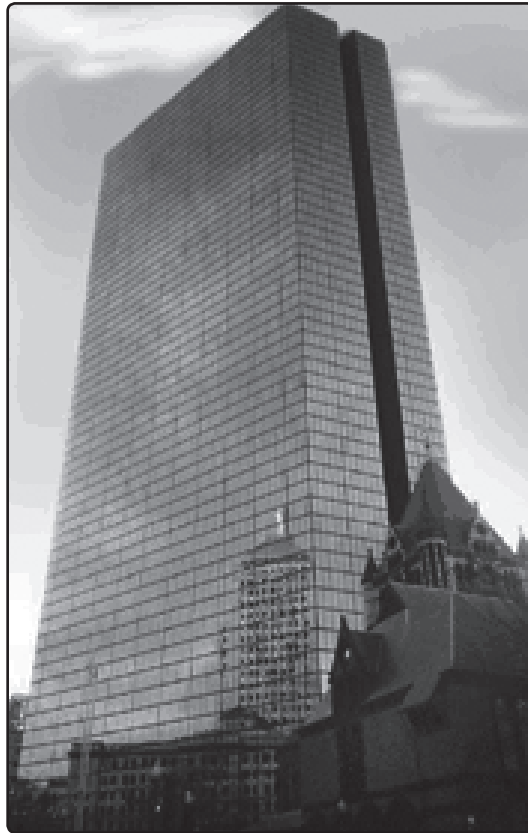


Image 3: New and old

Possible response

As you look at the possible response, think about alternative words that can be used for the underlined words.

The image shows a new skyscraper and a relatively older building in the foreground. Some of the older surrounding buildings are reflected in the façade of the skyscraper. The skyscraper is probably 50 stories high, while the older building would be around ten stories. The skyscraper is made of glass. The older building is much more ornate and is probably made of brick, wood and tiles. There is quite a juxtaposition between the two styles of buildings.

[Source: CD-ROM Practice Set 1; Information Please® Database, © Pearson Education Inc.: *The History of Skyscrapers: A race to the top* by Karen Barss]

Pronunciation strategies

1. Word stress

The words in the table below have been separated into syllables. Practice saying each word and underline the stressed syllable in each one. What general patterns do you see?

2 syllable nouns	2 syllable verbs	3 syllable verbs	3 syllable nouns & adjectives
im/age	de/scribes	il/lu/strates	flu/en/cy
out/put	ac/counts for	in/di/cates	var/i/ous
speak/ers	pre/sents	fluc/tu/ates	syl/la/ble

2. Sentence stress

Listen to your partner read aloud the following response to a Describe Image item type. Underline all the words which your partner emphasizes.

This pie chart illustrates the countries which are New Zealand's main export markets. These include Australia, the USA, Japan, China and the UK. Exports to Australia account for 21% of all exports from New Zealand. The USA accounts for 14%, Japan 11%, China 6%, followed by the UK at 5%. The information indicates that another 43% of total exports go to a range of other destinations.

3. Intonation

Listen to your partner read aloud the following description of the Describe Image item type. Put an up arrow ↑ on the text when your partner's voice rises, and a down arrow ↓ when it falls. Can you deduce any 'rules' for rising and falling intonation?

The Describe image item type is scored according to three factors:

- Content
- Oral fluency
- Pronunciation

The score for *content* is based on your ability to accurately and thoroughly describe the image. In other words, you need to describe all aspects and elements of the image.

The score for *oral fluency* is based on your ability to speak smoothly, effortlessly and naturally. You need to make sure that your rhythm, phrasing and stress are smooth and accurate, and that you can keep speaking without too many pauses, repetitions, false starts or hesitations.

Pronunciation strategies: Suggested answers 1

1. Word stress

2 syllable nouns	2 syllable verbs	3 syllable verbs	3 syllable nouns & adjectives
<u>im</u> /age	de/ <u>scribes</u>	<u>il</u> /lu/strates	<u>flu</u> /en/cy
<u>out</u> /put	ac/ <u>counts</u> for	<u>in</u> /di/cates	<u>var</u> /i/ous
<u>speak</u> /ers	pre/ <u>sents</u>	<u>fluc</u> /tu/ates	<u>syl</u> /la/ble

Here are some word stress tendencies for the words in the table:

- two-syllable nouns: stress on first syllable ('image, 'speaker')
- two-syllable verbs: stress on second syllable ('present', 'describe')
- three syllable verbs: stress on the first syllable ('illustrate')
- three syllable nouns and adjectives: stress on the first syllable ('syllable')

Some other tendencies that you should try to notice:

- two-syllable adjectives: stress on first syllable ('lower', 'random')
- words ending in *ion*: stress on the next to last syllable ('television', 'construction')
- words ending in *cy*, *fy*, *gy*, *phy* and *ty*, and *al*: stress on the syllable third from the end ('democracy', 'photography', 'nationality', 'logical')
- compound nouns: stress on the first part ('classroom')
- compound verbs: stress on the second part ('overrule', 'underestimate')

Pronunciation strategies: Suggested answers 2

2. Sentence stress

Your partner should stress key words and words which give new information. Key words in this passage are generally nouns and adjectives, not small words such as articles, conjunctions and prepositions.

To hear the difference between stressing key words, and incorrectly stressing small words, read the following two paragraphs and stress the underlined words in each case.

Suggested sentence stress

This pie chart illustrates the countries which are New Zealand's main export markets. These include Australia, the USA, Japan, China and the UK. Exports to Australia account for 21% of all exports from New Zealand. The USA accounts for 14%, Japan 11%, China 6%, followed by the UK at 5%. The information indicates that another 43% of total exports go to a range of other destinations.

Incorrect sentence stress

This pie chart illustrates the countries which are New Zealand's main export markets. These include Australia, the USA, Japan, China and the UK. Exports to Australia account for 21% of all exports from New Zealand. The USA accounts for 14%, Japan 11%, China 6%, followed by the UK at 5%. The information indicates that another 43% of total exports go to a range of other destinations.

Pronunciation strategies: Suggested answers 3

3. Intonation

The *Describe image* item type is scored according to three factors ↓:

- Content ↑
- Oral fluency ↑, and
- Pronunciation ↓

The score for content is based on your ability to accurately and thoroughly describe the image. ↓ In other words ↑, you need to describe all aspects and elements of the image. ↓

The score for oral fluency is based on your ability to speak smoothly ↑, effortlessly ↑ and naturally. ↓ You need to make sure that your rhythm ↑, phrasing ↑ and stress ↑ are smooth and accurate ↓, and that you can keep speaking without too many pauses ↑, repetitions ↑, false starts ↑ or hesitations. ↓

In general, our voice falls towards the end of a sentence when it is a statement, command or 'wh'-question:

- I'm doing the test today. ↓
- Get ready. ↓
- Where's your book? ↓

Our voice rises if listing items (with commas or semi-colons separating them), and during a yes/no question or a request.

- I need to improve my pronunciation ↑, word stress ↑, and grammar. ↓
- Are you ready? ↑
- Could you begin please? ↑

Describe Image Checklist

Questions	Image 1	Image 2
Did your partner use the title, key words and information from the image to help him/her?		
Did your partner begin by giving a sentence that described the main topic of the image?		
Did your partner talk about content that was directly relevant to the image?		
Did your partner's description have a logical organization?		
Did your partner use correct grammar and a range of vocabulary?		
Did your partner use relevant verbs and the correct tense for this image?		
Was your partner able to keep going without pauses, hesitations and false starts?		
Did your partner use correct word stress and sentence stress?		
Did your partner use correct intonation?		

Practice Items A

Item 1

Look at the table below. In 25 seconds, please describe in detail what the table is showing. You will have 40 seconds to give your response.

Timetable: Monday (Semester 1)

9 a.m.	Introductory Statistics
10 a.m.	Psychology (1) – Lecture
11 a.m.	
12 p.m.	Lunch
1 p.m.	English Literature Tutorial
2 p.m.	
3 p.m.	Economics (1) – Lecture
4 p.m.	

[Source: CD-ROM Practice set 1]

Item 2

Look at the chart on page 51 of the *Official Guide*. In 25 seconds, please describe in detail what the chart is showing. You will have 40 seconds to give your response.

Practice Items A: Sample responses

Item 1

The image shows a school timetable for Monday in Semester 1. Lectures start at 9 a.m. and conclude at 4 p.m. The first lecture is Introductory Statistics at 9 a.m. The next lecture is at 10 a.m.—Psychology 1. Lunch is at 12 noon. There is an English Literature tutorial which lasts from 1 to 3 p.m. The last lecture is Economics 1, which starts at 3 p.m. and concludes at 4 p.m.

[Source: CD-ROM Practice set 1]

Item 2

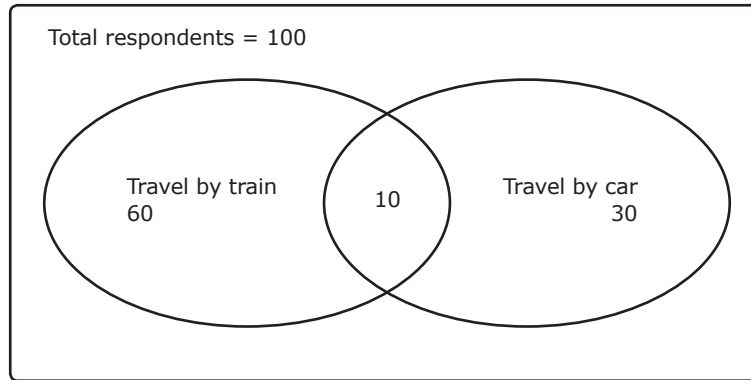
This pie chart shows the level of job satisfaction among an unspecified group of workers. 39 percent stated that they were very satisfied with their work and 47 percent that they were somewhat satisfied. 6 percent were indifferent. Only 8 percent expressed negative opinions about their level of job satisfaction, with 6 percent saying they were somewhat unsatisfied and 2 percent that they were very dissatisfied. From the chart we can conclude that most workers interviewed felt positive about the level of job satisfaction in their work.

Practice Items B

Item 1

Look at the graph below. In 25 seconds, please describe in detail what the graph is showing. You will have 40 seconds to give your response.

Mode of Travel to University for Second-year Students



[Source: CD-ROM Practice set 1]

Item 2

Look at the graph on page 54 of the *Official Guide*. In 25 seconds, please describe in detail what the graph is showing. You will have 40 seconds to give your response.

Practice Items B: Sample responses

Item 1

This diagram shows how a selection of 100 second-year university students travel to university. 60 students said that they travel by train, 30 stated that they travel by car, while 10 students stated that they travel by both car and train. One could conclude that most respondents travel to university by train, a minority travel only by car, while a small number of the respondents, 10%, travel by both train and car.

[Source CD-ROM Practice set 1]

Item 2

Please see pages 175 and 176 in the Official Guide for sample responses and remarks to this item.

Lesson 9

Overview

Time allocated: 2 hours

This lesson focuses on the following reading skills:

- Identifying the topic, theme or main ideas
- Identifying supporting points or examples
- Identifying the relationship between sentences and paragraphs
- Understanding academic vocabulary
- Understanding the difference between connotation and denotation
- Comprehending explicit and implicit information
- Comprehending concrete and abstract information
- Classifying and categorizing information
- Following a logical or chronological sequence of events

This lesson provides skills practice for the PTE Academic item type *Re-order paragraphs*.

Information about the item type in <i>The Official Guide to PTE Academic</i>	
	<i>Re-order paragraphs</i>
Item type task description	pp. 101–103
Skills tested	pp. 103–104
Scoring	p. 103
Strategies	p. 104
Practice item	p. 105
Answer key feedback	pp. 183–184

Objectives

By the end of this lesson, test takers will have:

- Practiced the reading skills listed above
- Analyzed the rubric, format and scoring of this item type
- Practiced reading strategies for this item type
- Completed practice items under timed conditions
- Reviewed feedback to practice items
- Practiced grammar skills related to the successful completion of this item type

Preparation

The following materials should be prepared before the lesson:

- *Official Guide* pages 101–105, 183–184
- Copies of sentence strips from the 'Cut-up paragraph' (1 set per group)
- Image of 'Cut up paragraph: Answer key' for projection on board/visualizer
- Copies of 'Using articles to organize ideas' (1 handout per group)
- Image of 'Using articles to organize ideas: Answer key' for projection on board/visualizer
- Copies of 'Using referents to organize ideas' (1 handout per group)
- Image of 'Using referents to organize ideas: Answer key' for projection on board/visualizer
- Copies of 'Discourse markers' (1 handout per pair)
- Image of 'Discourse markers: Answer key' for projection on board/visualizer

Lesson Plan

Introduction (5 mins)

Materials: *Official Guide* p. 103

- Explain that in this lesson test takers will look at the *Re-order paragraphs* item type and some of the reading and grammar skills required for successfully completing the item.
- Test takers will look closely at the format, rubrics and scoring of this item type, analyze strategies for approaching it successfully, and complete practice items under test conditions.
- Refer test takers to the Communicative Skills tested by this item type, and which are listed on page 101 of the *Official Guide*.

Warm up activity group work (15 mins)

Becoming familiar with this item type

Materials:

- *Official Guide* pp. 101–103
- Copies of sets of sentence strips from the 'Cut-up paragraph'
- Image of 'Cut up paragraph: Answer key' for projection

Skills: Identifying the topic, theme or main ideas; Identifying the relationships between sentences and paragraphs; Following a logical or chronological sequence of events

Aim: Familiarize test takers with the item type and its requirements; give test takers practice in recognizing logical organization and coherence in paragraphs

- Steps:**
- To familiarize test takers with the item type, give them a few minutes to quickly read pages 101–103 in the *Official Guide*.
 - Organize test takers into small groups of three or four.
 - Remind test takers of the concept of topic and supporting sentences (practiced in Lesson 7) and quickly recap the purpose of each, and their relation to each other (e.g. the topic sentence introduces the main idea; supporting sentences add more detail by giving examples, developing the argument, giving supporting evidence, etc).
 - Distribute a set of sentence strips from the 'Cut-up paragraph' worksheet to each group. Ask them to work together to identify which strip is the topic sentence.
 - With the whole class, ask groups to give reasons for their choices.
 - Tell groups to work together to organize the remaining four sentence strips in the correct order. Remind them not to look at pages 101–103 in the *Official Guide* but to focus on the grammatical clues within the sentences.
 - With the whole class, elicit the correct sequence for the sentences. Ask groups to explain which grammatical clues allowed them to correctly sequence the sentences.
 - As final feedback, project an image of 'Cut up paragraph: Answer key' on the board, and draw test takers' attention to the grammatical notes about articles and reference pronouns.

Main activity 1 whole class, group work (20 mins)

Using articles to organize ideas

Materials:

- Copies of 'Using articles to organize ideas'
- Image of 'Using articles to organize ideas: Answer key' for projection

Skills: Identifying the topic, theme or main ideas; Identifying supporting points or examples; Classifying and categorizing information; Understanding academic vocabulary

Aims: Practice using articles to correctly link and sequence ideas in a paragraph

- Steps:**
- Remind test takers that (as shown in the warm-up activity) a key skill for completing this item type is the ability to use articles to correctly sequence sentences. This activity further practices this skill.
 - Elicit the basic grammatical rules for using indefinite and definite articles when describing something in a paragraph. (i.e. Indefinite articles are generally used when something is first introduced, with

definite articles used for subsequent references to that thing. Definite articles are also used when a specific noun is mentioned, e.g. 'I have a pet. The pet is a dog. It likes to chase the cat that lives next door.' Definite articles are also used with superlatives, e.g. 'the tallest', and when distinguishing one particular noun from other similar nouns in the same class, e.g. 'the Sydney Opera House not the Paris Opera House.')

- Organize test takers into groups and distribute a copy of 'Using articles to organize ideas' to each group.
- Tell test takers that this task requires them to use their understanding of articles to correctly sequence jumbled sentences in a paragraph. In their groups, they should first determine the topic sentence and note the reasons for their choice. They should then underline all definite and indefinite articles in the remaining sentences and determine what each article refers to. Finally, they should rewrite the sentences in the correct order.
- When all groups have finished, elicit the correct sequence of sentences with the whole class.
- As final feedback, project an image of the 'Using articles to organize ideas: Answer key' on the board and discuss any queries or problems test takers may have.

Main activity 2 whole class, group work (20 mins)

Using referents to organize ideas

Materials:

- Copies of 'Using referents to organize ideas'
- Image of 'Using referents to organize ideas: Answer key' for projection

Skills: Identifying the topic, theme or main ideas; Identifying supporting points or examples; Classifying and categorizing information

Aims: Practice using referents to correctly link and sequence ideas in a paragraph

- Steps:**
- Remind test takers that another key skill for completing this item type is the ability to use referents such as pronouns to correctly sequence sentences. This activity will further practice this skill
 - Elicit the basic grammatical rules for using pronouns to substitute for or refer to a previously mentioned noun in a paragraph. (i.e. Singular countable nouns are substituted with singular pronouns such as 'it'; plural countable nouns are substituted with plural pronouns such as 'they'; a specific or proper noun, e.g. 'the Sydney Opera House' or 'Global Warming', can be substituted with a pronoun such as 'this' or 'that' plus a generic noun, e.g. 'this building', 'this problem'.)
 - Organize test takers into groups and distribute a copy of 'Using referents to organize ideas' to each group.
 - Tell test takers that this task requires them to use their understanding of referents to correctly sequence jumbled sentences in a paragraph. In groups, they should first determine the topic sentence and note the reasons for their choice. They should then underline all reference words in the remaining sentences and determine which nouns they refer to in the previous sentences. Finally, they should rewrite the sentences in the correct order.
 - When all groups have finished, elicit the correct sequence of sentences with the whole class.
 - As final feedback, project an image of 'Using referents to organize ideas: Answer key' on the board and discuss any queries or problems test takers may have.

Main activity 3: part 1 whole class, group work (15 mins)

Using discourse markers to organize ideas

Skills: Identifying the relationships between sentences and paragraphs; Following a logical or chronological sequence of events; Understanding the difference between connotation and denotation; Understanding academic vocabulary

Aims: Practice using discourse markers to correctly link and sequence ideas in a paragraph

- Steps:**
- Tell test takers that another key skill for completing this item type is their ability to recognize how discourse markers (or signal words such as 'so', 'but', 'and', etc) signpost relationships between ideas in a paragraph. This activity will practice this skill.
 - Remind test takers that in Lesson 7 they briefly looked at how different discourse markers signaled different language functions in a text (e.g. adding information, showing contrasting ideas, etc).

- Divide the board into five columns. At the top of each column, write one of the following signal words: 'in general' (signaling generalization), 'and' (signaling addition), 'but' (signaling contrast), 'similarly' (signaling similarity), 'so' (signaling cause and effect). Elicit from test takers other discourse markers that have the same core meaning as the five signal words. Leave an empty space at the bottom of the board.
- Elicit some topics of general interest, e.g. education, food, entertainment, sport, holidays, the environment, etc, and write these in the empty space on the board.
- Point to a topic at random, and ask test takers for a statement related to the topic and beginning with the phrase 'In general'. Next, point to one of the signal words synonymous with 'and' and elicit a sentence that builds on the first sentence. After that, point to one of the signal words synonymous with 'but' and elicit a sentence that contradicts the previous sentence. Finally, point to one of the signal words synonymous with 'so' and elicit a sentence that gives a consequence of the previous sentence.
- Divide test takers into small groups, and ask them to repeat the process and create a paragraph about another topic on the board. Explain that they should create paragraphs that combine 4 or 5 sentences that express various functions (e.g. generalization, addition, similarity, contrast, cause and effect).
- If time permits, ask groups to repeat the process and create a paragraph for another of the topics.
- With the whole class, elicit from each group the paragraphs they have created. Discuss any queries or problems test takers may have.

Main activity 3: part 2	pair work (15 mins)
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Using discourse markers accurately

Skills: Identifying the relationships between sentences and paragraphs; Following a logical or chronological sequence of events; Understanding the difference between connotation and denotation; Understanding academic vocabulary

Aims: Categorize discourse markers and practice using them to correctly link and sequence ideas in a paragraph

- Steps:**
- Put test takers into pairs. Distribute a copy of the 'Discourse markers' worksheet to each pair.
 - Tell test takers to work with their partner to complete Task 1 and Task 2.
 - When pairs have completed both tasks, get them to compare and discuss their answers with another pair.
 - As final feedback with the whole class, project an image of the 'Discourse marker tasks: Answer key' on the board and discuss any problems or queries test takers may have.

Main activity 4	individual work (20 mins)
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Timed practice of item

Materials: <i>Official Guide</i> pp. 102, 105
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Skills: Identifying the topic, theme or main ideas; Identifying the relationships between sentences and paragraphs; Following a logical or chronological sequence of events; Identifying supporting points or examples; Classifying and categorizing information; Comprehending explicit and implicit information; Comprehending concrete and abstract information; Understanding academic vocabulary

Aims: Practice the item type under timed conditions

- Steps:**
- Tell test takers that the final activity for this lesson is to apply the grammar and reading strategies that they have practiced to some *Re-order paragraph* items under timed conditions.
 - Tell test takers to turn to page 102 in the *Official Guide*. Explain that they should work individually to correctly sequence the sentences in the sample item on this page. Explain that although the Reading items in PTE Academic are not timed individually, test takers should try to complete them as quickly as possible. Give test takers 3 minutes to complete this item.
 - After 3 minutes, elicit the correct sequence with the whole class (i.e. Doctor Byron has long held that there is a link between diet and acne. / He convinced Professor Fitzgerald of the University of Hull to set up a study into this matter. / Professor Fitzgerald and his team studied more than 47000 women.

/ The women were asked to fill in a questionnaire about their diet and about their suffering from acne.
/ No link was found between acne and traditionally suspect food such as chocolate and chips.)

- Next, tell test takers to turn to page 105 in the Official Guide and individually complete the practice item. Give them 3 minutes to complete this item.
- After 3 minutes, tell test takers to check the Answer key on pages 183–84. With the whole class, read through the explanations and discuss any problems or queries test takers may have.

Round up	whole class (10 mins)
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Materials: <i>Official Guide</i> p. 104
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Aim: Review test problems and strategies

- Steps:**
- To encourage test takers to reflect on the strategies for completing this item and the problems they have encountered, ask them to think about the following questions:
 - How did you use your understanding of indefinite articles and definite articles to successfully organize ideas in a paragraph and link sentences?
 - How did you use your understanding of referents such as pronouns to successfully organize ideas in a paragraph and link sentences?
 - How did you use your understanding of discourse markers to show relationships between ideas in a paragraph and link sentences?
 - To round up, refer test takers to the strategies on page 104 in the *Official Guide* and discuss any queries that they have.

Homework activities

- For homework, ask test takers to complete the *Re-order paragraph* items on CD-ROM Practice sets 1–3. Test takers should check their own answers and note any problems. Problems can be followed up in a recap lesson.

Cut up paragraph

The following sentences are jumbled sentences from a paragraph about the Re-order paragraphs item type. They need to be cut into strips, and then given to test takers to use in order to assemble a logical, cohesive paragraph.

They are presented together in a single block.

The item type tests your ability to understand the organization and cohesion of an academic text.

The reading texts for this item are up to 150 words in length.

Re-order paragraphs is a reading item type with a single correct order for the text boxes in a reading test.

There are two to three items with such reading texts in PTE Academic.

Cut up paragraph: Answer key

The following sentences are in the correct order. Look at the underlined grammatical clues that help the reader to correctly sequence the sentences. The notes below the paragraph explain how these clues help the reader.

Re-order paragraphs is a reading item type with a single correct order for the text boxes in a reading test.

The item type tests your ability to understand the organization and cohesion of an academic text.

The reading texts for this item are up to 150 words in length.

There are two to three items with such reading texts in PTE Academic.

They are presented together in a single block.

Grammar notes

- The first sentence is the topic sentence because it introduces the topic (the item type). This sentence also tells us for the first time that the item type is a reading (not a speaking or listening or writing) type. The indefinite article ('a reading item type') is used in this sentence because it is the first reference to the item type.
- The definite article in the second sentence ('The item type') depends on the information in the previous sentence to make sense.
- The use of the reference pronoun ('for this item') depends on the information in the previous sentence to make sense.
- The use of the pronoun ('such reading texts') depends on the backwards reference to the noun phrase 'reading texts' in the previous sentence to make sense.
- The use of the pronoun ('They') depends on the backwards reference to the noun phrase 'two to three items with such reading texts' in the previous sentence to make sense.

Using articles to organize ideas

The following 5 sentences form a paragraph but they are not in the correct sequence. Put them into the correct sequence by first identifying the topic sentence and then using your understanding of definite and indefinite articles to order the remaining supporting sentences.

1. Above that, on floors 45 through 108 are apartments and corporate offices.
2. Note the use of the qualifier "estimated"; the building's exact height is a tightly guarded secret.
3. Standing at 167 floors, the height of the building is widely estimated to be 707 metres.
4. A hotel occupies the bottom 37 floors of the building.
5. One of the world's tallest structures is the Burj Dubai.

[Source: CD-ROM Practice set 2]

Using articles to organize ideas: Answer key

The correct order of the sentences is as follows.

One of the world's tallest structures is the Burj Dubai. **(This is the topic sentence because it introduces the paragraph's main topic: The Burj Dubai.)**

Standing at 167 floors, the height of the building is widely estimated to be 707 metres. **(The words 'the building' refer to the Burj Dubai.)**

Note the use of the qualifier "estimated"; the building's exact height is a tightly guarded secret. **(The phrase 'the use of the ...' refers to the statistics in the previous sentence, and 'the building's height' refers to the Burj Dubai.)**

A hotel occupies the bottom 37 floors of the building. **('A hotel' introduces new information and 'the building's height' refers to the Burj Dubai.)**

Above that, on floors 45 through 108 are apartments and corporate offices. **(The word 'that' refers to the hotel.)**

[Source: CD-ROM Practice set 2]

Using referents to organize ideas

The following 5 sentences form a paragraph but they are not in the correct sequence. Put them into the correct sequence by first identifying the topic sentence and then using your understanding of referents (such as pronouns) to order the remaining supporting sentences. To make the task easier, look at the underlined referents and try to determine what noun they refer to in a previous sentence.

1. One was a priest in Rome, another a bishop in Terni, and of a third St. Valentine almost nothing is known except that he met his end in Africa.
2. Which St. Valentine this early Pope intended to honor remains a mystery: according to the Catholic Encyclopedia, there were at least three early Christian saints by that name.
3. Pope Gelasius I recast this pagan festival as a Christian feast day circa 496, declaring February 14 to be St. Valentine's Day.
4. The history of Valentine's Day is obscure, and further clouded by various fanciful legends.
5. The holiday's roots are in the ancient Roman festival of Lupercalia, a fertility celebration commemorated annually on February 15.

[Source: CD-ROM Practice set 1: Information Please® Database, © 2007 Pearson Education, Inc.; *Valentine's Day History: Pagan festivals, Christian saints, Chaucer's love birds, and the Greeting Card Association of America* by Borgna Brunner]

Using referents to organize ideas: Answer key

The history of Valentine's Day is obscure, and further clouded by various fanciful legends. **(This is the topic sentence because it introduces the paragraph's main topic: the history of Valentine's Day.)**

The holiday's roots are in the ancient Roman festival of Lupercalia, a fertility celebration commemorated annually on February 15. **(The holiday' refers to Valentine's Day.)**

Pope Gelasius I recast this pagan festival as a Christian feast day circa 496, declaring February 14 to be St. Valentine's Day. **(This pagan festival' refers to 'a fertility celebration commemorated annually on February 15' in the previous sentence.)**

Which St. Valentine this early Pope intended to honor remains a mystery: according to the Catholic Encyclopedia, there were at least three early Christian saints by that name. **(The phrase 'this early Pope' refers to Pope Gelasius I, 'that name' refers to 'St Valentine'.)**

One was a priest in Rome, another a bishop in Terni, and of a third St. Valentine almost nothing is known except that he met his end in Africa. **(One', 'another' and 'a third' refer to 'three early Christian saints'.)**

[Source: CD-ROM Practice set 1: Information Please® Database, © 2007 Pearson Education, Inc.; *Valentine's Day History: Pagan festivals, Christian saints, Chaucer's love birds, and the Greeting Card Association of America* by Borgna Brunner]

Discourse markers

Task 1

Work in groups to match the language functions in the left hand column with the discourse markers in the right hand column.

Function	Discourse markers
1. Exemplifying	'therefore', 'so', 'as a consequence', 'consequently', 'as a result', 'thus'
2. Generalizing	'in short', 'in conclusion'
3. Joining or adding ideas	'first', 'secondly', 'finally', 'lastly', 'after this', 'then'
4. Noting similarity	'for example', 'for instance', 'such as'
5. Noting difference	'on the whole', 'by and large', 'basically', 'in general'
6. Signaling cause and effect	'similarly', 'in the same way', 'likewise'
7. Sequencing stages or procedures	'however', 'in contrast', 'on the other hand', 'though', 'nevertheless'
8. Summing up	'and', 'also', 'additionally', 'furthermore', 'moreover', 'as well'

Task 2

Now use some of the discourse markers from the table above to complete the blanks in the following paragraph about the Olympic Games.

The original Olympic Games were celebrated by the Greeks and Romans as a religious festival in ancient times. _____, the Roman emperor Theodosius did not believe in pagan festivals, _____ he banned the Olympics in A.D. 393. On June 23, 1894, French educator Baron Pierre de Coubertin proposed that the ancient games be revived on an international scale. _____ the Modern Olympics were born. The first Modern Olympics were held two years later in Athens, where 245 athletes from 14 nations competed. Americans captured nine out of 12 track and field events, _____ Greece won most medals with 47.

[Source: CD-ROM Practice set 2: Information Please® Database, © 2007 Pearson Education, Inc.; *Modern Olympic Games*]

Discourse markers: Answer key

Task 1

Function	Discourse markers
1. Exemplifying	'for example', 'for instance', 'such as'
2. Generalizing	'on the whole', 'by and large', 'basically', 'in general'
3. Joining or adding ideas	'and', 'also', 'additionally', 'furthermore', 'moreover', 'as well'
4. Noting similarity	'similarly', 'in the same way', 'likewise'
5. Noting difference	'however', 'in contrast', 'on the other hand', 'though', 'nevertheless'
6. Signaling cause and effect	'therefore', 'so', 'as a consequence', 'consequently', 'as a result', 'thus'
7. Sequencing stages or procedures	'first', 'secondly', 'finally', 'lastly', 'after this', 'then'
8. Summing up	'in short', 'in conclusion'

Task 2

The original Olympic Games were celebrated by the Greeks and Romans as a religious festival in ancient times. However, the Roman emperor Theodosius did not believe in pagan festivals, so/thus/consequently he banned the Olympics in A.D. 393. On June 23, 1894, French educator Baron Pierre de Coubertin proposed that the ancient games be revived on an international scale. As a result/thus/as a consequence the Modern Olympics were born. The first Modern Olympics were held two years later in Athens, where 245 athletes from 14 nations competed. Americans captured nine out of 12 track and field events, but/whereas* Greece won most medals with 47.

* **Note:** 'However' can also be used in the middle of a sentence to link contrasting clauses, but it is usually followed by a comma.

[Source: CD-ROM Practice set 2: Information Please® Database, © 2007 Pearson Education, Inc.; *Modern Olympic Games*]

Lesson 10

Overview

Time allocated: 2 hours

This lesson focuses on the following skills:

Listening

- Identifying words and phrases appropriate to the context
- Understanding academic vocabulary
- Comprehending explicit and implicit information
- Following an oral sequencing of information
- Comprehending variations in tone, speed, accent

Writing

- Writing from dictation
- Using words and phrases appropriate to the context
- Using correct grammar
- Using correct spelling
- Using correct mechanics
- Writing for a purpose

Speaking

- Speaking at a natural rate
- Producing fluent speech
- Using correct intonation
- Using correct pronunciation
- Using correct stress
- Speaking under timed conditions

This lesson provides skills practice for the PTE Academic item types *Write from dictation* and *Listening: Fill in the blanks*.

Information about the item types in *The Official Guide to PTE Academic*

	<i>Listening: Fill in the blanks</i>	<i>Write from dictation</i>
Item type task description	pp. 135–136	pp. 159–160
Skills tested	p. 137	p. 161
Scoring	pp. 136–137	pp. 160–161
Strategies	pp. 137–138	pp. 161–162
Practice item	pp. 138–139	p. 162
Answer key feedback	p. 188	p. 192

Objectives

By the end of this lesson, test takers will have:

- Practiced the listening, writing and speaking skills listed above
- Analyzed the rubrics and format of these items
- Analyzed test-taking strategies for these items
- Completed practice items under timed conditions
- Reviewed feedback to practice items

Preparation

The following materials should be prepared before the lesson:

- *Official Guide* pages 135–139, 159–162, 188, 192
- Copies of 'Follow a spoken text' (1 handout per pair)

- Copies of 'Reading texts' A and B (1 handout each per pair)
- Copies of 'Listening texts' A and B (1 handout each per pair)
- Copies of 'Homophones' (individual handouts)
- Image of 'Homophones: Answer key' for projection on board/visualizer
- Copies of 'Homophone word bank' (1 handout per group)
- Copies of 'Fill in the blanks Practice items' A and B (1 handout each per pair)
- Copies of 'Write from dictation Practice items' A and B (1 handout each per pair)

Lesson Plan

Introduction (5 mins)

- Explain that this lesson will provide skills practice for the PTE Academic item types *Listening: Fill in the blanks* and *Write from dictation*.
- Test takers will look closely at the format, rubrics and scoring of these item types, analyze strategies for approaching them successfully, and complete practice items under timed conditions.
- Explain that the listening and writing skills tested by these items types are similar.

Warm up activity: part 1 whole class and pair work (10 mins)

Following a transcription of a spoken text

- Materials:**
- Audio CD, track 8
 - Copies of 'Follow a spoken text'

Skills: Following an oral sequencing of events; Comprehending variations in tone, speed, accent

Aims: Get test takers to carefully follow a spoken text

- Steps:**
- Tell test takers that an important skill for both of these items types is the ability to remain focused while listening, and to closely follow the sequence of a spoken text.
 - Tell test takers that they will now listen to a recording and follow a transcription. They must listen carefully and follow what is being said. Explain that you will stop the recording at random intervals and ask individuals to tell you the next word in the transcription.
 - Put test takers into pairs of A and B and distribute copies of 'Follow a spoken text' to each pair.
 - Play track 8 on the Audio CD so that all test takers can hear. Stop the recording at 6 to 8 points, call out A or B at random and ask the corresponding test takers to say the next word in the transcription aloud.

Warm up activity: part 2 group work (10 mins)

Relay reading

- Materials:** Copies of 'Follow a spoken text'

Skills: Following an oral sequencing of events; Comprehending variations in tone, speed, accent; Speaking at a natural rate; Producing fluent speech; Using correct intonation; Using correct pronunciation; Using correct stress; Speaking under timed conditions

Aims: Get test takers to carefully follow a spoken text to complete a reading passage

- Steps:**
- Tell test takers that they are now going to read the text again, in groups, as a competition 'relay reading'.
 - Put pairs together to make groups of four. Explain that they should take turns to read the text aloud. Each group member should read aloud a phrase or short section of text before stopping to let the next test taker continue. Listeners should follow the reading carefully, so that they are prepared to take over as soon as the reader stops reading. Tell test takers that they should not read full sentences or stop reading at a full stop, and that they should try to complete the reading as quickly and smoothly as possible. If the reading breaks down, the group should start again. The first group to smoothly complete the whole text wins.

- Make sure that groups start to read at the same time and monitor them for fluency.
- When groups have finished, discuss any problems or difficulties they experienced with the activity.

Main activity 1	whole class (20 mins)
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Becoming familiar with the item types

- | |
|--|
| Materials: <ul style="list-style-type: none"> • <i>Official Guide</i> pp. 135–138, 159–162 • Copies of 'Reading texts' A and B • Copies of 'Listening texts' A and B |
|--|

Skills: Identifying words and phrases appropriate to the context; Understanding academic vocabulary; Comprehending explicit and implicit information; Following an oral sequencing of events; Comprehending variations in tone, speed, accent; Writing from dictation; Using words and phrases appropriate to the context; Using correct grammar; Using correct spelling; Speaking at a natural rate; Producing fluent speech; Using correct intonation; Using correct pronunciation; Using correct stress

Aim: Familiarize test takers with the item types and practice some of the skills needed to successfully complete these items

- Steps:**
- Tell test takers that they are going to do an activity that will familiarize them with the *Listening: Fill in the blanks* and *Write from dictation* item types.
 - Explain that they will work in pairs and take it in turns to read aloud a text for their partner who will fill in the blanks in a transcription.
 - Before they start the activity, give test takers a few minutes to quickly read through the information about these items types on pages 135–138 and 159–162 in the *Official Guide*.
 - Put test takers into pairs of A and B. Distribute 'Reading and Listening texts A' to As and 'Reading and Listening texts B' to Bs and tell them not to show their worksheets to their partners.
 - Tell As that they will read aloud first. The reading partner must read their Reading text once only. They should read clearly and at a natural rate (not too fast or too slow) and think about stress and intonation while they read. The listening partner should fill in the blanks in their listening text while the other partner reads.
 - Draw test takers' attention to the fact that two sentences towards the end of the reading texts are underlined. The reading partner should read the whole sentence through and then pause afterwards to allow the listening partner to write the whole sentence from dictation.
 - When As have read their texts aloud, partners swap roles so that Bs read aloud and As fill in the blanks in the listening text.
 - When both partners have completed their listening texts, tell them to work individually to check their own responses to make sure that the sentences make sense, and that they have used correct grammatical forms and spelling.
 - To complete the activity partners should compare transcripts and check their responses.
 - With the whole class, discuss any queries or problems test takers may have.
 - If necessary, refer test takers to pages 135–137 and 159–161 in the *Official Guide*.

Main activity 2: part 1	whole class (10 mins)
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Thinking about the relationship between spelling and context

Skills: Identifying words and phrases appropriate to the context; Writing from dictation; Using words and phrases appropriate to the context; Using correct spelling

Aims: Get test takers to think about the spelling and meaning of homophones and the relationship between context, meaning and spelling

- Steps:**
- Tell test takers that they are going to do a short activity to think about the relationship between the spelling and meaning of words, both in and out of context.
 - Explain that you will say some words and phrases out loud and that they should write down what you say. Say the following, pausing between each word, or group of words, to give test takers time to write.
 - 'pair', 'the dog ate a pear', 'the dog ate a pair of new slippers'
 - 'there', 'over there', 'over their heads', 'they're in over their heads'

- Elicit the written responses from test takers (note that without context 'pair' can be written 'pear' or 'pare', and 'there' can be written 'their' or 'they're'). Ask them to describe the thoughts they had as they were writing and what they noticed about the listening and spelling skills they used (i.e. that it was important to listen to and understand the meaning of the context in order to know which was the correct spelling in each case).
- Remind test takers that in English there are many words that have the same pronunciation but different spellings and that the spelling of such words depends on the context and the meaning.

Main activity 2: part 2	pair work and individual work (10 mins)
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Distinguishing homophones

- | |
|--|
| Materials: <ul style="list-style-type: none"> • Copies of 'Homophones' • Image of 'Homophones: Answer key' for projection |
|--|

Skills: Identifying words and phrases appropriate to the context; Writing from dictation; Using words and phrases appropriate to the context; Using correct spelling

Aims: Give test takers further practice in the spelling and meaning of homophones and the relationship between context, meaning and spelling

- Steps:**
- Tell test takers that they are now going to do an activity to practice distinguishing between homophones and to practice spelling.
 - Put test takers into pairs and distribute copies of the 'Homophones' worksheet to each test taker.
 - Explain that they should first listen carefully as you read aloud sentences 1 to 13 and work individually to fill in the blanks. Sentences 14 to 16 should be written from dictation. After they have completed the sheet and checked their own work, they should show their worksheet to their partner and work together to check and discuss their responses.
 - Read sentences 1 to 13 aloud once only, clearly and at a natural rate. For sentences 14 to 16, pause after reading each one to give test takers time to write and review the whole sentence.
 - After completing all sentences, give test takers time to review their own work individually before asking them to check their work with their partner. (You may wish to point out that one homophone 'stake' is not paired, and to elicit the alternative spelling for this pronunciation, i.e. 'steak'. Test takers may wish to enter this alternative in their homophone word bank in the next part of the activity.)
 - As feedback for the whole class, project an image of 'Homophones: Answer key' on the board.
 - Elicit the meaning of each homophone. Discuss any queries or problems

Main activity 2: part 3	group work (20 mins)
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Creating a homophone word bank

- | |
|--|
| Materials: <ul style="list-style-type: none"> • Copies of 'Homophone word bank' • Dictionaries or thesauruses |
|--|

Skills: Understanding academic vocabulary; Writing for a purpose; Using words appropriate to the context; Using correct grammar; Using correct spelling; Using correct mechanics; Writing for a purpose

Aims: Get test takers to look closely at homophones and their usage and create a word bank

- Steps:**
- To make sure that test takers can distinguish properly between the homophones on the worksheet, elicit the meanings of the different spellings.
 - Put pairs together to make groups of four. Distribute a copy of 'Homophone word bank' to each group. Explain that in order to distinguish between homophones successfully, test takers should learn their spellings, meanings and usage. One way to do this is by creating word banks.
 - Explain that test takers should work together in their groups to complete the word bank with words from the previous activity. Give them access to dictionaries and thesauruses and remind them to consult these if they are unsure about spellings, meanings or usage.
 - Give test takers 15 minutes to complete as much as they can before reviewing the word banks with the whole class and eliciting suggestions.
 - Tell test takers to make copies of their word banks so that they can continue to add to them individually in their own time.

Main activity 3: part 1 pair work (10 mins)**Completing *Fill in the blanks* practice items****Materials:** Copies of '*Fill in the blanks* Practice items' A and B

Skills: Identifying words and phrases appropriate to the context; Understanding academic vocabulary; Comprehending explicit and implicit information; Following an oral sequencing of events; Comprehending variations in tone, speed, accent; Writing from dictation; Using words and phrases appropriate to the context; Using correct grammar; Using correct spelling; Speaking at a natural rate; Producing fluent speech; Using correct intonation; Using correct pronunciation; Using correct stress

Aims: Give test takers practice in completing *Fill in the blanks* items under timed conditions

- Steps:**
- Tell test takers that they are now going to work in pairs to first complete some practice *Listening: Fill in the blanks items* and then some *Write from dictation* items.
 - Pair test takers into A and B, as before.
 - For this exercise, test takers should sit so that they are not facing each other. Explain that this is to imitate test conditions in which test takers will have no visual clues (lip movements, other facial clues, gestures, etc), which we often use to help us when listening.
 - Distribute a copy of '*Fill in the blanks* Practice items A' to each A and '*Fill in the blanks* Practice items B' to each B. Tell them not to show each other their worksheets.
 - Explain that this time, B will be the first to read aloud a passage, while A listens and fills in the blanks. When they have finished, they should swap roles so that A reads aloud and B listens and writes, and completes the next item on the worksheet.
 - Remind test takers to read clearly and at a natural rate, using the pronunciation, stress and intonation skills they have learnt in previous lessons.
 - Give test takers about 5 minutes to dictate and write their sentences.
 - As feedback, ask test takers to compare their responses in their pairs and discuss the problems they encountered.

Main activity 3: part 2 pair work (10 mins)**Completing *Write from dictation* practice items****Materials:** Copies of '*Write from dictation* Practice items' A and B

Skills: Identifying words and phrases appropriate to the context; Understanding academic vocabulary; Comprehending explicit and implicit information; Following an oral sequencing of events; Comprehending variations in tone, speed, accent; Writing from dictation; Using words and phrases appropriate to the context; Using correct grammar; Using correct spelling; Speaking at a natural rate; Producing fluent speech; Using correct intonation; Using correct pronunciation; Using correct stress

Aims: Give test takers practice in completing *Write from dictation* items under timed conditions

- Steps:**
- When pairs have completed and reviewed the *Fill in the blanks* items, distribute a copy of '*Write from dictation* Practice items A' to each A and '*Write from dictation* Practice items B' to each B. Tell them not to show each other their worksheets.
 - Explain that they will now take it turns to each read aloud the sentences on their worksheets while the other writes the sentences down. Remind readers to pause after each sentence to give their partner time to write the whole sentence and review what they have written.
 - Remind them also that a key skill for this item type is being able to listen carefully and to accurately commit to memory what is heard.
 - Tell test takers to remain seated so that they are not facing each other.
 - Give test takers about 5 minutes to dictate and write their sentences.
 - As feedback, ask test takers to compare their responses in their pairs and discuss the problems they encountered.

Round up (10 mins)**Materials:** *Official Guide* pp. 137–138, 161–162, 164–166**Aim:** Review problems encountered with practice items and general strategies for dealing with these item types

- Steps:**
- With the whole class, ask pairs to share their thoughts on how they can deal with the difficulties they encountered while completing both sets of practice items and how they can improve on their responses.
 - Discuss any queries or problems test takers may have and if necessary refer them to the strategies on pages 137–138 and 161–162 in the *Official Guide*.
 - Ask test takers to sum up the main problem areas of these item types.
 - Ask them to sum up the best strategies for dealing with these.
 - Remind test takers that the most important skills for these two items are listening and spelling, and elicit their thoughts on how they can best develop these skills.
 - Refer them to pages 164–166 in the *Official Guide* if necessary.
 - Deal with any remaining queries.

Homework activities**Materials:**

- *Official Guide*
- Audio CD

- Ask test takers to use the Audio CD and complete the practice items on pages 136, 138–139, 160 and 162 in the *Official Guide* under timed conditions.
- For further practice they can also complete the *Listening: Fill in the blanks* and *Write from dictation* items on CD-ROM Practice sets 1–3. Test takers should check their own answers and note any problems. Problems can be followed up in a recap lesson.

Follow a spoken text

Listen carefully and follow the text as you listen to the recording.

I have chosen *The Search for Stability* as the title of my lectures, because I want to deal specifically with macroeconomics, the question of how we can keep the economy on a reasonably stable growth path. While there are disagreements about many aspects of economics, such as those dealing with efficiency, income distribution, or the role of the market versus the role of the state, I think there is widespread agreement across the political spectrum that stability is a good thing.

Economically, the first half of the 20th century was disfigured by the Great Depression of the 1930s, and the second half by the high inflation of the 1970s. No one wants a repeat of these episodes, nor of some of the other disruptions that have marked the past 60 years. To some, the word "stability" sounds unexciting, and probably more so if I use the term "economic stability." But stability is not just an economic concept; it has a profound impact on the lives of people. Instability can create havoc, damage institutions, and leave a legacy from which some families and nations will take many years to recover. For example, the rise of Nazism in Germany was helped by the preceding Weimar hyper-inflation. Fortunately, in Australia, we've had nothing like that, but the effects of the Depression left scars that lasted for lifetimes. Likewise, the effects of the big rise in unemployment and inflation in the 1970s have not fully passed out of our economy.

[Source: *Official Guide to PTE Academic* pp 124, 169–170; © 2006 Boyer Lectures, *Lecture 1: The Golden Age* by Ian MacFarlane, first broadcast by Radio National, 12 November 2006, reproduced by permission of the Australian Broadcasting Corporation and ABC online.]

Reading text A

Read this text aloud once to your partner. Read clearly and remember to use correct intonation and stress. Note that two sentences are underlined in the last paragraph. Pause after these sentences to allow your partner to write down the whole sentence.

Fill in the blanks is an item type that tests your ability to listen for missing words in a recording and type the words into a transcription. It assesses both listening and writing skills.

The features of *Fill in the blanks* are as follows:

1. Instructions are presented at the top of the computer screen. The instructions for this item type are always the same.

You will hear a recording. Type the missing words in each blank.

2. In the audio status box, the status will count down from seven seconds. Then a recording will play automatically.
3. A transcription of the recording with up to seven blanks follows. To respond, type the missing words into the blanks. To change your response, select your original response and then retype it. You can also use the "Tab" key on your keyboard to move the cursor between the blanks.

The recordings for this item type run for approximately 30–60 seconds. Each recording will play only once. There are two to three *Fill in the blanks* items in the listening part of PTE Academic. They are presented together in a single block.

Your score on *Fill in the blanks* is based on content. Content is scored by counting the number of right words with correct spelling in your response. If all blanks are filled with the right word spelt correctly, you receive the maximum score points for this item type. If one or more blanks is filled incorrectly, partial credit scoring applies.

Reading text B

Read this text aloud once to your partner. Read clearly and remember to use correct intonation and stress. Note that two sentences are underlined in the last two paragraphs. Pause after these sentences to give your partner time to write down the whole sentence.

Write from dictation is an item type that tests your ability to understand and remember a sentence you hear and then write exactly as you hear it using correct spelling. It assesses both listening and writing skills.

The features of *Write from dictation* are as follows:

1. Instructions are presented at the top of the computer screen. The instructions for this item type are always the same.

You will hear a sentence. Type the sentence in the box below exactly as you hear it. Write as much of the sentence as you can. You will hear the sentence only once.

2. In the audio status box, the status will count down from seven seconds. Then a recording will play automatically.
3. A response box follows. Use this space to type the sentence. You can select text within the response box with the mouse, and use the "Cut," "Copy" and "Paste" buttons to edit your response.

The recordings for this item type run for approximately three to five seconds. Each recording will play only once. There are three to four *Write from dictation* items in PTE Academic, depending on the combination of items in a given test. They are presented together in a single block.

Your score on *Write from dictation* is based on content. Content is scored by counting the number of correct words in your response. If all the words are right and spelt correctly, you receive the maximum score points for this item type. If one or more words is incorrect, partial credit scoring applies.

Listening text A

Listen as your partner reads the following text aloud and write the missing words in the blanks. In the final paragraphs there are two missing sentences that you must write from dictation. Your partner will pause to give you time to write.

Write from dictation is an item type that tests your _____ to understand and remember a sentence you hear and then write exactly as you hear it using correct spelling. It _____ both listening and writing skills.

The features of *Write from dictation* are as follows:

4. Instructions are _____ at the top of the computer screen. The instructions for this item type are always the same.

You will hear a sentence. Type the sentence in the box below exactly as you hear it. Write as much of the sentence as you can. You will hear the sentence only once.

5. In the audio status box, the _____ will count down from seven seconds. Then a recording will play automatically.
6. A _____ box follows. Use this space to type the sentence. You can select text within the response box with the mouse, and use the "Cut," "Copy" and "Paste" buttons to _____ your response.

The recordings for this item type run for approximately three to five seconds. Each recording will play only once. There are three to four *Write from dictation* items in PTE Academic, depending on the _____ of items in a given test. _____.

Your score on *Write from dictation* is based on content. _____
_____. If all the words are right and spelt correctly, you receive the maximum score points for this item type. If one or more words is incorrect, _____ credit scoring applies.

Listening text B

Listen as your partner reads the following text aloud and write the missing words in the blanks. In the final paragraph there are two missing sentences that you must write from dictation. Your partner will pause to give you time to write.

Fill in the blanks is an item type that tests your ability to listen for missing words in a recording and type the words into a _____. It _____ both listening and writing skills.

The features of *Fill in the blanks* are as follows:

1. Instructions are presented at the top of the computer screen. The instructions for this item type are always the same.

You will hear a recording. Type the missing words in each blank.

2. In the audio status box, the status will count down from seven seconds. Then a recording will play _____.

3. A transcription of the recording with up to seven blanks follows. To _____, type the missing words into the blanks. To change your response, select your _____ response and then retype it. You can also use the "Tab" key on your keyboard to move the cursor between the blanks.

The recordings for this item type run for _____ 30–60 seconds. Each recording will play only once. There are two to three *Fill in the blanks* items in the _____ part of PTE Academic. They are presented together in a single _____.

_____. Content is scored by counting the number of right words with correct spelling in your response. If all blanks are filled with the right word spelt correctly, you receive the maximum score points for this item type. _____.

Homophones

Listen as sentences 1–13 are read aloud and fill in the blanks with the correct word. For sentences 14–16 you should write the whole sentence from dictation. Review your spelling after you have completed all sentences.

Fill in the blanks

1. The _____ of the financial crisis are still being felt around the world.
2. It is difficult to predict how future studies will _____ research findings.
3. Many experts were initially skeptical and could not _____ the key hypothesis.
4. Most of Canada uses Daylight Saving Time _____ parts of Saskatchewan and British Columbia.
5. Many voters lack the information needed to make a _____ decision at the polling booth.
6. There has been little enthusiasm for the public transport _____ adjustments.
7. It is unclear _____ the government will successfully _____ the current political storm.
8. Dr Johnson was _____ Head of the Faculty of Medicine.
9. The new Dean was _____ introduced at the inauguration ceremony.
10. Warhol's screen prints incorporated a bold use of _____ colors.
11. In acknowledgement of their effort, the research team received _____ software packages.
12. The _____ aim of the study was to reveal inequalities in the system.
13. It is a matter of _____ that inequality be avoided at all times.

Write from dictation

14. _____.
15. _____.
16. _____.

Homophones: Answer key

Fill in the blanks

1. The effects of the financial crisis are still being felt around the world.
2. It is difficult to predict how future studies will affect research findings.
3. Many experts were initially skeptical and could not accept the key hypothesis.
4. Most of Canada uses Daylight Saving Time except parts of Saskatchewan and British Columbia.
5. Many voters lack the information needed to make a fair decision at the polling booth.
6. There has been little enthusiasm for the public transport fare adjustments.
7. It is unclear whether the government will successfully weather the current political storm.
8. Dr Johnson was formerly Head of the Faculty of Medicine.
9. The new Dean was formally introduced at the inauguration ceremony.
10. Warhol's screen prints incorporated a bold use of complementary colors.
11. In acknowledgement of their effort, the research team received complimentary software packages.
12. The principal aim of the study was to reveal inequalities in the system.
13. It is a matter of principle that inequality be avoided at all times.

Write from dictation

14. The reputation of the whole department is at stake.
15. The project involved a number of discrete studies.
16. It is important to be discreet when dealing with the press.

Homophone word bank

Homophones	Meaning	Usage
effect		
affect		
except		
accept		

Fill in the blanks Practice items A

Task 1

Fill in the blanks

Listen as your partner reads the following text aloud and write the missing words in the blanks.

Here at last was a base from which this largest ocean in the world could be further _____. Many questions were still unanswered. How large was the ocean, and how many _____ lands did it hold? Way out in the ocean, not far from Tahiti, did there lie a _____ continent? Surely, if it existed, it would be inhabited, perhaps _____ inhabited.

[Source: CD-ROM Practice set 2; © *Sea of Dangers* by Blainey Geoffrey. Published by Viking, Penguin Group (Australia), 2008]

Task 2

Reading text

Read this text aloud once to your partner. Read clearly and remember to use correct intonation and stress.

This multi-million-selling Internet book is still the ultimate handbook for novices and experts alike. It's written in plain English, it covers everything from getting online for the first time to newsfeeds. This fully revised guide covers all the latest sites and crazes. Whether you've never sent an email or you just want to keep up with the latest developments, this is the book for you.

[Source: CD-ROM Practice set 2; © Penguin Group USA: *The Rough Guide to the Internet* by Peter Buckley]

Fill in the blanks Practice items B

Task 1

Reading text

Read this text aloud once to your partner. Read clearly and remember to use correct intonation and stress.

Here at last was a base from which this largest ocean in the world could be further explored. Many questions were still unanswered. How large was the ocean, and how many undiscovered lands did it hold? Way out in the ocean, not far from Tahiti, did there lie a mysterious continent? Surely, if it existed, it would be inhabited, perhaps densely inhabited.

[Source: CD-ROM Practice set 2; © *Sea of Dangers* by Blainey Geoffrey. Published by Viking, Penguin Group (Australia), 2008]

Task 2

Fill in the gaps

Listen as your partner reads the following text aloud and write the missing words in the blanks.

This multi-million-selling Internet book is still the ultimate handbook for _____ and experts alike. It's written in plain English, it covers _____ from getting online for the first time to newsfeeds. This fully _____ guide covers all the latest sites and _____. Whether you've never sent an email or you just want to keep up with the latest _____, this is the book for you.

[Source: CD-ROM Practice set 2; © Penguin Group USA: *The Rough Guide to the Internet* by Peter Buckley]

Write from dictation Practice items A

Read each sentence aloud to your partner once only. Then pause for 10 seconds to let your partner write the sentence.

1. Four of the students failed to complete their assignments.
2. Much of the evidence contradicted the statement given by the witness.
3. Before submitting your report, check that the bibliography is complete.

Listen carefully to the sentences that your partner reads aloud. Write as much of each sentence as you can remember in the space below. You will hear the sentence only once.

1. _____.

2. _____.

3. _____.

Write from dictation Practice items B

Read each sentence aloud to your partner once only. Then pause for 10 seconds to let your partner write the sentence.

1. It was evident that the study lacked a key hypothesis.
2. The new arrangements caused some controversy among faculty members.
3. You can improve your report by including data from research findings.

Listen carefully to the sentences that your partner reads aloud. Write as much of each sentence as you can remember in the space below. You will hear the sentence only once.

1. _____.

2. _____.

3. _____.

Lesson 11

Overview

Time allocated: 2 hours

This lesson focuses on the following reading skills:

- Main idea or gist: Read for and identify the main idea or theme of the text
- Writer's purpose: Read for and understand the function of what the writer says or identify the reasons why the writer mentions specific pieces of information
- Organization: Read for and identify the overall organization and connections between pieces of information
- Inference: Read a text and infer meanings, form generalizations, make predictions, find relationships or draw conclusions
- Identifying a writer's purpose, style, tone or attitude
- Comprehending explicit and implicit information
- Classifying and categorizing information
- Inferring the meaning of unfamiliar words

This lesson provides further skills practice for the PTE Academic item types *Reading: Multiple-choice, choose single answer* and *Reading: Multiple-choice, choose multiple answers*, which were covered earlier in Lesson 4.

Information about the item types in *The Official Guide to PTE Academic*

	<i>Reading: Multiple-choice, choose single answer</i>	<i>Reading: Multiple-choice, choose multiple answers</i>
Item type task description	pp. 91–92	pp. 96–98
Skills tested	pp. 93–94	pp. 98–99
Scoring	p. 93	p. 98
Strategies	p. 94	p. 99
Practice item	p. 95	p. 100
Answer key feedback	p. 181	pp. 182–183

Objectives

By the end of this lesson, test takers will have:

- Practiced the reading skills listed above
- Analyzed the rubrics and format of these items
- Analyzed the nature of multiple-choice items and some answer options
- Analyzed test-taking strategies for multiple-choice items
- Completed practice items under timed conditions
- Reviewed feedback to practice items

Preparation

The following materials should be prepared before the lesson:

- *Official Guide* pages 91–100, 181–183
- Image of 'Sample Sentences: Dealing with unfamiliar words' for projection on board/visualizer
- Copies of Worksheet 1 (individual handouts)

Lesson Plan

Introduction (5 mins)

Materials: *Official Guide* pp. 91–94

- Explain that this lesson provides further skills practice for the PTE Academic item types *Reading: Multiple-choice, choose single answer* and *Reading: Multiple-choice, choose multiple answers*, which were first practiced in Lesson 4.
- Test takers will look closely at the format, rubrics and scoring of these item types, analyze strategies for approaching them successfully, and complete practice items under timed conditions.
- Ask test takers to recap the strategies they learnt for dealing with multiple-choice items in Lesson 4. If necessary ask them to refer to pages 91 and 94 in the *Official Guide*.

Warm up activity: part 1 pair work (15 mins)

Think about the meaning of words out of context

Skills: Organization: Read for and identify the overall organization and connections between pieces of information; Classifying and categorizing information

Aim: Get test takers to think about the nuanced differences in meaning between synonyms (out of context)

- Steps:**
- Tell test takers that in this activity they are going to think about the implied meanings of words. In the first part of the activity they will look at words out of context and in the second part in context.
 - In pairs, ask test takers to brainstorm words that have a similar meaning to 'house' (e.g. *abode, apartment, building, castle, cave, condo, condominium, den, digs, domicile, dwelling, flat, habitation, hole in the wall, home, mansion, pad, residence, residency, shack, shanty, structure*, etc).
 - With the whole class, feedback suggestions on the board.
 - Ask test takers to consider whether the words on the board can be grouped in any way (e.g. according to inferred meanings, tone, style, etc). Ask them to work with their partner to quickly group the words.
 - With the whole class, elicit suggestions from pairs and discuss the groupings that have been suggested.
 - Get test takers to look each brainstormed word in turn and discuss what image each one conjures up (in terms of size, quality, type of person who lives there, etc).
 - Ask test takers to think about the differences between statements such as '*My place is very cozy.*', '*My pad is pretty cool.*', '*The apartment is quite practical.*' and to discuss their ideas with whole class.

Warm up activity: part 2 whole class (15 mins)

Think about the inferred meaning of words in context

Skills: Writer's purpose: Read for and understand the function of what the writer says or identify the reasons why the writer mentions specific pieces of information; Inference: Read a text and infer meanings, form generalizations, make predictions, find relationships or draw conclusions; Identifying a writer's purpose, style, tone or attitude

Aim: Get test takers to think about how context affects the nuanced differences in meaning between synonyms

- Steps:**
- Write the following sentence on the board:
 - '*There is a part of Spain's sun-baked Andalucía that is extraordinary not only because of its unspoiled terrain and authentic Spanish traditions but also because of its caves.*' (This sentence comes from the Practice item on page 100 of the *Official Guide*.)
 - Ask test takers what can be implied or inferred about the writer's opinion about Andalucía from this sentence (e.g. he/she finds it fascinating/beautiful; he/she has a positive opinion, he/she likes traditional/natural things, etc).
 - Get them to talk about which key words indicate this and why (e.g. *extraordinary, unspoiled, authentic*).
 - Ask test takers to paraphrase or suggest synonyms for 'sun-baked' (e.g. *dry, arid, baking, hot, desert-like, brown, dusty, sunburnt, bronzed, roasting, suntanned*, etc).

- Ask them what connotations the phrase 'sun-baked' has, i.e. what it makes them think of (e.g. *baked bread, food, warm inviting smells*, etc).
- Ask if they can think of a word or phrase to substitute for 'sun-baked' that would have similar connotations (e.g. *warm, bronzed, sun-warmed*, etc).
- Write the following sentence on the board:
 - 'There is a part of Spain's sunburnt Andalucía that is peculiar not only because of its uncultivated terrain and outdated Spanish traditions but also because of its caves.'
- Point out that some words have been replaced by synonyms. Ask test takers what can be implied or inferred about the writer's opinion about Andalucía from the sentence if it is written like this (e.g. the writer finds it strange/unattractive; the writer has a less positive opinion).
- Discuss which words in the second sentence affect their understanding of the writer's opinion and why. Ask test takers to talk about the differences between words such as *sun-baked* and *sunburnt*, *extraordinary* and *peculiar*, etc.
- Get test takers to think about how we can recognize words that indicate negative opinions (e.g. use of the prefix 'un', or the word 'not', etc).

Main activity 1: part 1	whole class (5 mins)
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Recognize prompts that ask the reader to infer meaning

Skills: Inference: Read a text and infer meanings, form generalizations, make predictions, find relationships or draw conclusions; Identifying a writer's purpose, style, tone or attitude

Aim: Familiarize test takers with prompts that ask about inferred meaning

- Steps:**
- Remind test takers that *Reading: Multiple-choice, choose single answers* and *Reading: Multiple-choice, choose multiple answers* items can have various types of prompts, and that they must always read the prompt carefully to make sure they know exactly what type of information they are being asked for.
 - Explain that in this activity they will look at some of the more complex types of prompts they may expect to see.
 - Write the following prompts on the board:
 - *Which of the following most closely represent the ideas expressed in the text?*
 - *The overall purpose of the passage is to ____.*
 - With the whole class, ask test takers to look at both prompts, identify the key question words, predict the type of information they would look for in each case and decide whether the prompts are for single answer or multiple answer items. (e.g. *Which of the following most closely represent the ideas expressed in the text?* – look for writer's opinions/inferred meaning/implicit assumptions – multiple answer; *The overall purpose of the passage is to ____.* – look for why/what for? purpose/idea/theme – most likely single answer)
 - Explain that prompts that ask test takers to infer meaning require them to read the passage and options very carefully to make sure they have a clear understanding of the overall meaning of the passage and the writer's opinion.

Main activity 1: part 2	pair work (5 mins)
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Identify and summarize the gist of a passage

Materials: <i>Official Guide</i> p. 95

Skills: Main idea or gist: Read for and identify the main idea or theme of the text; Writer's purpose: Read for and understand the function of what the writer says or identify the reasons why the writer mentions specific pieces of information; Inference: Read a text and infer meanings, form generalizations, make predictions, find relationships or draw conclusions; Comprehending explicit and implicit information

Aim: Consider best strategies for attempting a particular item; practice skimming to identify gist and writer's opinion

- Steps:**
- Write the following prompt on the board:
 - 'Which of the following can be inferred from the text?'

- Ask test takers to suggest a synonym for (or paraphrase) 'inferred' (e.g. *implied, assumed, presumed, concluded, etc*).
- Ask what the prompt is asking them to do (e.g. choose between options that correctly or incorrectly make a conclusion about a fact in the text). Make sure that test takers know that this is a single answer prompt.
- Ask test takers what they think would be the best strategy to tackle a question with such a prompt (i.e. to read the passage first or to read the options first? In this case it is better to read the passage first to prevent becoming confused by the options.).
- Put test takers into pairs. Explain that this prompt is from the practice item on page 95 in the *Official Guide*. Tell them not to look at the options, but to read the passage and identify the gist. Remind test takers that they need to read carefully and thoroughly as they need to have a good understanding of the passage to infer meaning.
- Tell test takers to work together with their partner to write a sentence to summarize the gist of the passage. (You may wish to remind them of the summarizing techniques they practiced in Lesson 6.)
- With the whole class, feedback test takers' summaries and discuss which they think is the best and why.
- Finally, ask test takers what they think the passage tells them about the writer's opinion of artists on scientific exploration teams.

Main activity 1: part 3	whole class and pair work (10 mins)
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Look closely at the options

Materials: <i>Official Guide</i> p. 95

Skills: **Main idea or gist:** Read for and identify the main idea or theme of the text; **Writer's purpose:** Read for and understand the function of what the writer says or identify the reasons why the writer mentions specific pieces of information; **Inference:** Read a text and infer meanings, form generalizations, make predictions, find relationships or draw conclusions; **Comprehending explicit and implicit information**

Aim: Familiarize test takers with the paraphrasing process used to understand and eliminate options

- Steps:**
- Ask test takers whether there are many unfamiliar words in the passage they have just read.
 - Ask them what they think the best next step might be (i.e. to work out the meaning of the unfamiliar words or to look at the options? In this case it is better to look at the options first, as some of the unfamiliar words may be irrelevant or unimportant and working out the meaning will waste time.).
 - With the whole class, read through the options carefully and get test takers to paraphrase each one to make sure they understand the meaning. Discuss any queries there may be about meaning.
 - Ask test takers to work in their pairs to eliminate those options they feel are obviously incorrect, if any, and to make a first guess about which option(s) could be correct.
 - Ask them to re-read the passage with their partner to double check each option, one by one.

Main activity 1: part 4	whole class (10 mins)
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Complete the item and consider the strategies used

Materials: <i>Official Guide</i> p. 181
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Aim: Get test takers to evaluate the strategies they have used

- Steps:**
- With the whole class, feedback the correct answer and discuss.
 - Ask test takers to look at page 181 in the *Official Guide* and to read the explanations about why each option is correct or incorrect. Discuss any queries that test takers may have and ask them to reread the passage on page 95 if necessary.
 - Get test takers to think about the strategies they used to complete this item and to discuss what they felt was the most important part of the process in this case (i.e. to read the text carefully for overall meaning).

Main activity 2 whole class and pair work (15 mins)**Using context to identify the inferred meaning of unfamiliar words****Materials:** • Image of 'Sample Sentences: Dealing with unfamiliar words' for projection**Skills: Inferring the meaning of unfamiliar words****Aim:** Familiarize test takers with strategies for working out the meanings of unfamiliar words from context

- Steps:**
- Tell test takers that they are now going to look at some strategies for dealing with unfamiliar words.
 - Write the word '*inaccessible*' on the board and ask test takers if they can tell you its meaning. (There is no need to explain the meaning of the word at this stage.)
 - Project an image of the following sentence from 'Sample Sentences: Dealing with unfamiliar words' on the board:
 - '*Special provision is made for inaccessible outback areas, with modern technologies bringing teaching to the bush.*'
 - Put test takers into pairs. Tell them to work together to find clues in the sentence that could help them work out the meaning of '*inaccessible*'.
 - Remind them to think about the strategies they have learnt already (e.g. look at other words in the context: '*outback*' and '*bush*' – Where have you seen/heard these words? What do they make you think of? Break the words down into its parts – e.g. *out/back*; *in/access/ible*, etc).
 - With the whole class, ask test takers to discuss the strategies they have considered and, if necessary, confirm the meaning of '*inaccessible*'.
 - Write the following words on the board:
 - '*ubiquitous*', '*persistent*', '*unanticipated*'
 Ask test takers if they can tell you the meanings of these words. Get them to make educated guesses if they don't know but do not explain the words at this point.
 - Project an image of the following sentence from 'Sample Sentences: Dealing with unfamiliar words' on the board:
 - '*It was ubiquitous, with every category of crime falling in every part of the country. It was persistent, with incremental decreases year after year. And it was entirely unanticipated—especially by the very experts who had been predicting the opposite.*'
 - Again, ask test takers in their pairs to work together to discuss how they could use this passage to work out the meaning of these words. Get them to think about which parts of the text are most helpful.
 - With the whole class, ask test takers to discuss their thoughts (e.g. the meaning of '*ubiquitous*' is reflected in the phrase '*every part of the country*'; the meaning of '*persistent*' can be inferred from the phrase '*year after year*'; the meaning of '*unanticipated*' can be inferred from the phrase '*experts ... had been predicting the opposite*'). If necessary, confirm the meaning of the three words.
 - Once the meaning of these words has been confirmed, ask test takers if they can think of synonyms or ways of paraphrasing these words in more familiar terms.
 - Give them a few minutes to work in pairs and come up with suggestions before eliciting their suggestions (e.g. *ubiquitous*: *everywhere/wide-ranging*; *persistent*: *unstoppable/regular*; *unanticipated*: *unexpected/surprising*, etc).
 - Discuss any queries or problems that test takers may have.
 - You may also want to explain to test takers that although there is little time for dealing with unfamiliar words in a test situation, if they practice these strategies regularly, they will find that their ability to accurately infer, guess or predict the meaning of unfamiliar words will improve.

Extension**Skills: Inferring the meaning of unfamiliar words****Aim:** Consider various strategies for working out the meaning of unfamiliar words

- Steps:**
- Ask test takers to look again at the passage on page 95 in the *Official Guide* and tell you which words they found problematic or unfamiliar.
 - With the whole class, look at these words one by one and consider which of the strategies they have learnt for inferring the meaning of unfamiliar words would be best used to work out the meaning of

each of these words (e.g. are contextual, grammatical or lexical clues most helpful for finding out the meaning of words such as *frivolous*, *entourage*, *essential*, *principle*, *specimens*, *naturalists*, *preserve*, *dissect*, etc?).

Main activity 3: part 1	whole class (5 mins)
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Read the prompt and recognize the strategy needed

Materials: <i>Official Guide</i> p. 100
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Skills: Writer's purpose: Read for and understand the function of what the writer says or identify the reasons why the writer mentions specific pieces of information; Inferring the meaning of unfamiliar words

Aim: Get test takers to recognize different types of prompts and to think about the best strategies to use in each case

- Steps:**
- Ask test takers to look at the prompt of the practice item on page 100 in the *Official Guide*. Make sure they are aware that this is a multiple answer prompt. Ask them to explain what this prompt is asking them to do (i.e. look for synonyms).
 - Ask if test takers understand the meaning of '*residence*'. Ask them what they would do next if they did not know the meaning of this word (e.g. look for the word in the passage and guess the meaning from the context, as practiced in the previous activity). If necessary, confirm the meaning.
 - Ask test takers what they think the next step should be in the case of an item with this type of prompt (i.e. is it necessary to first read the passage in detail to identify the gist, etc, and if not, why not? In this case it is not necessary to identify the gist because the prompt asks for the meaning of specific words in the text.).
 - Elicit suggestions on how to tackle this item and discuss. (There may be several different possible strategies, one of which could be to first eliminate all options that have the wrong meaning. However, remind test takers that in this instance they should pay attention to the phrase '*in the passage*' in the prompt, as the writer may have slightly altered the meaning of a word to fit his/her purpose, or used a less familiar alternative meaning of a word.)

Main activity 3: part 2	whole class and pair work (10 mins)
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Complete the item

Materials: <i>Official Guide</i> p. 100, 182

Skills: Inferring the meaning of unfamiliar words

Aim: Give test takers practice in dealing with unfamiliar words and identifying correct options.

- Steps:**
- In pairs, ask test takers to quickly read through the passage on page 100 in the *Official Guide* and underline the words matching those in the options.
 - Once they have done this, ask them to look at the first underlined word in the passage and use the context to work out whether it has the same meaning as '*residences*'. Once they have confirmed this word as a correct option or eliminated it, they should continue with the remaining words.
 - With the whole class, feedback the answers. Ask test takers to look at page 182 in the *Official Guide* and read through the explanations.
 - Ask test takers to look again at the passage and see whether they can find any other words that also have the same meaning as '*residences*' (caves/homes).
 - Discuss any queries or problems that test takers may have. Reconfirm the importance of reading the prompt carefully to know exactly what it is asking for, in order to complete the item as efficiently as possible.

Extension

Aim: Get test takers to evaluate the quality and usefulness of a process

- Steps:**
- Ask test takers to discuss the strategy they have just used to complete this item and elicit any ideas they may have for improving the process.

- To test the usefulness of the strategy, get test takers to reread the passage on page 100 in the *Official Guide* to identify the gist and the writer's opinion.
- With the whole class, quickly summarize the text.
- Discuss whether test takers think that knowing the text in more detail would have helped to complete the item in this case.

Round up (10 mins)**Materials:** *Official Guide* pp. 94, 99**Aim:** Review problems and strategies

- Steps:**
- To encourage test takers to reflect on the strategies for completing this item and the problems they have encountered, ask them to think about the following questions:
 - What do you find most difficult about answering multiple-choice questions?
 - What strategies have you learnt to deal with these problems?
 - How did your understanding of different prompt types help you to efficiently complete the items?
 - How useful are the strategies you have learnt for inferring the meaning of unfamiliar words?
 - To round up, refer test takers to the strategies on pages 94 and 99 in the *Official Guide* and discuss any queries that they have.

Homework activities**Materials:** Worksheet 1

- Distribute copies of Worksheet 1 to all test takers. Ask them to complete the worksheet before working through the *Reading: Multiple-choice, choose single answer* and *Reading: Multiple-choice, choose multiple answers* items on CD-ROM Practice sets 2 and 3 under timed conditions.
- Test takers should check their own answers and note any problems. Problems can be followed up in a recap lesson.

Sample Sentences: Dealing with unfamiliar words

1. Special provision is made for inaccessible outback areas, with modern technologies bringing teaching to the bush.
2. It was ubiquitous, with every category of crime falling in every part of the country. It was persistent, with incremental decreases year after year. And it was entirely unanticipated—especially by the very experts who had been predicting the opposite.

[Source: CD-ROM Practice set 3]

Worksheet 1

1. Read the following sentence:

'Modern X-ray crystallography provides the most powerful and accurate method for determining single-crystal structures.'

Presuming this statement to be true, what might we also presume to be true about previous or other methods used to measure single-crystal structures? Tick the most relevant options.

- They definitely did not use X-rays.
- They perhaps did not use X-rays.
- They were the most powerful and accurate methods for determining single-crystal structures.
- They were less powerful.
- They were less accurate.
- They were better for determining multi-crystal structures.

2. Match the words on the left with the best synonyms (words with a similar meaning) on the right.

products		original
significantly		tariffs
to err		notably
taxes		obligatory
revolutionary		direction
inaccuracy		to prevent
compulsory		goods
representation		discrepancy
orientation		to make a mistake
to curb		depiction

3. Match the words on the left with the best antonyms (words with the opposite meaning) on the right. Then label the words with a positive meaning with *P*, the words with a negative meaning with *N* and those with a neutral meaning *NL*.

solar				famine
compulsory				occupied
wild				lunar
empty				subjectivity
feast				unusually
respectable				delightful
objectivity				optional
maddening				crisp
soggy				disreputable
typically				civilized

Worksheet 1: Answer key

1. Read the following sentence:

'Modern X-ray crystallography provides the most powerful and accurate method for determining single-crystal structures.'

Presuming this statement to be true, what might we also presume to be true about previous or other methods used to measure single-crystal structures? Tick the most relevant options.

- They definitely did not use X-rays.
- They perhaps did not use X-rays.
- They were the most powerful and accurate methods for determining single-crystal structures.
- They were less powerful.
- They were less accurate.
- They were better for determining multi-crystal structures.

2. Match the words on the left with the best synonyms (words with a similar meaning) on the right.

products	goods	original
significantly	notably	tariffs
to err	to make a mistake	notably
taxes	tariffs	obligatory
revolutionary	original	direction
inaccuracy	discrepancy	to prevent
compulsory	obligatory	goods
representation	depiction	discrepancy
orientation	direction	to make a mistake
to curb	to prevent	depiction

3. Match the words on the left with the best antonyms (words with the opposite meaning) on the right. Then label the words with a positive meaning with P, the words with a negative meaning with N and those with a neutral meaning NL.

solar	NL	lunar	NL	famine
compulsory	NL	optional	NL	occupied
wild	N	civilized	P	lunar
empty	NL	occupied	NL	subjectivity
feast	P	famine	N	unusually
respectable	P	disreputable	N	delightful
objectivity	NL	subjectivity	NL	optional
maddening	N	delightful	P	crisp
soggy	N	crisp	P	disreputable
typically	NL	unusually	NL	civilized

Lesson 12

Overview

Time allocated: 2 hours

This lesson focuses on the following skills:

Listening

- Main idea or gist: Listen for and identify the main idea or theme of the recording
- Detailed information: Listen for and identify specific details, facts, opinions, definitions or sequences of events
- Speaker's purpose: Listen for and understand the function of what the speaker says or identify the reasons why the speaker mentions specific pieces of information
- Organization: Listen for and identify the overall organization and connections between pieces of information
- Inference: Listen for information that helps you infer meanings, form generalizations, make predictions, find relationships or draw conclusions
- Stylistics: Listen for and identify the speaker's attitude, feelings or degree of certainty on an issue
- Identifying words and phrases appropriate to the context
- Classifying and categorizing information
- Inferring the meaning of unfamiliar words
- Identifying a writer's purpose, style, tone or attitude
- Identifying the supporting points or examples

Reading

- Identifying a writer's purpose, style, tone or attitude
- Understanding the difference between connotation and denotation
- Comprehending explicit and implicit information
- Inferring the meaning of unfamiliar words
- Understanding academic vocabulary

This lesson provides skills practice for the PTE Academic item types *Listening: Multiple-choice, choose single answer* and *Listening: Multiple-choice, choose multiple answers*.

Information about the item types in *The Official Guide to PTE Academic*

	Listening: <i>Multiple-choice, choose multiple answers</i>	Listening: <i>Multiple-choice, choose single answer</i>
Item type task description	pp. 130–131	pp. 145–146
Skills tested	p. 132	p. 147
Scoring	p. 132	p. 147
Strategies	p. 133	p. 148
Practice item	pp. 133–134	p. 149
Answer key feedback	pp. 186–187	p. 190

Objectives

By the end of this lesson, test takers will have:

- Practiced the listening and reading skills listed above
- Analyzed the rubrics and format of these items
- Analyzed test-taking strategies for multiple-choice items
- Completed practice items under timed conditions
- Reviewed feedback to practice items

Preparation

The following materials should be prepared before the lesson:

- *Official Guide* pages 130–134, 145–149
- Copies of 'Prompt types and listening skills' (1 handout per pair)
- Copies of 'Prompt types' (1 handout per pair)
- Image of 'Prompt types: Answer key' for projection on board/visualizer
- Image of 'Prompt types and listening skills: Sample responses' for projection on board/visualizer
- Audio of listening item 4, Practice Set 1, CD-ROM
- Copies of 'Practice item 1' (1 handout per pair)
- Copy of 'Practice item 1: Transcript' (individual teacher's handout)
- Image of 'Practice item 1: Transcript' for projection on board/visualizer
- Copies of 'Timed practice items' A and B (individual handouts)
- Audio CD tracks 10 and 16

Lesson Plan

Introduction (5 mins)

- Explain that this lesson will provide skills practice for the PTE Academic item types *Listening: Multiple-choice, choose single answer* and *Listening: Multiple-choice, choose multiple answers*.
- Test takers will look closely at the format, rubrics and scoring of these item types, analyze strategies for approaching them successfully, and complete practice items under timed conditions.

Warm up activity group work and whole class (15 mins)

Recap strategies learnt for dealing with multiple-choice items

Aims: Get test takers to review strategies learnt for dealing with multiple-choice reading items and to think about how these may or may not be applied to multiple-choice listening items

- Steps:**
- Put test takers into small groups. Explain that you will give them a few minutes to discuss and make a list of the strategies they learnt in Lessons 4 and 11 for dealing with multiple-choice reading items.
 - With the whole class, ask test takers to share their lists. (These might include strategies such as: looking carefully at prompts to work out what is required; knowing which reading strategies to apply to find different types of information; inferring the meaning of unfamiliar words; looking closely at response options to distinguish between correct and incorrect options, etc.)
 - Now ask them, in their groups, to think about the difference between a reading multiple-choice item and a listening multiple-choice item, and to discuss whether any of the strategies they have listed might help them with a listening multiple-choice item. Once they have done this, ask them to think about what other strategies they might need to employ to successfully complete a listening multiple-choice item.
 - With the whole class, ask test takers to share their thoughts on which strategies are shared (e.g. looking carefully at prompts to work out what is required; looking closely at response options to distinguish between correct and incorrect options, etc) and which new strategies might apply (e.g. listening carefully; taking notes; knowing which listening strategies to apply to find different types of information; knowing how to quickly dismiss irrelevant information, etc).
 - Ask them which type of multiple-choice item they think will be more difficult to complete and why (listening: no chance to review text; more difficult to infer meaning of unfamiliar words; difficulty of taking notes and recalling information; difficulty of understanding accents and texts spoken at speed, etc).
 - Ask test takers to share their thoughts on how they might best deal with these difficulties (i.e. during practice and/or test conditions, as well as with preparation).
 - Explain that for listening items such as this (and others included in PTE Academic) it is important that test takers take responsibility for improving their own listening skills outside of the lessons, and that they try to listen to as wide a range of listening material as possible, in order to expand their aural comprehension skills and become more comfortable listening to different accents and texts spoken at various speeds.

Main activity 1: part 1 whole class and pair work (20 mins)**Recognize what the prompt is asking you to do**

- Materials:**
- Copies of 'Prompt types and listening skills'
 - Copies of 'Prompt types'
 - Image of 'Prompt types: Answer key' for projection

Skills: Identifying a writer's purpose, style, tone or attitude; Understanding the difference between connotation and denotation; Comprehending explicit and implicit information; Inferring the meaning of unfamiliar words; Understanding academic vocabulary

Aims: Familiarize test takers with different types of prompts and the listening skills tested

- Steps:**
- Remind test takers that *Listening: Multiple-choice, choose single answer* and *Listening: Multiple-choice, choose multiple answers* items can have various types of prompts, and that they must always read the prompt carefully to make sure they know exactly what type of information they are being asked to listen for (i.e. which type of listening skill is being tested) and which type of listening strategy they should apply.
 - Explain that test takers are now going to look at some prompt types and think about what these prompts are asking them to do and the listening skills tested in each case. (Note: For this activity, test takers should not have their *Official Guides* open.)
 - Put test takers into pairs and distribute a copy of the 'Prompt types and listening skills' and 'Prompt types' worksheets to each pair. (Tell test takers to ignore the 'Strategies column' on the 'Prompt types and listening skills' sheet for the moment. This will be filled in the next part of the activity.)
 - Tell test takers that they should first look at the 'Prompt types' sheet and work together to predict the type of information they would look for in each case. Next, referring to the 'Prompt types and listening skills' sheet, they should decide which listening skill the prompt is testing and identify and underline the key question words in each prompt (i.e. the words that indicate which skill is being tested).
 - When test takers have completed the worksheet, feedback their responses with the whole class and project an image of 'Prompt types: Answer key' on the board to confirm their responses. Discuss any queries or problems test takers may have.

Main activity 1: part 2 pair work (15 mins)**Listening strategies for different prompt types**

- Materials:**
- Copies of 'Prompt types and listening skills'
 - Copies of 'Prompt types'
 - Image of 'Prompt types and listening skills: Sample responses' for projection

Aims: Get test takers to think about the listening strategies they can use for different prompt types

- Steps:**
- Ask test takers to look at the first listening skill in the table on the 'Prompt types and listening skills' sheet, 'Main idea or gist'. Ask them what type of listening strategies they would use (or what type of information they would listen for) if the prompt tested this skill (i.e. topic sentence, key words that describe main ideas, a concluding sentence/paragraph, etc).
 - Tell test takers that they should work together in their pairs to discuss and note down which listening strategies they would employ for the different prompt types (i.e. what type of information they would listen for).
 - When they have finished, ask test takers to share their thoughts with the whole class and discuss any queries they have. Project an image of 'Prompt types and listening skills: Sample responses' on the board as feedback and discuss. (Note: you may wish to tell test takers that further practice of strategies for listening for key words and signpost language will be given in Lessons 13 and 14.)

Main activity 2: part 1 pair work (10 mins)**Listen for main ideas and supporting details**

- Materials:** Audio of listening item 4, Practice Set 1, CD-ROM

Skills: **Main idea or gist:** Listen for and identify the main idea or theme of the recording; **Detailed information:** Listen for and identify specific details or, facts, opinions, definitions or sequences of events; **Speaker's purpose:** Listen for and understand the function of what the speaker says or identify the reasons why the speaker mentions specific pieces of information; **Organization:** Listen for and identify the overall organization and connections between pieces of information; **Identifying words and phrases appropriate to the context;** **Classifying and categorizing information;** **Inferring the meaning of unfamiliar words;** **Identifying the supporting points or examples**

Aims: Give test takers guided practice in listening for gist and supporting details

- Steps:**
- Tell test takers that they are now going to do a guided listening activity. They will first listen to a spoken text to identify the gist and supporting details, then listen again to respond to a specific prompt and options, and finally listen a third time to identify redundant information.
 - Put test takers into pairs. Explain that you will play the recording once and that they should listen carefully, note the gist and supporting details, and afterwards discuss and retell the details they have noted with their partner. Remind them of the listening strategies they identified in the previous activity, and the fact that they should write key words or abbreviations only when taking notes. (Note: you may wish to tell test takers that further practice on note-taking strategies will be given in Lesson 13.)
 - Play the audio of listening item 4, Practice Set 1 on the CD-ROM, so that all test takers can hear the recording clearly.
 - Give test takers some time to discuss the gist and retell the supporting details to each other, before asking them to share their responses with the whole class (e.g. gist = construction materials used for building skyscrapers; supporting details = information about the properties of concrete, glass and steel).
 - Discuss any queries or problems test takers may have.

Main activity 2: part 2 whole class and pair work (15 mins)

Looking at the prompt and options

- Materials:**
- Audio of listening item 4, Practice Set 1, CD-ROM
 - Copies of 'Practice item 1'

Skills: **Main idea or gist:** Listen for and identify the main idea or theme of the recording; **Detailed information:** Listen for and identify specific details, facts, opinions, definitions or sequences of events; **Speaker's purpose:** Listen for and understand the function of what the speaker says or identify the reasons why the speaker mentions specific pieces of information; **Organization:** Listen for and identify the overall organization and connections between pieces of information; **Inference:** Listen for information that helps you infer meanings, form generalizations, make predictions, find relationships or draw conclusions; **Stylistics:** Listen for and identify the speaker's attitude, feelings or degree of certainty on an issue; **Identifying words and phrases appropriate to the context;** **Classifying and categorizing information;** **Inferring the meaning of unfamiliar words;** **Identifying a writer's purpose, style, tone or attitude;** **Identifying the supporting points or examples**

Aims: Give test takers guided practice in identifying the listening skills tested by a particular prompt and recognizing correct options

- Steps:**
- Explain that test takers will now listen to the recording again in order to answer the actual prompt for this item. Write the following prompt on the board:
 - *Which of the following do NOT correctly link materials and their rationale for use in the construction of skyscrapers?*
 - Ask test takers what makes this prompt particularly difficult ('NOT' shows that they are looking for false responses, i.e. they have to be able to identify the options containing redundant or incorrect information and select these).
 - Ask test takers to identify the words in the prompt that tell them the type of information they should listen for ('*materials and their rationale for use*' i.e. reasons why certain materials are used in skyscraper construction).
 - Elicit from test takers the strategies that might be useful for dealing with such a prompt (e.g. listen for names/properties/uses of building materials).

- Remind test takers that for this item type, they have 7 seconds to prepare before listening. This is enough time to read and consider the item prompt, but is in general not enough time to read the options as well, so they will not look at the options now. Encourage them to focus their concentration on listening to the recording before looking at the options, to prevent missing or mishearing information.
- Tell test takers to listen carefully and note the information they think is relevant. After they have listened to the recording they should discuss their notes with their partner.
- Play the audio of listening item 4, Practice Set 1 on the CD-ROM, so that all test takers can hear the recording clearly.
- Give test takers some time to discuss their notes with each other.
- Tell test takers that they will now look at the options and discuss the best responses to the prompt with their partner. Remind them that they are looking for responses with incorrect information.
- Distribute a copy of 'Practice item 1' to each pair and give test takers a few minutes to discuss the options with their partner.
- Feedback the responses with the whole class (correct options: 2, 5) and discuss any problems or queries test takers may have.
- Remind test takers that in the case of those prompts that ask for gist or supporting details (but not for those that ask test takers to infer meaning or identify a writer's opinion, etc), if there is information in the options that they do not understand, they should try to make an educated guess using their own general knowledge or by thinking about what might be logical in the context.

Main activity 2: part 3

whole class (15 mins)

Listening for redundant information

- Materials:**
- Copy of 'Practice item 1: Transcript'
 - Image of 'Practice item 1: Transcript' for projection

Skills: **Main idea or gist:** Listen for and identify the main idea or theme of the recording; **Detailed information:** Listen for and identify specific details, facts, opinions, definitions or sequences of events; **Speaker's purpose:** Listen for and understand the function of what the speaker says or identify the reasons why the speaker mentions specific pieces of information; **Organization:** Listen for and identify the overall organization and connections between pieces of information; **Inference:** Listen for information that helps you infer meanings, form generalizations, make predictions, find relationships or draw conclusions; **Stylistics:** Listen for and identify the speaker's attitude, feelings or degree of certainty on an issue; **Identifying words and phrases appropriate to the context;** **Classifying and categorizing information;** **Inferring the meaning of unfamiliar words;** **Identifying a writer's purpose, style, tone or attitude;** **Identifying the supporting points or examples**

Aims: Give test takers guided practice in listening for redundant information

- Steps:**
- Tell test takers that an important skill they need to develop when listening for particular information is how to quickly identify information that is redundant, or not relevant for, their listening purpose.
 - Explain that you will now read a transcript of the recording they have just heard and pause after each sentence. This time test takers should listen and identify which sections of the transcript are not relevant when responding to the practice prompt (i.e. *Which of the following do NOT correctly link materials and their rationale for use in the construction of skyscrapers?*) and which they can therefore quickly dismiss.
 - Read the transcript aloud, pausing at the places indicated on 'Practice item 1: Transcript.'
 - At each pause, with the whole class, ask test takers to tell you whether the information they have heard is relevant to the prompt or not.
 - Confirm and ask for reasons for their responses as you go (use the notes on 'Practice item 1: Transcript' as a guide for your feedback). If necessary, project an image of 'Practice item 1: Transcript' on the board as final feedback.
 - Discuss any general patterns test takers have noticed and encourage them to share their thoughts on the process covered in this activity. Discuss any problems or queries test takers may have.

Main activity 3: part 1 individual work (15 mins)**Timed practice of item**

- Materials:**
- Copies of 'Timed practice items' A and B
 - Audio CD tracks 10 and 16

Skills: **Main idea or gist:** Listen for and identify the main idea or theme of the recording; **Detailed information:** Listen for and identify specific details, facts, opinions, definitions or sequences of events; **Speaker's purpose:** Listen for and understand the function of what the speaker says or identify the reasons why the speaker mentions specific pieces of information; **Organization:** Listen for and identify the overall organization and connections between pieces of information; **Inference:** Listen for information that helps you infer meanings, form generalizations, make predictions, find relationships or draw conclusions; **Stylistics:** Listen for and identify the speaker's attitude, feelings or degree of certainty on an issue; **Identifying words and phrases appropriate to the context;** **Classifying and categorizing information;** **Inferring the meaning of unfamiliar words;** **Identifying a writer's purpose, style, tone or attitude;** **Identifying the supporting points or examples**

Aims: Give test takers timed practice of a test item

- Steps:**
- Tell test takers that they will now work individually to complete 2 practice items under timed conditions.
 - Remind test takers of the instructions for both item types, i.e. for choose single answer:
 - *Listen to the recording and answer the question by selecting the correct response. Only one response is correct.*
 and for choose multiple answers:
 - *Listen to the recording and answer the question by selecting all the correct responses. You will need to select more than one response.*
 - Remind them also that they have 7 seconds to prepare before the recording starts. Tell them that they should use this time to read the prompt carefully, think about what it asking them to do and which listening strategy is most appropriate.
 - Also remind test takers that if there are parts of a passage that they do not hear clearly or do not understand they should remain focused and continue to listen. It is not always necessary for them to understand or catch every word in the recording, and worrying about misheard or misunderstood words will cause them to miss more information.
 - Finally, remind them that for listening multiple-choice items it is better to stick with their first guesses rather than to make changes to their responses.
 - Distribute a copy of 'Timed practice item A' to each test taker and ask them to keep the sheet face down until you tell them to turn it over. Tell them to prepare to listen and take notes.
 - Prepare to play track 10 on the Audio CD. Tell test takers to turn over their sheets and look at the item prompt. Give them 7 seconds to read the prompt before playing the recording.
 - After playing the recording, give test takers 1 or 2 minutes to make their responses.
 - Distribute a copy of 'Timed practice item B' to each test taker and ask them to keep the sheet face down until you tell them to turn it over. Tell them to prepare to listen and take notes.
 - Prepare to play track 16 on the Audio CD. Tell test takers to turn over their sheets and look at the item prompt. Give them 7 seconds to read the prompt before playing the recording.
 - After playing the recording, give test takers 1 or 2 minutes to make their response.
 - With the whole class, feedback the correct responses (item A = 1, 5; item B = 1)
 - Tell test takers that these practice items were taken from pages 131 and 146 in the *Official Guide*. Explain that they can review the transcript of these items on pages 170 and 172 and listen to the recordings on the Audio CD again after class if necessary.

Round up (10 mins)

Materials: *Official Guide* pp. 132, 147

Aim: Review problems and strategies

- Steps:**
- Ask test takers to sum up the main problem areas of these item types.
 - Ask them to sum up the best strategies for dealing with these problem areas.
 - Remind them that to complete these item types efficiently and successfully they need to remain focused while listening and take brief but relevant notes. Explain that lessons 13 and 14 will give them further practice of listening and note-taking strategies.
 - Review the other skills required to tackle these item types successfully and look at the skills tested by these items that are listed on pages 132 and 147 in the *Official Guide* if necessary.
 - Deal with any remaining queries.

Homework activities

- Ask test takers to first use the Audio CD to complete the practice items on pages 133–134 and 149 in the *Official Guide*.
- Tell them also to complete the *Listening: Multiple-choice, choose single answer* and *Listening: Multiple-choice, choose multiple answers* items on CD-ROM Practice sets 1–3 under timed conditions.
- Test takers should check their own answers and note any problems. Problems can be followed up in a recap lesson.

Prompt types and listening skills

The prompts of multiple-choice items are designed to test your listening skills in the six specific areas below.

Listening skills	Strategies
<p>Main idea or gist: Listen for and identify the main idea or theme of the recording.</p>	
<p>Detailed information: Listen for and identify specific details, facts, opinions, definitions or sequences of events.</p>	
<p>Speaker's purpose: Listen for and understand the function of what the speaker says or identify the reasons why the speaker mentions specific information.</p>	
<p>Organization: Listen for and identify the overall organization and connections between pieces of information.</p>	
<p>Inference: Listen for information that helps you infer meanings, form generalizations, make predictions, find relationships or draw conclusions.</p>	
<p>Stylistics: Listen for and identify the speaker's attitude, feelings or degree of certainty on an issue.</p>	

Prompt types

The prompts of multiple-choice items are designed to test your listening skills in six specific areas (see 'Prompt types and listening skills'). Look at the prompts below and decide with your partner what skill each one is testing, i.e. what you are being asked to do. Note this in the column on the right.

		Listening skill tested
1	According to the speaker, why is fishing similar to farming?	
2	What produces the lift that makes an airplane fly?	
3	What does the speaker mean when he says, "comparisons are useless here"?	
4	According to the speaker, why are apprenticeships an alternative to college education?	
5	How does the speaker feel about the treaty?	
6	According to the speaker, what are the benefits of flexitime?	
7	What is the lecture about?	
8	Where were Bronze Age pyramids discovered?	
9	What can be inferred about Sir John Franklin's voyage?	
10	Why does the speaker say, "music is language"?	
11	What does the speaker imply about the process of invention?	
12	What results from the use of G2 theory?	
13	Who is the speaker trying to influence when he lists the consequences of vitamin deficiency?	
14	What is the speaker's attitude towards Tupper's project?	
15	What aspects of commercial airline travel does the speaker discuss?	
16	What aspect of the media does the speaker mainly discuss?	
17	What are the speaker's attitudes towards electronic surveillance systems?	
18	Where was copper discovered?	
19	What is the lecture mainly about?	
20	What are the speaker's feelings about the young people in her workplace?	
21	According to the speaker, what is the main benefit of nuclear energy?	
22	Who is the speaker trying to persuade when she refers to indigenous cultures?	
23	What conclusions about early childhood education can be drawn?	
24	Why does the speaker say, "globalization is nothing new"?	
25	What does the speaker imply about the collection of sales tax?	
26	What is the purpose of the speaker's question?	
27	What can be inferred about the role of small businesses in the United States?	
28	What conclusions about the monarchy can be drawn?	

Prompt types: Answer key

		Listening skill tested
1	According to the speaker, <u>why</u> is fishing <u>similar to</u> farming?	connections
2	<u>What</u> produces the lift that makes an airplane fly?	supporting information
3	<u>What does the speaker mean</u> when he says, "comparisons are useless here"?	style, tone, attitude
4	According to the speaker, <u>why</u> are apprenticeships <u>an alternative to</u> college education?	connections
5	<u>How does the speaker feel</u> about the treaty?	style, tone, attitude
6	According to the speaker, <u>what are the benefits of</u> flexitime?	supporting information
7	<u>What</u> is the lecture <u>about</u> ?	gist
8	<u>Where</u> were Bronze Age pyramids discovered?	supporting information
9	<u>What can be inferred</u> about Sir John Franklin's voyage?	inferences, conclusions
10	<u>Why</u> does the speaker say, "music is language"?	purpose
11	<u>What does the speaker imply</u> about the process of invention?	inferences, conclusions
12	<u>What</u> results from the use of G2 theory?	supporting information
13	<u>Who is the speaker trying to influence</u> when he lists the consequences of vitamin deficiency?	purpose
14	<u>What is the speaker's attitude</u> towards Tupper's project?	style, tone, attitude
15	<u>What aspects</u> of commercial airline travel <u>does the speaker discuss</u> ?	gist
16	<u>What aspect</u> of the media does the speaker <u>mainly discuss</u> ?	gist
17	<u>What are the speaker's attitudes</u> towards electronic surveillance systems?	style, tone, attitude
18	<u>Where</u> was copper discovered?	supporting information
19	<u>What</u> is the lecture <u>mainly about</u> ?	gist
20	<u>What are the speaker's feelings</u> about the young people in her workplace?	style, tone, attitude
21	According to the speaker, <u>what is the main benefit of</u> nuclear energy?	supporting information
22	<u>Who is the speaker trying to persuade</u> when she refers to indigenous cultures?	purpose
23	<u>What conclusions</u> about early childhood education <u>can be drawn</u> ?	inferences, conclusions
24	<u>Why</u> does the speaker say, "globalization is nothing new"?	purpose
25	<u>What does the speaker imply</u> about the collection of sales tax?	inferences, conclusions
26	<u>What is the purpose</u> of the speaker's question?	purpose
27	<u>What can be inferred</u> about the role of small businesses in the United States?	inferences, conclusions
28	<u>What conclusions</u> about the monarchy <u>can be drawn</u> ?	inferences, conclusions

Prompt types and listening skills: Sample responses

Here are some strategies that may be helpful. You may have listed others.

Listening skills	Strategies
<p>Main idea or gist: Listen for and identify the main idea or theme of the recording.</p>	<p>Listen for: topic sentence; key words that explain main idea; a concluding sentence, etc</p>
<p>Detailed information: Listen for and identify specific details, facts, opinions, definitions or sequences of events.</p>	<p>Listen for: key words that explain secondary/supporting ideas, e.g. words that describe where, when, how, etc</p>
<p>Speaker's purpose: Listen for and understand the function of what the speaker says or identify the reasons why the speaker mentions specific information.</p>	<p>Listen for: an introductory explanation; reasons that explain why something is mentioned, or who the speaker is addressing; a concluding sentence; phrases such as 'I say this because ...', 'My purpose for speaking today is ...', etc</p>
<p>Organization: Listen for and identify the overall organization and connections between pieces of information.</p>	<p>Listen for: connective devices, e.g. 'and', 'also', 'similarly', 'likewise' (showing similarity); 'but', 'however', 'on the other hand' (showing contrast); 'first', 'second', 'next', 'finally' (showing order), etc</p>
<p>Inference: Listen for information that helps you infer meanings, form generalizations, make predictions, find relationships or draw conclusions.</p>	<p>Listen for: words or phrases that express general ideas or summarize ideas, e.g. 'for this reason ...', 'it follows that ...', 'we can see that ...', 'this shows/indicates that ...', etc</p>
<p>Stylistics: Listen for and identify the speaker's attitude, feelings or degree of certainty on an issue.</p>	<p>Listen for: words/phrases that signpost personal opinion or emotion e.g. 'I firmly believe that ...', 'It is debatable whether ...', 'regrettably ...', 'luckily ...'; model verbs such as 'could', 'might', 'may' (uncertainty) or 'must', 'will', (certainty); 'perhaps', 'maybe', 'definitely', etc</p>

Practice item 1

Listen to the recording and answer the question by selecting the correct responses. You will need to select more than one response.

Which of the following do NOT correctly link materials and their rationale for use in the construction of skyscrapers?

- 1. External glass walls are used because they allow light in and are cheap.
- 2. Concrete is used because its fixed composition makes its properties more predictable.
- 3. Steel is used to support the main building loads because of its strength.
- 4. External glass walls are used because they are weatherproof and lighter than masonry.
- 5. Glass walls are used because they can help support the skeleton of the building.
- 6. Steel is used to reinforce a building because of its strength.

Practice item 1: Transcript

Transcript	Relevant to prompt?	Explanation
In today's session, I'd like to start out with a brief overview of developments since the birth of the skyscraper.	Redundant	Topic sentence introduces just the gist
Builders and engineers have continuously looked for ways to improve building methods and materials, in order to make structures, these new structures, stronger, taller, and lighter.	Redundant	Introducing the gist
Skyscrapers are, and must be, built to last, so they must be made of materials that are strong, durable, resistant to the sun, wind, rain, frost, and snow, and affordable.	Redundant	Although this is about building materials, the information is too general, no specific details mentioned
Concrete is one of the most common materials, beyond the steel supports, because it's enormously versatile. Its composition can be changed depending on the, on the needs of the building.	Relevant	Details about the properties of concrete should be noted
It can be reinforced making it stiffer, you know, well, what I mean is stronger, by setting steel mesh or bars into the concrete. And additives can make it set or harden faster or slower depending on the needs of the design.	Relevant	Although phrases such as 'you know, well, what I mean is...' are redundant, the rest of this section contains details about the properties of concrete that should be noted
And this will be a key concern that you guys will ultimately spend a lot of time in your careers thinking about, you know, really grappling with this idea.	Redundant	Pause in information, speaker is addressing listener and perhaps considering how to continue
Another very important material is glass, an important material in all this because the steel skeleton now supports the main loads of the building, the outer skin only serves to keep the weather out and let light in, the more light the better.	Relevant	Details about the properties of glass and steel should be noted
So glass walls became very popular beginning after World War II, because they are weatherproof while providing ample natural light, and also because they are so much lighter, and cheaper than masonry or concrete.	Relevant	Although phrases such as 'beginning after World War II' are redundant, the reasons why glass became popular should be noted

[Source: CD-ROM Practice set 1; Information Please® Database, © 2007 Pearson Education, Inc.: *The History of Skyscrapers: A Race to the top* by Karen Barss]

Timed practice item A

Multiple-choice, choose multiple answers

Listen to the recording and answer the question by selecting the correct responses. You will need to select more than one response.

According to the speaker, how are online news sources making the news industry more competitive?

- 1. There are more media options to choose from.
- 2. More advertising revenue comes from online news articles.
- 3. People care less about the national news.
- 4. The national stations have taken over the online media market.
- 5. It is easier to get the news from outside sources.

Timed practice item B

Multiple-choice, choose single answer

Listen to the recording and answer the question by selecting the correct response. Only one response is correct.

What does the speaker believe is likely to happen in the future?

- 1. The media will be owned by a small number of corporations.
- 2. The public will eventually pay for the funding of the media.
- 3. The media will be run primarily for the purpose of making profit.
- 4. Most media analysts will continue to report what they see.

Lesson 13

Overview

Time allocated: 2 hours

This lesson focuses on the following skills:

Listening

- Identifying the topic, theme or main ideas
- Identifying supporting points or examples
- Identifying a speaker's purpose, style, tone or attitude
- Understanding academic vocabulary
- Inferring the meaning of unfamiliar words
- Comprehending explicit and implicit information
- Comprehending concrete and abstract information
- Classifying and categorizing information
- Following an oral sequencing of information
- Comprehending variations in tone, speed, accent

Speaking

- Speaking for a purpose (to repeat, to inform, to explain)
- Supporting an opinion with details, examples and explanations
- Organizing an oral presentation in a logical way
- Developing complex ideas within a spoken discourse
- Using words and phrases appropriate to context
- Using correct grammar
- Speaking at a natural rate
- Producing fluent speech
- Using correct intonation
- Using correct pronunciation
- Using correct stress
- Speaking under timed conditions

Writing

- Writing for a purpose (to learn, to inform, to persuade)

This lesson provides skills practice for the PTE Academic item type *Re-tell lecture*.

Information about the item type in <i>The Official Guide to PTE Academic</i>	
	<i>Re-tell lecture</i>
Item type task description	pp. 55–57
Skills tested	pp. 58–59
Scoring	pp. 57–58
Strategies	p. 59
Practice item	p. 60
Answer key feedback	pp. 176–177

Objectives

By the end of this lesson, test takers will have:

- Practiced the listening and speaking skills listed above
- Analyzed the rubrics and format of this item
- Analyzed test-taking strategies for this item
- Completed practice items under timed conditions
- Reviewed feedback to practice items

Preparation

The following materials should be prepared before the lesson:

- *Official Guide* pages 55–60, 176–177
- Copy of 'Item type: reading text, questions and notes' (teacher's use only)
- Image of graph from 'Lecture with image: guided listening' for projection on board/visualizer
- Copies of 'Lecture with image: guided listening' (individual handouts)
- Audio of item 27, Speaking item types, CD-ROM Practice set 1
- Copies of 'Abbreviations for note taking' (individual handouts)
- Copies of 'Reading texts' A and B (1 handout each per pair)
- Copies of 'Timed practice: Transcripts' A and B (1 handout each per pair)
- Enlarged image of picture p. 56 *Official Guide* for projection on board/visualizer
- Enlarged image of picture p. 60 *Official Guide* for projection on board/visualizer

Lesson Plan

Introduction (5 mins)

Materials: *Official Guide* pp. 55–60

- Explain that this lesson will provide skills practice for the PTE Academic item type *Retell lecture*.
- Tell test takers that they will look closely at the format, rubrics and scoring of this item type, analyze strategies for approaching the item successfully, and complete practice items under timed conditions.

Warm up activity: part 1 whole class (15 mins)

Becoming familiar with the item type: guided listening

Materials: Copy of 'Item type: reading text, questions and notes'

Skills: Identifying the topic, theme or main ideas; Identifying supporting points or examples; Identifying a speaker's purpose, style, tone or attitude; Understanding academic vocabulary; Inferring the meaning of unfamiliar words; Comprehending explicit and implicit information; Comprehending concrete and abstract information; Classifying and categorizing information; Following an oral sequencing of information; Comprehending variations in tone, speed, accent

Aims: Give test takers scaffolded practice in focused listening and note taking

- Steps:**
- Tell test takers that you are going to read aloud a lecture. You will read the lecture aloud in sections and after each section ask questions about the information in the text.
 - Explain that test takers should listen carefully and pay close attention to what you say. They can also make brief notes if they feel they need to. (Remind test takers that when taking notes they should only jot down key words.)
 - Using the 'Item type: reading text, questions and notes' as a guide, read out the text in the sections indicated.
 - After reading each section, ask test takers the questions in the third column and elicit answers. As you elicit test takers' responses, write notes on the board as indicated in the fourth column. (You may use your own abbreviations, but try to avoid writing out words and phrases in full.) Make sure that the notes are clear and easy to read, and that the progression of the notes on the board is logical.

Warm up activity: part 2 pair work (15 mins)

Reconstructing lecture from notes

Materials:

- Copies of 'Presentation Assessment'
- *Official Guide* pp. 55–60

Skills: Speaking for a purpose (to repeat, to inform, to explain); Supporting an opinion with details, examples and explanations; Organizing an oral presentation in a logical way; Developing complex ideas within a spoken discourse; Using words and phrases appropriate to context; Using correct grammar; Speaking at a natural rate; Producing fluent speech; Using correct intonation; Using correct pronunciation; Using correct stress; Speaking under timed conditions

Aims: Give test takers practice in jointly reconstructing a lecture from notes and evaluating their performance

- Steps:**
- Ask test takers what they notice about what you have written on the board (just key points, some words abbreviated, some symbols used, etc).
 - Ask them if there is anything in your notes that is not clear or they do not understand, and clarify any problems.
 - Put test takers into pairs. Explain that they will now work together and use the notes on the board to reconstruct the lecture as best they can. They will have a few minutes to discuss their reconstruction with their partner before they take turns to present to each other.
 - Before they start, elicit answers to the following questions:
 - What type of text should they construct (an informative text)
 - What type of information should this type of text include? (information about structure/features, details, etc)
 - How should they start their oral reconstruction? (with a topic sentence)
 - What should follow the topic sentence? (information to support the main idea)
 - Also distribute a copy of the 'Presentation Assessment' form to each test taker. Explain that the listening partner should use this assessment form to assess how well the speaking partner presents, and to offer feedback on content, fluency and pronunciation.
 - Give test takers a few minutes to discuss their reconstruction. Then ask the first test takers to present to their partners, who should listen and assess.
 - When the first test takers have spoken, ask them to swap roles.
 - When both partners have spoken, encourage them to discuss their performances and to give each other feedback.
 - With the whole class, ask test takers to share what they found problematic or challenging about this activity and elicit possible strategies for dealing more effectively with this item type.
 - If necessary refer test takers to pages 55–60 in the *Official Guide*.

Main activity 1: part 1

whole class and individual work (15 mins)

Lecture plus image: guided listening and note taking

- Materials:**
- Image of graph from 'Lecture with image: guided listening' for projection
 - Copies of 'Lecture with image: guided listening'
 - Audio of item 27, Speaking item types, CD-ROM Practice set 1

Skills: Identifying the topic, theme or main ideas; Identifying supporting points or examples; Identifying a speaker's purpose, style, tone or attitude; Understanding academic vocabulary; Inferring the meaning of unfamiliar words; Comprehending explicit and implicit information; Comprehending concrete and abstract information; Classifying and categorizing information; Following an oral sequencing of information; Comprehending variations in tone, speed, accent

Aims: Give test takers guided listening and note-taking practice for an item with accompanying image

- Steps:**
- Remind test takers that some *Re-tell lecture* items are accompanied by an image.
 - Project an image of the graph only from 'Lecture with image: guided listening' on the board. Tell test takers that in a test situation they would have 3 seconds to look at this image before the lecture starts. Ask them what they could immediately predict about the lecture by looking at this image (it will be about living standards/quality of life in different countries/which countries are good to live in, etc).
 - Ask test takers how the image can help them complete this item (e.g. it can help them predict the topic/what the lecture will be about and focus their listening; it can help when presenting as an additional note).
 - Ask if there is anything that they think they should be aware of, or be careful of, when an image accompanies a lecture (i.e. looking at the image may distract them from listening – once the lecture starts they should concentrate on listening and taking notes, and not look at the image).

- Distribute copies of 'Lecture with image: guided listening' to each test taker. Ask them to look at the guided note taking section at the bottom of the sheet and check that they understand what each question or prompt is asking them to do.
- Tell test takers that you are now going to play the lecture and that they should listen carefully and make notes according to the questions on the worksheet.
- Play the audio of item 27, speaking item types, CD-ROM Practice set 1, so that all test takers can hear it clearly.
- After playing the lecture, give test takers a few seconds to complete or expand their notes as much as they think is useful.

Main activity 1: part 2	pair work (15 mins)
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Lecture plus image: guided speaking

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| Materials: <ul style="list-style-type: none"> • Copies of 'Lecture with image: guided listening' • Copies of 'Presentation Assessment' |
|---|

Skills: Speaking for a purpose (to repeat, to inform, to explain); Supporting an opinion with details, examples and explanations; Organizing an oral presentation in a logical way; Developing complex ideas within a spoken discourse; Using words and phrases appropriate to context; Using correct grammar; Speaking at a natural rate; Producing fluent speech; Using correct intonation; Using correct pronunciation; Using correct stress; Speaking under timed conditions

Aims: Give test takers guided speaking practice for an item with accompanying image

- Steps:**
- Tell test takers that they are now going to use the notes they just made to reconstruct the lecture.
 - Put test takers into pairs and ask them to briefly discuss their responses with their partner. Ask them to also think about how they can best use the information in the graph.
 - Remind them that the focus of this item type is on content, fluency and pronunciation.
 - Explain that there are also a few main points that they should remember when planning and speaking:
 - they should start with a topic sentence,
 - they should present the main supporting ideas in a logical fashion using relevant cohesive devices,
 - they should speak clearly and fluently
 - Give pairs a little time to discuss a possible topic sentence and the organization of their ideas.
 - When test takers have completed their preparation, tell them to take it in turns to retell the lecture to their partner. Tell the listening partner to use the 'Presentation Assessment' form to help them assess their partner's performance.
 - When both partners have presented, encourage them to discuss their performances and to give each other feedback.
 - With the whole class, ask test takers to share what they found problematic or challenging about this activity and elicit possible strategies for dealing more effectively with this item type. Ask them also to reflect on how they can use the idea of the guiding questions to focus their own listening and note taking in future.

Main activity 2: part 1	whole class and individual work (15 mins)
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Note-taking strategies

- | |
|---|
| Materials: Copies of 'Abbreviations for note taking' |
|---|

Skills: Writing for a purpose (to learn, to inform, to persuade)

Aim: Familiarize test takers with common abbreviations and note-taking strategies

- Steps:**
- Explain to test takers that they are now going to practice note taking and reconstructing an oral text from notes.
 - With the whole class, ask test takers to explain the purpose and key features of note taking (to act as a reminder/memory aid; focus on key ideas/words; brief, abbreviated, may involve points/diagrams/mind maps, etc)

- Remind them of the notes you wrote on the board in the previous activity. Elicit some of the abbreviations that were used (symbols, such as -, =, →; short forms such as 'rec', 'secs', 'spkg', etc).
- Ask test takers to share some of the abbreviations they use when taking notes and write them on the board.
- Distribute copies of 'Abbreviations for note taking' to all test takers. Explain that these are just some of the commonly used abbreviations for note taking in English and ask whether test takers are familiar with them. Quickly look at some of the examples on the sheet and elicit a few examples of usage. Tell test takers that they can add to this sheet and refer to it during their own practice.
- Ask test takers if they have other note-taking strategies (e.g. writing certain words in another language, drawing graphs, using bullets or stars, underlining, circling).
- Remind them that, in general, to take effective notes from a lecture they must be able to listen in a focused manner, quickly recognize key ideas, supporting points and important relationships, and quickly distinguish between relevant and irrelevant information. They must also have practice in writing quickly while listening and develop their own system of abbreviations or short hand that they can convert easily back into meaningful information.
- Explain that there are no rules about how notes should be taken, and that the best way to become proficient at making and effectively deciphering their own notes is to practice and work out a method that works best for them in English. (Note that this may be different from the note-taking strategies they use in their first language. Paraphrasing, for example, is often used in a first language but can be difficult in a second language, to the extent that trying to paraphrase can hinder learners in a non-native listening/speaking exercise. For second language learners it may be more effective to encourage them to note the key words or ideas as they hear them.)
- Explain also that the notes they take for a test item such as *Re-tell lecture* may be different from those they would take during a university lecture, as in the case of test items they only need to recall the information for a short period of time and can, therefore, as long as they listen carefully, also rely on their memory to help them reconstruct the text.

Main activity 2: part 2

pair work (15 mins)

Note-taking practice**Materials:** Copies of 'Reading texts' A and B

Skills: Writing for a purpose (to learn, to inform, to persuade); Identifying the topic; Identifying supporting points or examples; Identifying a speaker's purpose, style, tone or attitude; Understanding academic vocabulary; Inferring the meaning of unfamiliar words; Comprehending explicit and implicit information; Comprehending concrete and abstract information; Classifying and categorizing information; Following an oral sequencing of information; Comprehending variations in tone, speed, accent; Speaking at a natural rate; Producing fluent speech; Using correct intonation; Using correct pronunciation; Using correct stress; Speaking under timed conditions

Aim: Give test takers practice in making notes

- Steps:**
- Remind test takers that their main focus while listening and taking notes during this item type is:
 - to recognize and note the topic
 - to note the main supporting ideas and their relationship to the main topic
 - to note the conclusion (if applicable)
 - Elicit where the topic of the lecture is likely to be mentioned (i.e. at/near the beginning, in a topic sentence) and where they are likely to hear supporting ideas (in the body of the lecture) and the conclusion (generally at the end, although sometimes the 'conclusion' might also be mentioned in a hypothesis at the beginning).
 - Emphasize the importance of remaining completely focused while listening and not being distracted by what they see on the screen, or around them. Although test takers may not be able to note down all of the details or ideas they feel may be relevant, if they are focused while listening it will help them recall these details from memory while speaking.
 - Ask test takers the following questions:
 - What should you do if you miss or do not clearly hear part of what is said? (Remain calm and continue listening. Do not spend time reflecting or worrying about what was missed as this will distract you from the rest of the lecture.)

- What should you do if you hear words you do not understand? (Remain calm and continue listening. The meaning of the unfamiliar word may not be important, or it may be explained by what follows.)
- Put test takers into pairs of A and B. Explain that they will now take turns reading aloud a passage to their partner, while he/she takes notes. They will not present at this stage. Remind test takers of the time limits in the test (i.e. 10 seconds to prepare notes after listening to a lecture).
- Tell pairs to sit so that they are not facing each other during the reading/listening part of the activity (this will make the listening practice more authentic to the test as listeners will not have any facial clues to help them).
- Distribute copies of 'Reading text A' to As and copies of 'Reading text B' to Bs and tell pairs not to show their worksheets to each other. Ask them to prepare for the task by quickly reading their reading text quietly to themselves.
- Ask As to read their text aloud first while Bs take notes.
- Remind readers to read the text once only and to read clearly and at a natural rate, using the stress and pronunciation skills they have learnt. Remind listeners to remain focused, and to listen for a topic sentence, indicators of main ideas, and the cohesive devices that indicate relationships between ideas (and, also, but, however, etc).
- Give test takers time to read and take notes on both of the texts, and to review and prepare their notes for speaking. Encourage them to discuss their notes with their partner, but tell them not to show their partner the reading text (they can fold over the sheet) or to divulge information about it. (They will present in the following part of the activity.)

Main activity 2: part 3	pair work and whole class (15 mins)
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Speaking from own notes

Materials: Copies of 'Reading texts' A and B

Skills: **Speaking for a purpose (to repeat, to inform, to explain); Supporting an opinion with details, examples and explanations; Organizing an oral presentation in a logical way; Developing complex ideas within a spoken discourse; Using words and phrases appropriate to context; Using correct grammar; Speaking at a natural rate; Producing fluent speech; Using correct intonation; Using correct pronunciation; Using correct stress; Speaking under timed conditions**

Aim: Give test takers practice in speaking from notes

- Steps:**
- Once pairs have each made notes on their partner's text, briefly get the attention of the whole class.
 - Elicit from test takers the main purpose of the speaking part of this item, type (i.e. to reconstruct the topic, main ideas and possible conclusion of the lecture they have just heard).
 - Remind them that the focus of this item type is on content, fluency and pronunciation and that they should remember to start with a topic sentence, present the main supporting ideas in a logical fashion using relevant cohesive devices, and speak clearly and fluently.
 - Tell pairs to sit facing each other for the presentation. Ask As to spend a few seconds preparing their notes. Remind them of the 40 second time limit for speaking during the test and encourage them to try to keep to this limit as far as possible.
 - When As have finished presenting, ask Bs to spend a few seconds preparing their notes before making their presentation.
 - Give pairs some time to discuss their performances with each other and to give each other feedback on fluency and cohesion as far as they can (however, assessment should not be the focus here).
 - With the whole class, ask test takers to reflect on the experience and to discuss what they found difficult or problematic about either note taking or speaking from their notes. Encourage test takers to share their own ideas for dealing with these problems.

Main activity 3 individual and pair work (15 mins)**Timed practice of item**

- Materials:**
- Copies of 'Timed practice: Transcripts' A and B
 - Audio CD tracks 4 and 5
 - Copies of 'Presentation Assessment'
 - Enlarged image of picture p. 56 *Official Guide* for projection
 - Enlarged image of picture p. 60 *Official Guide* for projection

Skills: Writing for a purpose (to learn, to inform, to persuade); Identifying the topic, theme or main ideas; Identifying supporting points or examples; Identifying a speaker's purpose, style, tone or attitude; Understanding academic vocabulary; Inferring the meaning of unfamiliar words; Comprehending explicit and implicit information; Comprehending concrete and abstract information; Classifying and categorizing information; Following an oral sequencing of information; Comprehending variations in tone, speed, accent; Speaking for a purpose (to repeat, to inform, to explain); Supporting an opinion with details, examples and explanations; Organizing an oral presentation in a logical way; Developing complex ideas within a spoken discourse; Using words and phrases appropriate to context; Using correct grammar; Speaking at a natural rate; Producing fluent speech; Using correct intonation; Using correct pronunciation; Using correct stress; Speaking under timed conditions

Aim: Give test takers practice of completing a Retell lecture item under timed conditions

- Steps:**
- Tell test takers that they will now work in pairs to complete a timed practice item and assess their partner's performance.
 - Put test takers into pairs of A and B. Tell them that As will go first.
 - Explain that you will first show an image and play the audio of a lecture that As must listen to and retell to Bs.
 - Remind test takers that they will have 3 seconds to look at the image before you play the lecture. They will have 10 seconds to prepare their notes after the lecture, and 40 seconds to retell the lecture.
 - Bs will have a transcript of the recording that they will read and use to assess whether As have adequately retold the content of the lecture. Bs should also use the 'Presentation Assessment' form to assess their partner's overall performance.
 - Distribute a copy of 'Timed practice: Transcript B' to all Bs. Remind them to read the transcript as they hear the lecture. Tell As to prepare to take notes.
 - Project an enlarged image of the picture on page 56 in the *Official Guide* on the board. After 3 seconds, play the recording once only (Audio CD track 4).
 - Give As 10 seconds to prepare their notes before asking them to retell the lecture to their partner. Remind Bs to assess their partner's performance.
 - When test takers have completed this task, tell them they will now swap roles.
 - Distribute a copy of 'Timed practice: Transcript A' to all As. Remind them to read the transcript as they hear the lecture. Tell Bs to prepare to take notes.
 - Project an enlarged image of the picture on page 60 in the *Official Guide* on the board. After 3 seconds, play the recording once only (Audio CD track 5).
 - Give Bs 10 seconds to prepare their notes before asking them to retell the lecture to their partner. Remind As to assess their partner's performance.
 - When both tasks have been completed, give pairs some time to discuss their performances and give feedback on each other's presentation.
 - With the whole class, ask test takers to reflect on the experience and to discuss what they found difficult or problematic this time.

Round up (10 mins)

Materials: *Official Guide* pp. 59–60

Aim: Review problems and strategies

- Steps:**
- Ask test takers to sum up the main difficulties posed by this item type and encourage them to reflect on how their performances have improved over the course of the lesson.

- Ask them to sum up the best strategies for dealing with these problem areas and to suggest how they can improve their listening, note-taking and presenting skills.
- Review the skills required to tackle this item type successfully and look at the skills listed on page 59 in the *Official Guide* if necessary.
- Deal with any remaining queries.

Homework activities

- Ask test takers to complete the *Retell lecture* items on CD-ROM Practice sets 1–3 under timed conditions. Test takers should check their own answers and note any problems. Problems can be followed up in a recap lesson.

Item type: reading text, questions and notes

	Read aloud	Ask after reading	Write on board
A	<i>Re-tell/lecture</i> is a long-answer speaking item type.	<p>What is this lecture going to be about? What type of text do you think this is? (informative)</p> <p>What type of information are you likely to hear? What sort of details should you pay attention to in this type of text?</p> <p>What do we know already about <i>Re-tell/lecture</i>?</p>	<i>Re-tell/lecture</i> = spkg item type
B	It tests your ability to give a presentation on information from a lecture on an academic subject. It assesses both speaking and listening skills. The lecture may also be accompanied by an image.	<p>What does <i>Re-tell/lecture</i> test? What does it assess? What may accompany the lecture?</p>	<p>tsts – ability → presntn on acad lecture</p> <p>assesses – spkg and lstg + maybe acc. by imge</p>
C	The features of a <i>Re-tell/lecture</i> item are as follows:	What will you hear next?	features ...
D	1. Instructions are presented at the top of the computer screen. The instructions are: <i>You will hear a lecture. After listening to the lecture, in 10 seconds, please speak into the microphone and retell what you have just heard from the lecture in your own words. You will have 40 seconds to give your response.</i>	How much time do you have after the lecture to prepare to speak? How much time do you have to speak?	– instrctns top screen
E	2. An image may follow.	How important is it to note this piece of information? Why? (not very important, we already have this information, it is repeated)	...
F	3. After three seconds a recording will play automatically. When the recording finishes, a timer will count down 10 seconds—the time you have before you respond.	How important is it to note this piece of information? Why? (not very important, we already have this information, it is repeated)	– recdg plays automtly. When finshd, 10 secs 2 prep
G	4. After 10 seconds, the microphone will open and start recording. You have 40 seconds to give your response. If you stop speaking for more than three seconds, or if time runs out, the recording will stop.	What information is repeated here? What information is new?	– 40 secs to respnd. Recdgd stops automtly
H	5. The recordings for this item type run for approximately 60–90 seconds. Each recording will play only once. There are three to four <i>Re-tell/lecture</i> items in PTE Academic. They are presented together in a single block. You have 40 seconds to record your response to each of these items.	How long are the recordings? How many times will you hear a recording? How many <i>Re-tell/lecture</i> items are there? What information is repeated here?	– each rec 60–90 secs, play 1ce, 3–4 Rt L items
I	Your score on <i>Re-tell/lecture</i> is based on three factors:	What will you hear next?	Score based on ...
J	• Content: Content is scored by determining how accurately and thoroughly you convey the situation, characters, aspects, actions and developments presented in the lecture. Your description of relationships, possible developments and conclusions or implications is also scored. The best responses retell all the main points of the lecture and include possible developments, conclusions or implications.	The first factor affecting your score is _____, which determines what?	Content = accuracy of info in lect.
K	• Oral Fluency: Oral Fluency is scored by determining if your rhythm, phrasing and stress are smooth. The best responses are spoken at a constant and natural rate of speech with appropriate phrasing. Hesitations, repetitions and false starts can negatively affect your score.	The second factor affecting your score is _____, which determines what?	Fluency = smooth, naturl speech (hesitations = negative score)
L	• Pronunciation: Pronunciation is scored by determining if your speech is easily understandable to most regular speakers of the language. The best responses contain vowels and consonants pronounced in a native-like way, and stress words and phrases correctly.	The third factor affecting your score is _____, which determines what?	Pronnciatn = understadble, stress, etc

Presentation assessment

Content	Yes	No	Could improve ...
Content			
My partner ...			
started the presentation with a topic sentence			
added supporting information			
conveyed the information accurately and thoroughly			
covered all the main points of the lecture			
structured the presentation in a way that was logical and easy to understand			
Oral fluency			
My partner ...			
spoke smoothly and with appropriate rhythm and stress			
spoke at a natural rate			
spoke without hesitations, repetitions and false starts			
Pronunciation			
My partner's pronunciation ...			
was easy to understand			

Lecture with image: guided listening

This is an image accompanying a practice item lecture. You have 3 seconds to look at this image before the lecture starts.

World's Most Livable Countries (2006)	
1	Norway
2	Iceland
3	Australia
4	Ireland
5	Sweden

[Source: CD-ROM Practice set 1; © United Nations Development Program, Human Development Report 2006, United Nations Development Program, Reproduced with permission of Palgrave Macmillan]

Use the questions below to guide your listening and note taking. You may also make any extra notes you think will be helpful.

What is HDI? _____

Who is it published by? _____

The HDI ranks nations according to _____

rather than _____

The HDI has three criteria for calculating ranking:

- _____

- _____

- _____

Abbreviations for note taking

abbreviation	meaning	example	abbreviation	meaning	example
e.g.	for example		&	and	
i.e.	that is / namely		@	at	
etc	and so on		→	leads to, causes	
asap / ASAP	as soon as possible		↓	decreasing, leads to a decrease	
diff	difference		↑	increasing, leads to an increase	
gov't.	government		=	equals, is the same as	
esp.	especially		≠	is not the same as	
min.	minimum		∴	therefore	
max.	maximum		...	and so on, more of the same	
p. / pp.	page / pages		~	roughly	
Q & A	question and answer		nr. , no., #	number	
re:	regarding, about				
vs	versus, as opposed to				
w/	with				
w/o	without				
yr / yrs	year / years				

Reading text A

Read the following text aloud for your partner clearly and at a natural rate.

Registering for PTE Academic

When entering registration information, make sure to do the following:

- Spell your name exactly as it appears on the identification you intend to bring on your test day.
- Use a valid and secure email address that you can easily access. Your user name and password, booking confirmation and additional PTE Academic notices will be sent to this email address.
- Add the Pearson email address, which can be found under the "Contact Us" section of the website, to your address book. This will prevent Pearson emails from being sent to your junk or spam email folder.

After you have completed the required fields and submitted all of your registration details, you will receive an email confirming your user name and password. This information will enable you to access your account and schedule a test

Listen carefully as your partner reads. Write your notes in the box below

Reading text B

Read the following text aloud for your partner clearly and at a natural rate.

Rules and regulations

Before entering the testing room, you will be asked to read and agree to the PTE Academic Test Taker Rules Agreement. This outlines the procedures and rules you need to follow while taking your test at the test center. Non-disclosure of information is included as part of the agreement, which means that you agree not to publish, reproduce or transmit the test (in whole or in part). You will be reminded about this agreement when you log in to a test delivery workstation and begin the test. Unacceptable behavior or failure to follow any of the rules and regulations may result in you not being allowed into the testing room, or being expelled from the test center. If you are not able to take your test due to a breach of the test taker rules, your test will be marked as a "No Show," and no refund will be given.

Listen carefully as your partner reads. Write your notes in the box below

Timed practice: Transcript A

This is the transcript of the lecture that your partner will retell. Read the text as you hear the lecture. Do not show this transcript to your partner.

Now you can't have escaped hearing about Sputnik over the last few days—the newspapers have mentioned it. There was a symbol on Google—I don't know how many of you used Google on Thursday but there was a little symbol for Sputnik there. What we're looking at is the machine that launched Sputnik. Well, not quite: this is called a Soyuz rocket, and it's what takes the crews up to the International Space Station. It's the rocket that the Russians still use today. It's not that view that I'm interested in, it's the back view of the rocket. And the back view of this rocket is indistinguishable in almost every regard from the rocket that began the space age half a century ago. Because what the Russians have done is, they found a rocket that worked half a century ago, and they've stuck with it.

[Source: Official Guide p. 177; © *50 years Since Sputnik* by Piers Bizony, University of Bath Lecture Podcast. Courtesy of Piers Bizony]

Timed practice: Transcript B

This is the transcript of the lecture that your partner will retell. Read the text as you hear the lecture. Do not show this transcript to your partner.

It's now well established that real and active participation in development has many positives for women—and as a flow-on—for households, children and communities, and um even in the most remote communities there has at least been discussion of women's rights to participate, and women are having a voice. Let's not be naive about this—there is still a long way to go! Many of the women we have talked about today have become more financially independent, or at least less financially dependent, they have developed their skills, their economic potential, and their participation has provided opportunities for increased gender equity for—I can't read what I've ... here for improved resources and conditions and these have enabled girls to go to school, all of which will have a profound impact on future generations of women.

[Source: Official Guide p. 167; *The Big Issues Women's Rights in Development: Building Women's Rights to achieve sustainable economies and livelihoods* by Ann Killen, © 2009 the University of South Australia and Ann Killen]

Lesson 14

Overview

Time allocated: 2 hours

This lesson focuses on the following skills:

Listening

- Identifying the topic, theme or main ideas
- Summarizing the main idea
- Identifying supporting points or examples
- Identifying a speaker's purpose, style, tone or attitude
- Understanding academic vocabulary
- Inferring the meaning of unfamiliar words
- Comprehending explicit and implicit information
- Comprehending concrete and abstract information
- Classifying and categorizing information
- Following an oral sequencing of information
- Comprehending variations in tone, speed, accent

Reading

- Identifying supporting points or examples
- Identifying the most accurate summary
- Understanding academic vocabulary
- Inferring the meaning of unfamiliar words
- Comprehending abstract and concrete information
- Classifying and categorizing information
- Following a logical or chronological sequence of events
- Evaluating the quality and usefulness of texts

Writing

- Writing a summary
- Writing under timed conditions
- Taking notes while listening to a recording
- Communicating the main points of a lecture in writing
- Organizing sentences and paragraphs in a logical way
- Using words and phrases appropriate to the context
- Using correct grammar
- Using correct spelling
- Using correct mechanics

This lesson provides skills practice for the PTE Academic item types *Summarize spoken text* and *Highlight correct summary*.

Information about the item types in *The Official Guide to PTE Academic*

	<i>Summarize spoken text</i>	<i>Highlight correct summary</i>
Item type task description	pp. 124–125	pp. 140–141
Skills tested	p. 127	p. 142
Scoring	pp. 125–126	p. 142
Strategies	pp. 127–128	p. 143
Practice item	pp. 128–129	pp. 143–144
Answer key feedback	pp. 185–186	pp. 188–189

Objectives

By the end of this lesson, test takers will have:

- Practiced the listening, reading and writing skills listed above
- Analyzed the rubric, format and scoring of these item types
- Practiced listening, reading and writing strategies for these item types
- Completed a practice *Highlight correct summary* item
- Reviewed feedback to the practice item
- Practiced vocabulary and spelling skills related to the successful completion of these item types

Preparation

The following materials should be prepared before the lesson:

- *Official Guide* pages 124–129, 140–144, 185–186, 188–189
- Audio of CD-ROM Practice set 1: Listening item 2
- Audio of CD-ROM Practice set 2: Listening item 10
- Copies of the '*Summarize spoken text lecture*' and '*Highlight correct summary lecture*' (1 handout each per pair)
- Image of 'Signpost words in a lecture' for projection on board/visualizer
- Copies of 'More signpost words' (1 handout per group)
- Image of 'More signpost words: Sample suggested answers' for projection on board/visualizer
- Copies of 'Identifying a speaker's attitudes and opinions' worksheet (individual handouts)
- Image of 'Identifying a speaker's attitudes and opinions: Answer key' for projection on board/visualizer
- Copies of 'Identifying redundant information in a summary' (1 handout per pair)
- Image of 'Identifying redundant information in a summary: Answer key' for projection on board/visualizer

Lesson Plan

Introduction (5 mins)

- Explain that in this lesson test takers will look at the *Summarize spoken text* and *Highlight correct summary* item types and some of the Communicative Skills required for successfully completing these items.
- Explain that they will look closely at the format, rubrics and scoring of these item types; analyze strategies for approaching them successfully, and complete practice items under timed conditions.
- Refer test takers to the Communicative Skills tested by these item types, which are listed on pages 127 and 142 in the *Official Guide*.
- Tell test takers that many of the skills that they practiced in Lesson 6 in relation to the *Summarize written text* item type will also be useful in this lesson.

Warm up activity 1 whole class, pair work (30 mins)

Becoming familiar with these item types

- Materials:**
- *Official Guide* pp. 124–126, 127, 140–142 and 143
 - Copies of '*Summarize spoken text lecture*' and '*Highlight correct summary lecture*'

Skills: Identifying the topic, theme or main ideas; Summarizing the main idea; Identifying supporting points or examples; Identifying a speaker's purpose, style, tone or attitude; Understanding academic vocabulary; Inferring the meaning of unfamiliar words; Following an oral sequencing of information; Comprehending variations in tone, speed and accent; Taking notes while listening; Classifying and categorizing information; Using correct spelling

Aims: Familiarize test takers with the item types and requirements; give test takers practice in listening to and taking notes from a lecture; give test takers practice in asking for and giving correct spelling

Steps:

- To familiarize test takers with the item types, ask them to quickly read pages 124–126 and 140–142 in the *Official Guide*. Set a time limit of 5 minutes. Address any questions test takers may have about the vocabulary in these pages.

- Organize test takers into pairs and designate one as 'A' and the other as 'B'. Tell them that they are going to work together and present further information to each other about the *Summarize spoken text* and *Highlight correct summary* item types. 'A's will tell 'B's some suggested strategies for dealing with *Summarize spoken text* items, while 'B's will tell 'A's some suggested strategies for dealing with *Highlight correct summary* items.
- Distribute copies of the '*Summarize spoken text* lecture' to 'A's and copies of the '*Highlight correct summary* lecture' to 'B's. Tell test takers not to show each other their worksheets.
- Explain that 'A's and 'B's should take turns reading out their lecture to their partner in a clear voice and at a slightly slower than normal speed, while their partner makes notes on what they say. 'A's will first be the 'lecturers' and 'B's will first be the 'listeners'.
- Explain that the 'lecturers' in each pair should try to emphasize (i.e. stress in a stronger and louder voice) the underlined key words so that their partner can hear and note them more easily. (You may also want to remind test takers to use the sentence stress and intonation skills that they practiced in Lesson 8.) The 'listeners' in each pair should only note key words, not every word, as the aim is to identify the topic and most important information.
- Explain that, while taking notes, the 'listeners' should not worry too much about the spelling of key words. However, after the 'lecturers' have finished speaking, the 'listeners' should check over what they have written. If a word or its spelling is not clear to them, they can ask the 'lecturers' for verification of vocabulary and correct spelling, and revise or correct their notes as necessary.
- When they are satisfied with their notes, tell test takers to change roles.
- After both test takers in each pair have lectured and listened, they may check the accuracy of their notes by looking at the information on pages 127–128 and 143 in the *Official Guide*.

Extension

Skills: Writing a summary; Communicating the main points of a lecture in writing; Organizing sentences and paragraphs in a logical way; Using words and phrases appropriate to the context; Using correct grammar; Using correct spelling; Using correct mechanics

Aims: Give test takers practice in writing a summary of a 'lecture' from notes

- Steps:**
- Remind test takers that in Lesson 6 they discussed what made a good summary. Elicit the type of information that is included in a 'good summary' and the key grammar points. (A summary is a brief statement that accurately represents the topic and main points of a written or spoken text. Examples are usually omitted. As summaries condense a lot of information into a limited number of words they often contain complex noun phrases to describe the main ideas. Noun phrases often contain dependent clauses that add modifying or elaborating information about the main noun in the phrase. The simple present tense is often used because the writer is giving a factual statement of the main points. A summary does not retell personal information or give a narrative.)
 - Tell test takers that they should refer to the summary writing skills outlined in Lesson 6, and using the information they noted while listening to their partner, work by themselves to write a summary of between 50 and 70 words of the 'lecture' given in this activity.
 - With the whole class, feedback some of test takers' summaries and discuss which are most appropriate and why. (Strategies for choosing best summaries and eliminating inappropriate summaries will be looked at again in Main activity 4.)

Main activity 1	whole class and group work (25 mins)
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Identifying signpost vocabulary in a lecture

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| <p>Materials:</p> <ul style="list-style-type: none"> • Image of 'Signpost words in a lecture' for projection • Copies of 'More signpost words' • Image of 'More signpost words: Sample suggested answers' for projection |
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Skills: Identifying the topic, theme or main ideas; Identifying a speaker's purpose, style, tone or attitude; Understanding academic vocabulary; Identifying supporting points or examples, Classifying and categorizing information; Following a logical or chronological sequence of events

Aim: Familiarize test takers with academic vocabulary used to structure a lecture and signpost important information

- Steps:**
- Remind test takers that in Lesson 9 they looked at discourse markers (i.e. words that indicate the structure of a paragraph and the relationships between sentences, e.g. contrasting ideas, etc).
 - Tell test takers that lecturers also use signal words to give their listeners 'signposts' of a lecture's structure, to emphasize main ideas, and to distinguish main ideas from supporting details.
 - Project an image of 'Signpost words in a lecture' on the board. With the whole class, elicit the ways in which the lecturer uses signpost words in the lecture with the following questions:
 - What words are used by the lecturer to help the listener understand the structure of the lecture? (*'Today I'd like to...'* signals the lecturer's main topic; *'three main strategies'* signals the lecture's 3-part structure; *'First, let's talk about...'*, *'Now let's move on to ...'* and *'Finally, let's briefly discuss...'* introduce each main section in the lecture.)
 - What words are used by the lecturer to help the listener note key words? (Sequencing words and phrases such as *'my first piece of advice'*, *'firstly'*, *'secondly'*, and *'last but not least'* help to order key points in each section and words such as *'always ...'*, *'make sure to ...'*, *'it is also very important to'* signal emphasis.)
 - Organize test takers into small groups. Distribute a copy of 'More signpost words' to each group and ask test takers to work together to firstly decide what job each signpost word is doing for the lecturer, and then to find synonyms for all underlined signpost words in the worksheet.
 - When test takers have finished, elicit the communicative function of each signpost word and possible synonyms for each underlined signpost with the whole class. Remind test takers that there may be more than one possible alternative answer for many of the signpost words and phrases.
 - As final feedback, project an image of 'More signpost words: Sample suggested answers' on the board and discuss any queries or problems that test takers might have.

Main activity 2: part 1

whole class, group work (15 mins)

Brainstorming vocabulary that signals attitude or opinion**Skills: Understanding academic vocabulary; Using words and phrases appropriate to the context****Aims:** Familiarize test takers with phrases used to signal a speaker's attitudes and opinions

- Steps:**
- Tell test takers that signal words are not only used to indicate the structure or main points of a lecture but also to indicate his/her attitude or opinion (i.e. whether the speaker has a strong, weak or neutral opinion about the topic, and whether the speaker regards something favorably or unfavorably). Remind them that the attitude or opinion of a speaker can be inferred by looking at the vocabulary used (as demonstrated in Lesson 11).
 - Divide the board into five columns. At the top of the first three columns write the following headings 'positive', 'negative', 'neutral'. Leave the fourth and fifth column blank for the moment.
 - Elicit from test takers a few words which might be used to express a positive attitude in a lecture (e.g. positive adjectives such as *'magnificent'*, *'great'*, *'impressive'*; positive adverbs such as *'fortunately'*, *'thankfully'*). Note these words in the column headed 'positive'.
 - Repeat for words which might be used to express a negative attitude (e.g. negative adjectives such as *'awful'*, *'poor'*, *'regrettable'*; negative adverbs such as *'unfortunately'*, *'regrettably'*) or a neutral attitude (e.g. neutral adjectives used to describe objective facts such as size, color, age; neutral adverbs that indicate a debatable position such as *'arguably'*, *'possibly'*).
 - Remind test takers that a lecturer can also display an attitude which is certain or uncertain. Elicit a few words that a lecturer might use to express a very certain opinion and note these on the board under the heading 'certain' in the fourth column (e.g. adverbs and prepositional phrases that signal certainty such as *'undoubtedly, ...'*, *'clearly, ...'*, *'Without doubt, ...'*; noun phrases that signal a high degree of certainty such as *'a major problem'*, *'indisputable facts'*, or *'clear evidence'*).
 - Elicit words that a lecturer might use to express a tentative or uncertain opinion and note these on the board under the heading 'uncertain' in the fifth column (e.g. auxiliary modal verbs such as *'seem'*, *'may'*, *'appear'*, *'might'*; adverbs such as *'perhaps'*; verbs such as *'suggest'* and *'indicate'*).
 - Organize test takers into small groups and ask them to think of some additional adjectives, adverbs or verbs for each column. Remind them to check the spelling of each word they write down.
 - With the whole class, ask groups to feedback their suggestions and add the words to the lists on the board. Check and revise any incorrect spelling and discuss any queries that test takers may have.

Main activity 2: part 2 whole class, group work (15 mins)**Identifying vocabulary that signals attitude and opinion**

- Materials:**
- Copies of 'Identifying a speaker's attitudes and opinions' worksheet
 - Image of 'Identifying a speaker's attitudes and opinions: Answer key' for projection
 - Audio accompanying Listening item 2, CD-ROM Practice set 1 (can be played to class from laptop, etc)

Skills: Identifying the topic, theme or main ideas; Identifying a speaker's purpose, style, tone or attitude; Understanding academic vocabulary

Aims: Familiarize test takers with phrases used to signal a speaker's attitudes and opinions

- Steps:**
- Tell test takers to remain in their groups. Explain that they will now listen to a recording of a lecture. While they listen they will read a transcript of the lecture in which some of the words that convey the lecturer's attitudes and opinions have been removed.
 - Distribute a copy of the 'Identifying a speaker's attitudes and opinions' worksheet to each test taker and tell them to quickly skim the text.
 - Explain that they should listen carefully when you play the recording and individually fill in the blanks with the words that they hear. Afterwards, they should answer the two questions below the transcript and work in groups to compare and check their answers.
 - Play the audio recording that accompanies Listening item 2, CD-ROM Practice set 1 so that the whole class can hear it clearly.
 - When groups have completed the task, elicit the answers with the whole class.
 - As final feedback, project an image of 'Identifying a speaker's attitudes and opinions: Answer key' on the board and discuss any queries or problems that test takers may have.

Main activity 3: part 1 individual and pair work (10 mins)**Taking notes on a lecture**

- Materials:** Audio accompanying Listening item 10, CD-ROM Practice set 2 (can be played to class from laptop, etc)

Skills: Identifying the topic, theme or main ideas; Taking notes while listening to a recording; Writing under timed conditions; Comprehending explicit and implicit information; Comprehending concrete and abstract information; Understanding academic vocabulary

Aims: Familiarize test takers with vocabulary that can be used to signal redundant information; give test takers practice in taking notes from a lecture

- Steps:**
- Remind test takers that the ability to understand and take notes from a lecture is very important for both the *Summarize spoken text* and *Highlight correct summary* item types. The vocabulary, listening and note-taking skills practiced in Activities 1–3 should therefore be applied to both item types. In addition, the grammar and summary writing skills learnt in Lessons 6 and 9 can help test takers complete the *Summarize spoken text* item type.
 - Tell test takers that the *Highlight correct summary* item type also requires them to be able to use their notes from a lecture to choose the most accurate of four written summaries. In order to do this successfully, test takers must be able to quickly eliminate summaries that contain redundant or incorrect information. Explain that in the first part of this activity they will practice note taking and in the second part they will identify vocabulary and phrases that will help them discriminate between summaries.
 - Organize test takers into pairs.
 - Tell test takers that they will now listen to a recording about food and travel, and individually take notes on what they hear.
 - Remind test takers that for this item type it is very important to first remain focused on listening to the recording and taking notes and to look at the options after that. Looking at the options before they complete the listening and note-taking part of the item may distract them from what they hear.
 - Remind them also that while listening and taking notes they should use the skills practiced in this lesson so far (e.g. using their understanding of signpost words and word stress to note the main ideas only, not every word).

- Play the audio recording that accompanies Listening item 10, CD-ROM Practice set 2 so that the whole class can hear it clearly.
- After they have finished listening, tell test takers to compare their notes with their partner.

Main activity 3: part 2	whole class, pair work (15 mins)
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Identifying redundant information in summaries

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| Materials: <ul style="list-style-type: none"> • Copies of 'Identifying redundant information in a summary' • Image of 'Identifying redundant information in a summary: Answer key' for projection |
|--|

Skills: Evaluating the quality and usefulness of texts; Identifying the topic, theme or main ideas; Comprehending explicit and implicit information; Comprehending concrete and abstract information; Understanding academic vocabulary

Aims: Familiarize test takers with vocabulary that can be used to signal redundant information; give test takers practice in discriminating between similar summaries

- Steps:**
- Tell test takers to remain in their pairs. Distribute a copy of 'Identifying redundant information in a summary' to each pair. Explain that this worksheet provides four summaries of the lecture they have just heard, and that they will now decide which one is the best.
 - Tell test takers that before choosing a summary they should first identify the main ideas in each one and determine whether these ideas are accurate, inaccurate or not presented in the lecture.
 - Tell them to look at each summary with their partner and underline the signpost words that introduce main ideas or signal supporting examples (e.g. in Option 1, the word '*outlines*' introduces the main topic, '*these*' signals examples, and '*also experience*' is a signpost for another main idea).
 - Explain that once they have determined the main ideas and key examples in each case, they should use their lecture notes to determine whether these ideas are accurate and were mentioned by the speaker. Tell test takers to put ideas that are inaccurate in curly brackets { }, and ideas not mentioned by the speaker in square brackets []. Explain that bracketed text is redundant information and that, therefore, summaries containing any bracketed information can be eliminated.
 - Once test takers have eliminated those summaries containing redundant information, tell them to select the most accurate summary
 - With the whole class, elicit the answer and ask pairs to indicate the reasons for their choice.
 - As final feedback to the activity, project an image of 'Identifying redundant information in a summary: Answer key' on the board and draw test takers' attention to the underlined words and bracketed information. (Any doubts about the content of the lecture can be clarified with the transcript.)
 - Discuss any queries or problems that test takers may have.

Round up	whole class (10 mins)
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Aims: Review test problems and strategies

- Steps:**
- To sum up and to encourage test takers to reflect on any questions or problems they might have regarding test strategies for the two item types covered in this lesson, ask them to think about the following questions:
 - How can the speaker's use of word stress help you to identify and note main ideas in a lecture?
 - How can the speaker's use of signal words or 'signpost' words help you to follow the structure of a lecture?
 - How can the speaker's use of signal or 'signpost' words help you to identify and note the main ideas in a lecture?
 - How can the speaker's use of positive, negative and neutral words help you to determine his/her attitudes or certainty of opinion?
 - How can the use of signal or 'signpost' words in a written summary help you to identify and eliminate redundant information?
 - Discuss any queries or problems that test takers may have.

Homework activities

- For homework, ask test takers to attempt the *Summarize spoken text* practice item on pages 128–129 in the *Official Guide*, as well as the *Highlight correct summary* practice item on pages 143–144. Remind them that the audio recordings can be found on the accompanying Audio CD. Remind them also to keep to the prescribed times and check their answers using the feedback in the Answer key.
- Test takers can also complete the *Summarize spoken text and Highlight correct summary* items on CD-ROM Practice sets 1–3. They should check their own answers and note any problems. Problems can be followed up in a recap lesson.

A: Summarize spoken text lecture

Imagine that you are giving a short lecture. Read the following lecture out loud to your partner at a slightly slower than normal speed. As you speak, your partner should try to note the main ideas. Read each sentence once only. Try to emphasize (or stress) the underlined key words so your partner can note them more easily. Your partner can ask you questions about key words in the lecture after you finish speaking.

"Today I'd like to give you some strategies for successfully completing the 'Summarize spoken text' item task in PTE Academic.

There are three main strategies:

1. While listening strategies
2. While writing strategies and
3. After writing strategies

First, let's talk about 'While listening strategies'. My first piece of advice is to try to pay attention to the content of the lecture; that is, what the lecture is about. Secondly, take notes and try just to focus on key words. It's impossible to note everything so just keep to key words. You will miss important information if you try to write everything. After the recording finishes, check your notes and get ready to write your summary.

Now let's move on to some 'While writing strategies'. Firstly, summarize the lecture in your own words. Always use an overview sentence to begin the summary. Make sure to include all the main ideas and only give a few supporting details. It is also very important to use grammatical structures that you understand.

Finally, let's briefly discuss some 'After writing strategies'. I strongly suggest that you check the content of your summary. Does it contain all the key information? Check the word count of your summary. Does it contain between 50 and 70 words? If not, change the length and make it shorter or longer. Last but not least, check the grammar, spelling and punctuation of your summary."

B: Highlight correct summary lecture

Imagine that you are giving a short lecture. Read the following lecture out loud to your partner at a slightly slower than normal speed. As you speak, your partner should try to note the main ideas. Read each sentence once only. Try to emphasize (or stress) the underlined key words so your partner can note them more easily. Your partner can ask you questions about key words in the lecture after you finish speaking.

"Today I'd like to give you some strategies for successfully completing the 'Highlight correct summary' item task in PTE Academic.

There are three main strategies:

1. Before listening strategies
2. While listening strategies and
3. After listening strategies

First, let's talk about 'Before listening strategies'. My first piece of advice is to watch the status in the audio status box; that is, be prepared and get ready to listen.

Now let's move on to some 'While listening strategies'. Firstly, concentrate on what you hear. Do not read the paragraphs at this point. Secondly, take notes. Try to focus on key words. Don't try to note every word because you will miss key ideas if you try to write word for word.

Finally, let's briefly discuss some 'After listening strategies'. I strongly suggest that you first eliminate the paragraphs that obviously contain incorrect information. Then, eliminate the paragraphs that contain information that is not mentioned in the recording. That is, information that is simply not talked about. Also, you should try to eliminate paragraphs which contain details but which omit the main or important points. Last but not least, make a guess, even if you are not sure of the correct paragraph. It's better to guess than to give no answer."

Signpost words in a lecture

What words are used by the lecturer to help the listener understand the structure of the lecture and note key words?

“Today I’d like to give you some strategies for successfully completing the ‘*Summarize spoken text*’ item task in PTE Academic.

There are three main strategies:

1. While listening strategies
2. While writing strategies and
3. After writing strategies

First, let’s talk about ‘While listening strategies’. My first piece of advice is to try to pay attention to the content of the lecture; that is, what the lecture is about. Secondly, take notes and try just to focus on key words. It’s impossible to note everything so just keep to key words. You will miss important information if you try to write everything. After the recording finishes, check your notes and get ready to write your summary.

Now let’s move on to some ‘While writing strategies’. Firstly, summarize the lecture in your own words. Always use an overview sentence to begin the summary. Make sure to include all the main ideas and only give a few supporting details. It is also very important to use grammatical structures that you understand.

Finally, let’s briefly discuss some ‘After writing strategies’. I strongly suggest that you check the content of your summary. Does it contain all the key information? Check the word count of your summary. Does it contain between 50 and 70 words? If not, change the length and make it shorter or longer. Last but not least, check the grammar, spelling and punctuation of your summary.”

More signpost words

Look at the underlined signpost words in the following lecture. What job is each underlined word or phrase doing in the lecture? Work in groups and try to write synonyms for these words. These synonyms can be phrases.

"Today I'd like to give you some strategies for successfully completing the '*Highlight correct summary*' item task in PTE Academic.

There are three main strategies:

1. Before listening strategies
2. While listening strategies and
3. After listening strategies

First, let's talk about 'Before listening strategies'. My first piece of advice is to watch the status in the audio status box; that is, be prepared and get ready to listen.

Now let's move on to some 'While listening strategies'. Firstly, concentrate on what you hear. Do not read the paragraphs at this point. Secondly, take notes. Try to focus on key words. Don't try to note every word because you will miss key ideas if you try to write word for word.

Finally, let's briefly discuss some 'After listening strategies'. I strongly suggest that you first eliminate the paragraphs that obviously contain incorrect information. Then, eliminate the paragraphs that contain information that is not mentioned in the recording. That is, information that is simply not talked about. Also, you should try to eliminate paragraphs which contain details but which omit the main or important points. Last but not least, make a guess, even if you are not sure of the correct paragraph. It's better to guess than to give no answer."

More signpost words: Sample suggested answers

"Today I want to talk about/tell you about some strategies for successfully completing the '*Highlight correct summary*' item task in PTE Academic. **(These signpost words signal the lecturer's aim, purpose or main topic.)**

There are three important/key/major strategies:

1. Before listening strategies
2. While listening strategies and
3. After listening strategies **(These signpost words signal important sequenced points.)**

To begin, let's discuss 'Before listening strategies'. I'd like to start by saying that you need to watch the status in the audio status box; that is, be prepared and get ready to listen. **(These signpost words help to order key points and signal emphasis.)**

Now I'd like to turn to some 'While listening strategies'. Number one, concentrate on what you hear. Remember not to read the paragraphs at this point. After this, take notes. Give your attention to key words. Don't try to note every word because you will miss key ideas if you try to write word for word. **(These signpost words help to order key points and signal emphasis.)**

Lastly, let's quickly talk about 'After listening strategies'. It is really important that you first eliminate the paragraphs that obviously contain incorrect information. Then, eliminate the paragraphs that contain information that is not mentioned in the recording. In other words, it is simply not even talked about. Furthermore, aim to eliminate paragraphs which contain details but which omit the main or important points. Finally, but importantly, make a guess, even if you are not sure of the correct paragraph. It's better to guess than to give no answer." **(These signpost words help to order key points and signal emphasis.)**

Identifying a speaker's attitudes and opinions

You will hear a short lecture. Below is a transcript of the lecture. Some words which help to convey the speaker's attitudes and opinions have been omitted from the transcript. As you listen to the lecture try to fill in the missing words. After you listen, compare your answers with other test takers and check the meaning and spelling of the missing words.

Transcript

Most students at some point of their high school education will be faced with a choice of studying history or geography.

For my part, I _____ believe they should both be compulsory. Given this is often not realistic, how do we best guide students in their choice? The _____ tenant should be what the student is interested in. Students' natural leanings seem so often these days to be overlooked. _____, let them do what they want to do, not what they think will lead them to future economic success, or what their parents think they should study. If they aren't sure, _____ about their strengths and interests. History will clearly involve more essay writing, which may be limiting for some students. Geography, on the other hand, calls for practical skills, field work and a different style of writing. _____ students to talk to older students about their experiences, and if they were happy with the choices they made. Looking at the type of assessment tasks given for the various courses could also provide the uncertain student with a little more idea about what to expect.

[Source: CD-ROM Practice set 1]

Discuss and answer these questions in your group:

1. Does the speaker have strong or neutral opinions? How do you know?
2. Would you say that the speaker is giving strong advice or tentative suggestions? Give evidence from the transcript to support your answer.

Identifying a speaker's attitudes and opinions: Answer key

Transcript

Most students at some point of their high school education will be faced with a choice of studying history or geography.

For my part, I firmly believe they should both be compulsory. Given this is often not realistic, how do we best guide students in their choice? The guiding tenant should be what the student is interested in. Students' natural leanings seem so often these days to be overlooked. For goodness sake, let them do what they want to do, not what they think will lead them to future economic success, or what their parents think they should study. If they aren't sure, talk to them about their strengths and interests. History will clearly involve more essay writing, which may be limiting for some students. Geography, on the other hand, calls for practical skills, field work and a different style of writing. Encourage students to talk to older students about their experiences, and if they were happy with the choices they made. Looking at the type of assessment tasks given for the various courses could also provide the uncertain student with a little more idea about what to expect.

[Source: CD-ROM Practice set 1]

Discuss and answer these questions in your group:

1. Does the speaker have strong or neutral opinions? How do you know?

Adverbs such as 'firmly' indicate a strong opinion. A weaker or more neutral opinion would be signaled by adverbials such as 'generally', 'basically' or 'more or less'. The adjective 'guiding' also indicates a strong opinion and is often collocated with synonyms for 'tenant' such as 'principal', 'belief' or 'ideal'. Finally, the phrase 'For goodness sake' indicates a strong feeling and suggests that the speaker is exasperated with arguments which might conflict with her own opinion.

2. Would you say that the speaker is giving strong advice or tentative suggestions? Give evidence from the transcript to support your answer.

The use of imperatives such as 'let them', 'talk to them' and 'encourage them' indicate that the speaker is giving strong advice. More tentative suggestions would be indicated by the use of modal phrases such as 'you might like to...', 'perhaps you could...' or 'why not try to...'

Identifying redundant information in a summary

With your partner, first underline the signpost words in each summary that introduce main ideas or signal supporting examples.

Next, look at the main ideas in each summary. Is the information accurate? Was this information mentioned in the lecture? Put curly brackets { } around any ideas that are inaccurate. Put square brackets [] around any ideas that were not mentioned. Bracketed information is redundant.

- 1.** The speaker outlines the key drawbacks concerning travel. These are lack of experience, constant challenges, unforeseen risks and experiences with unusual foods. Many travelers also experience problems with translation and being misunderstood while living and working in foreign places.
- 2.** For this speaker, travel is all about food. A good meal is like a cherished family celebration. So a good travel experience is like eating a delicious meal with familiar tastes and textures. The only problem about travel is finding yourself in unusual, strange, and often upsetting situations.
- 3.** For many people there is not enough time to undertake all the intellectual, emotional and practical experiences that everyone should enjoy. One way to obtain this extra time is to avoid travel. The experiences gained from travel can be equally gained from a good meal with family and friends in the comfort of your own home.
- 4.** The benefits of travel include the possibility of experiencing life-changing experiences. Travel is about incorporating these new experiences into our existing world view, in order to evolve. One example of this is the cuisine of local cultures. Ultimately, the speaker thinks that the more he experiences, the less he feels he knows.

[Source: CD-ROM Practice set 2]

Identifying redundant information in a summary: Answer key

Transcript

Travel challenges and offers life-changing experiences that broaden perceptions and knowledge. For me, travelling has become a life-long quest to expand the taste memory bank, to find different interpretations of what has already been learnt and tasted, with the hope of discovering something new, combined with the constant challenge and desire to take risks and evolve. These experiences have translated directly into my work—intellectually, emotionally and practically. I'll go anywhere where food is a celebration of everyday life, where conviviality and the pleasures of the table are cherished, and it is these places I rely on for constant and ongoing inspiration, like drawing breath. So many places, so many people, so little time, so many adventures to engage in, so much delicious food to taste, so many flavours to experiment with, so much to glean and learn. The more I see, the less I feel I know.

1. The speaker outlines the key {drawbacks concerning travel}. These are lack of experience, constant challenges, unforeseen risks and experiences with unusual foods. Many travelers also experience {problems with translation and being misunderstood while living and working in foreign places}.
2. For this speaker, travel is all about food. A good meal is like a cherished family celebration. So a good travel experience is like eating a delicious meal with familiar tastes and textures. {The only problem about travel is finding yourself in unusual, strange, and often upsetting situations}.
3. For many people there is not enough time to undertake all the intellectual, emotional and practical experiences that everyone should enjoy. One way to obtain this extra time is [to avoid travel]. [The experiences gained from travel can be equally gained from a good meal with family and friends in the comfort of your own home].
4. The benefits of travel include the possibility of experiencing life-changing experiences. Travel is about incorporating these new experiences into our existing world view, in order to evolve. One example of this is the cuisine of local cultures. Ultimately, the speaker thinks that the more he experiences, the less he feels he knows.

[Source: CD-ROM Practice set 2]

Lesson 15

Overview

Time allocated: 2 hours

This lesson focuses on the following skills:

Writing

- Writing for a purpose (to learn, to inform, to persuade)
- Supporting an opinion with details, examples and explanations
- Organizing sentences and paragraphs in a logical way
- Developing complex ideas within a complete essay
- Using words and phrases appropriate to the context
- Using correct grammar
- Using correct spelling
- Using correct mechanics
- Writing under timed conditions

Reading

- Identifying the topic, theme or main ideas
- Identifying supporting points or examples
- Identifying the relationships between sentences and paragraphs

This lesson provides skills practice for the PTE Academic item type *Write essay*, and is a follow up lesson to Lesson 7.

Information about the item type in <i>The Official Guide to PTE Academic</i>	
	<i>Write essay</i>
Item type task description	pp. 78–79
Skills tested	p. 81
Scoring	pp. 79–81
Strategies	pp. 81–82
Practice item	pp. 82–83
Answer key feedback	pp. 178–180

Objectives

By the end of this lesson, test takers will have:

- Practiced the writing and reading skills listed above
- Practiced writing strategies for this item type
- Completed practice items under timed conditions
- Reviewed feedback to practice items
- Practiced written discourse skills related to the successful completion of this item type

Preparation

The following materials should be prepared before the lesson:

- *Official Guide* pages 78–83, 84–88, 178–180
- Image of item prompt *Official Guide* page 78 for projection on board/visualizer
- Copies of 'Paragraph writing skills' (1 handout per group)
- Copies of 'Paragraph editing checklist' (from Lesson 7) (individual handouts)
- Image of 'Paragraph writing skills: Sample response' for projection on board/visualizer
- Image of practice item prompt *Official Guide* page 83 for projection on board/visualizer
- Cut out sets of jumbled paragraphs from the C1 essay *Official Guide* page 179 (1 set per group)
- Image of 'Sample essay prompts' for projection on board/visualizer
- Copies of 'Prompt 2: Sample essay' (individual handouts)
- Copies of 'Essay editing checklist' (individual handouts)

Lesson Plan

Introduction (5 mins)

Materials: Copies of 'Paragraph editing checklist' (from Lesson 7)

- Explain that in this lesson test takers will look again at the *Write essay* item type and build on the skills introduced in Lesson 7.
- Refer test takers to the Communicative Skills required to complete this item type, which are listed on page 81 in the *Official Guide*.
- Distribute copies of the 'Paragraph editing checklist' (from Lesson 7) and tell test takers that they should use these questions to help structure and edit their writing throughout this lesson.

Warm up whole class, group work (20 mins)

Reviewing the skills introduced in Lesson 7

Materials:

- Image of item prompt *Official Guide* p.78 for projection
- Copies of 'Paragraph writing skills'
- Image of 'Paragraph writing skills: Sample response' for projection

Skills: Organizing sentences and paragraphs in a logical way; Supporting an opinion with details, examples, and explanations; Using correct grammar; Using correct spelling; Using correct mechanics

Aim: Re-familiarize test takers with written discourse skills previously taught

- Steps:**
- To re-familiarize test takers with the item type and the written discourse skills previously taught, project an image of the item prompt on page 78 in the *Official Guide* on the board.
 - Elicit the process that test takers should follow to successfully answer a prompt such as this (i.e. analyze the question for content and task requirements; make an essay plan with a main argument or opinion and supporting reasons; draft an essay which has logically organized paragraphs; edit the essay for organization, grammar, punctuation and vocabulary, and spelling).
 - Remind test takers that a key skill for successful completion of this item type is the ability to write well structured paragraphs that include clear topic sentences and logically linked supporting sentences. Tell test takers they will now revise this skill.
 - Organize test takers into small groups and distribute a copy of the 'Paragraph writing skills' worksheet to each group.
 - Ask test takers to work together to write up to six supporting sentences for the topic sentence. Remind them to use the 'Paragraph editing checklist' to structure and edit their work.
 - With the whole class, ask groups to read out their supporting sentences. Discuss whether the sentences support the main ideas of the topic sentence, provide appropriate content and are organized logically.
 - As final feedback, project an image of 'Paragraph writing skills: Sample response' on the board, and refer test takers to the notes at the top of the page.

Main activity 1: part 1 whole class, group work (15 mins)

Reordering paragraphs

Materials:

- *Official Guide* p. 178
- Image of practice item prompt *Official Guide* p. 83 for projection
- Cut out sets of jumbled paragraphs from the C1 essay *Official Guide* p. 179

Skills: Identifying the topic, theme or main ideas; Identifying supporting points or examples; Identifying the relationships between sentences and paragraphs; Organizing sentences and paragraphs in a logical way; Developing complex ideas within a complete essay

Aims: Familiarize test takers with strategies for successfully structuring a whole essay

- Steps:**
- Remind test takers that in Lesson 7 they practiced writing sentences to state their opinions and structuring paragraphs. Explain that in this lesson they will practice structuring an entire essay.
 - Project an image of the practice item prompt on page 83 in the *Official Guide* on the board. Remind test takers that they attempted this practice item under timed conditions as the homework task for Lesson 7.
 - Ask test takers to read the prompt and elicit the task's requirements (i.e. to discuss whether governments should regulate one's right to smoke). Elicit test takers' general opinions in response to the prompt, as well as some of their reasons for and against smoking regulations.
 - Tell test takers to remain in small groups, and give each group a cut out set of the five paragraphs of the C1 essay pages 179 in the *Official Guide* in a jumbled order.
 - Tell test takers that they should work together to determine which paragraph is the first paragraph (i.e. the introduction), which three paragraphs are the middle of the essay (i.e. the body), and which paragraph is the final paragraph (i.e. the conclusion). Explain that it does not matter if they cannot precisely determine the correct order of the three paragraphs in the body, but that they should be able to clearly label one paragraph as the introduction and one as the conclusion, and give reasons to support their choices.
 - Remind test takers of the strategies they practiced for reordering jumbled paragraphs in Lesson 9 and explain that this activity will give them practice in deducing the organizational features of a successful essay by looking at the information and language clues in the paragraphs of the jumbled paragraphs.
 - Give groups 5 minutes to determine the order of the paragraphs.
 - As feedback to the task, elicit answers to the following questions:
 - Which paragraph is the introduction, and how did you know it was the first paragraph? (The paragraph that begins with 'These days ...' provides an overview of the topic and some background information on tobacco use. It is customary to begin an essay with some brief background to the topic. Phrases such as 'These days...' or 'Nowadays ...' are common ways to orientate a reader to a topic).
 - Which paragraph is the conclusion, and how did you know it was the last paragraph? (The paragraph that begins with 'The onus to protect'... provides a strong summation or final argument. Words such as 'thus' allow the writer to express a final statement of an opinion and this is usually done in the conclusion).
 - How did you know which paragraphs were the body? What language clues helped you sequence the paragraphs? (The paragraph that begins with 'Non smokers ... also ...' extends the background information of the introduction and logically follows as the second paragraph. The next paragraph's discussion of the ill effects of smoking and the roles of schools and parents in addressing the problem then logically follows. The paragraph that refers to the 'Government ... too' is logically the final paragraph in the body because it adds discussion of the government's role to that of the previously mentioned roles of schools and parents.)
 - As further feedback, ask test takers to look at the C1 essay and response on page 179 in the *Official Guide*.

Main activity 1: part 2	whole class (10 mins)
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Looking at the structure of essays

Materials: <i>Official Guide</i> pp. 179–180

Skills: Identifying the topic; Identifying supporting points or examples; Identifying the relationships between sentences and paragraphs; Organizing sentences and paragraphs in a logical way; Developing complex ideas within a complete essay

Aims: Familiarize test takers with the structure of a successful essay

- Steps:**
- As a further example of how essays are logically organized, ask test takers to look at the B2 essay on pages 179 and 180 in the *Official Guide*.
 - Ask them to describe the information that is contained in the introduction of the essay (i.e. background information to the topic and the main opinion), the middle four paragraphs or body (i.e. reasons supporting the main opinion stated in the introduction) and the conclusion (i.e. reiteration of main opinion).

- Conclude the activity by eliciting from test takers the type of information a good essay response must contain, namely:
 - Some relevant background information to orientate the reader to the topic (as in the introduction in both essay C1 and B2).
 - A clearly stated opinion that addresses the prompt (this can either be in the conclusion, as in essay C1, or in the introduction and reiterated in the conclusion, as in essay B2).
 - Some relevant reasons in support of the main opinion which are extended and developed in the body of the essay (as in the body of both essays).
- Discuss any queries or problems test takers may have.

Main activity 2: part 1	whole class and pair work (25 mins)
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Essay writing skills

Materials: Image of Prompt 1 from 'Sample essay prompts' for projection
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Skills: Writing for a purpose (to learn, to inform, to persuade); Supporting an opinion with details, examples, and explanations; Organizing sentences and paragraphs in a logical way; Using correct grammar; Using correct mechanics; Using correct spelling

Aims: Practice planning, writing and editing an essay

- Steps:**
- Tell test takers that they will now practice generating ideas for an essay which includes background information about the topic, a clearly stated main opinion, well developed supporting paragraphs and a clear conclusion.
 - Project an image of Prompt 1 from 'Sample essay prompts' on the board and elicit answers to the following questions:
 - What is the topic of the essay question? (Should we keep animals alive in zoos if they can no longer exist in the wild?)
 - What are the requirements of the essay? (To argue whether it is more ethical to keep animals alive in captivity or to let them become extinct.)
 - Ask test takers to tell you which words in the prompt indicate the requirements of the task. (The final question)
 - Put test takers into pairs. Explain that they should work together to discuss their thoughts on this topic and brainstorm some ideas.
 - Give pairs 5 minutes to first jot down all their thoughts on this topic. To help them, get them to think about the following questions:
 - Are zoos beneficial or detrimental to animals?
 - What are the benefits/costs of keeping animals in zoos?
 - What are the costs of letting animals become extinct?
 - Are there any benefits to letting animals become extinct if they can no longer live in the wild?
 Remind them to think of interesting vocabulary that is appropriate to the topic.
 - After 5 minutes, remind each pair to take a stance on the topic so that they can state a clear opinion (rather than stating arguments for and against and remaining neutral).
 - Once they have decided on their argument, give test takers a few minutes to work with their partner and start to plan their essay by sorting the ideas they have jotted down into 3 groups: ideas for the introduction (that introduce topic and or argument), ideas for the body (that provide supporting reasons for the argument), and ideas for the conclusion (to sum up the reasons and argument).
 - Now give test takers 15 minutes to work together to complete their essay. Tell them to first think about and write their introduction. Remind them that it should have a clear topic sentence, some brief background information on the topic and a brief statement of their main opinion. Once they have done this they should select 2 or 3 important supporting arguments from the ideas they have written down for the body and work together to expand each reason into a separate paragraph of about 70 words.
 - Before writing the concluding paragraph, pairs should check their introduction and body paragraphs for logic, clarity of argument and flow. They should also think about the use of linking words, vocabulary and grammar. Remind them that their concluding paragraph should clearly re-state their main opinion.

Main activity 2: part 2 pair work (10 mins)**Editing the essay**

- Materials:**
- *Official Guide* pp. 81–82
 - Copies of 'Essay editing checklist'
 - Copies of 'Paragraph editing checklist' (from Lesson 7)

Skills: Writing for a purpose (to learn, to inform, to persuade); Supporting an opinion with details, examples, and explanations; Organizing sentences and paragraphs in a logical way; Using correct grammar; Using correct mechanics; Using correct spelling

Aims: Practice editing an essay

- Steps:**
- Keep test takers in their pairs and distribute a copy of the 'Essay editing checklist' to each test taker. Tell them to use this checklist in combination with the 'Paragraph editing checklist' and the strategies listed on pages 81 and 82 in the *Official Guide* to check the structure and information of the essays they have just written.
 - Give pairs 5 minutes to assess their essays and decide whether any of the features from the checklists are missing or inadequate and whether and/or how their essay should be improved.
 - As final feedback, elicit test takers' thoughts on the planning and writing process and discuss any problems or queries they may have.

Main activity 3 individual and pair work (30 mins)**Timed practice of item**

- Materials:**
- *Official Guide* pp. 81–82
 - Image of Prompt 2 from 'Sample essay prompts' for projection
 - Copies of 'Essay editing checklist'
 - Copies of 'Paragraph editing checklist' (from Lesson 7)

Skills: Writing for a purpose (to learn, to inform, to persuade); Supporting an opinion with details, examples and explanations; Organizing sentences and paragraphs in a logical way; Developing complex ideas within a complete essay; Using words and phrases appropriate to the context; Using correct grammar; Using correct spelling; Using correct mechanics; Writing under timed conditions

Aim: Practice an item under timed conditions

- Steps:**
- Tell test takers that they will now attempt a practice item under timed conditions. Remind them that they will have 20 minutes to plan, write and edit their essay and that they should remember to use the paragraph and essay writing strategies they have learnt so far.
 - Project an image of Prompt 2 from 'Sample essay prompts' on the board. Draw test takers' attention to the fact that although this prompt is also related to the topic of zoos they need to construct a different argument from the one they worked on previously.
 - Give test takers 20 minutes to work individually.
 - After 20 minutes, put test takers back into their previous pairs and ask them to swap their work with their partner. Tell them to use the 'Essay editing checklist', the 'Paragraph editing checklist' and the strategies listed on pages 81 and 82 in the *Official Guide* to assess their partners' writing and discuss any features that could be improved.
 - As final feedback, distribute a copy of 'Prompt 2: Sample essay' to each test taker and ask them to compare their responses with the sample.
 - As test takers look at the sample essay, ask them to identify:
 - The author's main opinion (zoos are good for the welfare of animals);
 - Where the author's main opinion is given (in the introduction and the conclusion);
 - The reasons given to support the main opinion (zoos provide important educational and conservational information; they allow endangered species to be bred).

Round up whole class (5 mins)

Materials: *Official Guide* pp. 84–88

Aim: Review test problems and strategies

- Steps:**
- Ask test takers to reflect on their attempt at the *Write Essay* item task. To do this, elicit answers to the following questions:
 - Did you clearly analyze the question and understand its topic and requirements?
 - Did you plan your answer carefully? Did your answer only include content that was relevant to the question?
 - Did you provide a main opinion and supporting reasons? Where did you state your main opinion?
 - Did you write paragraphs that had a topic sentence and relevant and logical supporting sentences?
 - Did you check your grammar, punctuation, variety of vocabulary and spelling?
 - Discuss any queries or problems test takers may have. If necessary, refer them to the 'Improving general writing skills' on pages 84–88 in the *Official Guide* and encourage them to use the strategies suggested.

Homework activities

- For homework, ask test takers to complete the *Write essay* items on CD-ROM Practice sets 1 and 3.

Paragraph writing skills

Write up to six supporting sentences for the topic sentence in the box below. Remember that supporting sentences need to explain and extend the main idea in the topic sentence. They should be logically organized and they should use linking words and phrases.

A well written paragraph needs good planning, logical organization and careful editing.

Paragraph writing skills: Sample response

Note:

The supporting sentences explain and extend the main idea in the topic sentence (underlined). These sentences are logically organized and combined with a variety of linking words and phrases (also underlined).

A well written paragraph needs good planning, logical organization and careful editing.

Firstly, a paragraph needs to be carefully planned so that it has a clear topic sentence that states the paragraph's main idea. This topic sentence should be supported by other sentences that extend or explain the main idea, and give examples. In addition, a successful paragraph needs to be carefully organized. For example, all sentences should relate to the same idea as the one expressed in the topic sentence, and they should be logically sequenced. Furthermore, linking words should be used to join sentences together and clearly show the relationship of ideas. Finally, a good paragraph needs to be carefully edited for grammar, punctuation and spelling.

Sample essay prompts

Prompt 1

Many animals around the world are in danger of becoming extinct in the wild due to loss of natural habitat. Some of these animals may soon exist only in zoos. Is it ethical to keep animals alive in captivity when they can no longer exist in the wild, or is it better to let these animals become extinct?

Prompt 2

The claim that animals have “rights” has been the subject of much debate since the 1970s. Are zoos helping or hurting our animals? Should zoos be banned? Do you agree or disagree?

[Source: CD-ROM Practice set 2]

Essay editing checklist

Introduction	Yes	No
Does the opening paragraph introduce the topic clearly?		
Does the essay have a clearly stated main opinion? (This could be given in the introduction, in the conclusion, or in both.)		
Is the main opinion directly relevant to the topic of the essay?		
Does the main opinion fulfill the requirements of the task?		
Body	Yes	No
Does the body of the essay contain reasons that help to support or explain the main opinion?		
Are these reasons clearly explained in separate paragraphs?		
Do all the reasons directly relate to the topic of the essay?		
Are the paragraphs logically ordered?		
Are the ideas presented in a way that is clear and easy to follow?		
Conclusion	Yes	No
Does the conclusion clearly (re)state the essay's main opinion or argument?		

Note:

If you check any 'no' boxes when assessing an essay, the essay will probably need to be revised.

Prompt 2: Sample essay

Good zoos serve the welfare of animals. They generate in people a commitment to the value of nature and the environment.

In the past, there have been questionable zoos employing cruel practices. These zoos, of course, need to be reformed. Good zoos where animals are cared for properly, well fed and well looked after, and where animals are kept in spacious surroundings, are becoming the norm and should be encouraged. Zoos increasingly become places where people are encouraged to connect with animals. The long-term future of zoos depends on people making a commitment to animals' long-term well-being.

The emphasis has shifted from zoos being seen as places of entertainment towards zoos being seen as places of education. Most modern zoos put their main emphasis on conservation and education—visitors come to zoos to learn about nature, the environment, endangered species, and conservation. Far from encouraging bad treatment of animals, zoos provide a direct experience of other species that will increase ecological awareness.

Programs in zoos to breed endangered animals in captivity are lauded as huge success stories. Animals such as tigers, pandas and gorillas have a chance of surviving as a species because of these programs. Providing that animals are treated well, there is no reason why conservation, education, and cruelty-free entertainment should not all be combined in a zoo.

Animals can and should be studied in the wild, but they can also be studied more closely, more rigorously, and over a more sustained period of time in captivity. For endangered animals to be given a better chance to survive, zoos need to be supported.

Recap Lesson 2

Introduction

- Explain to test takers that in this lesson they will work together to review, share and discuss any problems or queries they may have about the item types covered in the series of lessons. They will also work together to find useful solutions and strategies for helping them deal with these difficulties, and discuss ways to continue improving their skills in preparation for taking PTE Academic.
- Remind them that it is important that they take time in this lesson to share information among themselves in order to develop their own strategies for efficiently learning for and completing the PTE Academic item types.

Suggested activities

1. Reviewing item types and skills

Steps

- Quickly recap the item types covered in lessons 8–15 and write the names on the board. Recap the homework that was suggested after each lesson (see overview table below).
- Put test takers into small groups and ask them to spend 5–10 minutes working together to briefly list the skills they need to master to complete each item type. (Encourage them not to refer to the *Official Guide* at this point and to express their thoughts in their own words.) Ask them to also discuss which of these skills they feel confident about and which they find most problematic.
- Feedback ideas with the whole class and ask test takers to share their thoughts on which item types and skills are most difficult or problematic for them and which they feel they need more practice in. (Note: You may want to note this information and use it to help you focus the structure of the rest of this lesson.)

2. Identifying problems and solutions

Steps

- In their groups, ask test takers to spend 10–15 minutes to share and discuss any problems that they have had with the practice items covered in lessons 8–15 or with the practice items they have completed for homework. Ask them to make suggestions for helping each other improve their performance where possible.
- With the whole class, ask groups to share some of their problems and the solutions they have come up with. Write the problems on the board and elicit further solutions from test takers.
- If necessary, give groups more time to work together to find solutions to any remaining problems they have or to note down useful solutions and ideas that have surfaced through this discussion.
- Round up by discussing any remaining problems with the whole class. Discuss and clear up those queries that test takers have been unable to find solutions for themselves and which can be dealt with quickly or by referring to the *Official Guide* or the information included Lesson plans 8–15. (Note: You may want to note this information and use it to help you focus the structure of the rest of this lesson.)

3. Reviewing progress: self and peer assessment

Reviewing speaking skills

Steps

- Put test takers into pairs with a partner that they are familiar with. Tell them to look at the assessment form on pages 66 and 67 in the *Official Guide*, and the self-assessment notes they made in Recap Lesson 1. Explain that they should now fill out the assessment form again (using a second colour to distinguish between the first and second stages of assessment). They should then compare their current and previous responses and assess what progress they have made. After they have done this, they should work together with their partner to compare each other's progress and find solutions to any areas that are still problematic.
- When pairs have completed the self and peer assessment, ask test takers to share their thoughts on their progress and any areas that remain problematic with the class. Elicit comments and suggestions from other test takers.

Improving speaking skills

Steps

- In their pairs, ask test takers to spend some time looking at the 'Developing your speaking skills' sections on pages 67–69 in the *Official Guide*. Ask them to discuss which strategies they made most use of and which they found most useful, as well as which strategies they made little or no use of and why.
- With the whole class, elicit some thoughts on the strategies they have made use of and developed over the course of the lessons, as well as those they have rejected and their reasons for doing so. Encourage test takers to share their own ideas and personal strategies.
- Ask test takers to share the ideas or plans they have for continuing to improve their English speaking skills.

Reviewing and improving writing skills

Repeat the process as above, asking test takers to complete the assessment form page 85 in the *Official Guide* and to look at the 'Developing your writing skills' sections on pages 86 and 87.

Reviewing and improving reading skills

Repeat the process as above, asking test takers to complete the assessment form on pages 116 and 117 in the *Official Guide* and to look at the 'Developing your reading skills' sections on pages 117 and 118.

Reviewing and improving listening skills

Repeat the process as above, asking test takers to complete the assessment form on page 164 in the *Official Guide* and to look at the 'Developing your listening skills' sections on pages 164–165.

4. Extra practice

Steps

- With the whole class, ask test takers if there are any specific activities from the previous lessons, or practice items in the *Official Guide* or CD-ROM Practice sets, that they would like to repeat or review. Come to a class consensus about which items/activities to review and work through materials as time or facilities allow.
- Using the information you have gathered about problematic areas from the stages above (or previous lessons), review the relevant activities or practice items, using test takers' problem areas as your focus.

5. Preparing for PTE Academic

Steps

- To settle any queries that test takers may have about taking the PTE Academic test, put them into small groups and refer them to pages 21 to 35 in the *Official Guide*. Give groups some time to read through the pages and discuss their thoughts among themselves.
- Recap the process and any remaining queries with the whole class.

Homework overview

The table below provides an overview of the homework given in each lesson and a brief summary of how to quickly recap the skills and strategies relevant for the item types covered.

You may wish to use the 'Notes' column in this overview table to note any problem areas that were apparent in previous lessons or that become apparent in the steps suggested above.

Lesson	Item type(s)	Homework	Feedback summary	Notes
8	<i>Describe image</i>	Complete practice item p. 54, <i>Official Guide</i> Complete <i>Describe image</i> items, CD-ROM Practice set 2	Recap homework activities and ask test takers to identify any particular problems Recap speaking skills tested by this item type on p. 53 in the <i>Official Guide</i> , and ask test takers to identify the skills they need more practice in Recap strategies listed on pp. 53–54 in the <i>Official Guide</i> and discuss those they have applied and find most useful	You may wish to focus on fluency and pronunciation
9	<i>Re-order paragraphs</i>	Complete <i>Re-order paragraph items</i> , CD-ROM Practice sets 1–3	Recap homework activities and ask test takers to identify any particular problems Recap reading skills tested by this item type on pp. 103–104 in the <i>Official Guide</i> , and ask test takers to identify the skills they need more practice in Recap strategies listed on p. 104 in the <i>Official Guide</i> and discuss those they have applied and find most useful	You may wish to focus on the use of article, referents and discourse marker to organize ideas
10	<i>Listening: Fill in the blanks</i> <i>Write from dictation</i>	Complete practice items, pp. 136, 138–139, 160 and 162, <i>Official Guide</i> Complete <i>Listening: Fill in the blanks</i> and <i>Write from dictation</i> items, CD-ROM Practice sets 1–3	Recap homework activities and ask test takers to identify any particular problems Recap listening and writing skills tested by these item types on pp. 137 and 161 in the <i>Official Guide</i> , and ask test takers to identify the skills they need more practice in Recap strategies listed on pp. 137–138 and 161–162 in the <i>Official Guide</i> and discuss those they have applied and find most useful	
11	<i>Reading: Multiple-choice, choose single answer</i> <i>Reading: Multiple-choice, choose multiple answers</i> (Lesson 2 of 2)	Complete Worksheet 1 Complete <i>Reading: Multiple-choice, choose single answer</i> and <i>Reading: Multiple-choice, choose multiple answers</i> items, CD-ROM Practice sets 2 and 3	Recap homework activities and ask test takers to identify any particular problems Recap reading skills tested by these item types on pp. 93–94 and 98–99 in the <i>Official Guide</i> , and ask test takers to identify the skills they need more practice in Recap strategies listed on pp. 94 and 99 in the <i>Official Guide</i> and discuss those they have applied and find most useful	
12	<i>Listening: Multiple-choice, choose single answer</i> <i>Listening: Multiple-choice, choose multiple answers</i>	Complete practice items, pp. 133–134 and 149, <i>Official Guide</i> Complete <i>Listening: Multiple-choice, choose single answers</i> and <i>Listening: Multiple-choice, choose multiple answers</i> items, CD-ROM Practice sets 1–3	Recap homework activities and ask test takers to identify any particular problems Recap listening skills tested by these item types on pp. 132 and 147 in the <i>Official Guide</i> , and ask test takers to identify the skills they need more practice in Recap strategies listed on pp. 133 and 148 in the <i>Official Guide</i> and discuss those they have applied and find most useful	You may wish to focus on general listening comprehension skills

Lesson	Item type(s)	Homework	Feedback summary	Notes
13	<i>Re-tell lecture</i>	Complete <i>Retell lecture</i> items, CD-ROM Practice sets 1–3	Recap homework activities and ask test takers to identify any particular problems Recap listening and speaking skills tested by this item type on pp. 58–59 in the <i>Official Guide</i> , and ask test takers to identify the skills they need more practice in Recap strategies listed on p. 59 in the <i>Official Guide</i> and discuss those they have applied and find most useful	You may wish to focus on note-taking, listening and recall skills
14	<i>Summarize spoken text</i> <i>Highlight correct summary</i>	Complete <i>Summarize spoken text</i> practice item, pp 128–129 and <i>Highlight correct summary</i> practice item, pp. 143–144, <i>Official Guide</i> Complete <i>Summarize spoken text and Highlight correct summary</i> items, CD-ROM Practice sets 1–3	Recap homework activities and ask test takers to identify any particular problems Recap listening, writing and reading skills tested by these item types on pp. 127 and 142 in the <i>Official Guide</i> , and ask test takers to identify the skills they need more practice in Recap strategies listed on pp. 127–128 and 143 in the <i>Official Guide</i> and discuss those they have applied and find most useful	You may wish to focus on skills that help test takers listen for signpost vocabulary
15	<i>Write essay</i> (Lesson 2 of 2)	Complete <i>Write essay</i> items, CD-ROM Practice sets 1 and 3	Recap homework activities and ask test takers to identify any particular problems Recap writing skills tested by this item type on p. 81 in the <i>Official Guide</i> , and ask test takers to identify the skills they need more practice in Recap strategies listed on pp. 81–82 in the <i>Official Guide</i> and discuss those they have applied and find most useful	

