

LESSON PLANS IDEAS: SKILLS BOOSTERS

PTE

PEARSON TEST OF ENGLISH
Academic

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Scope and Sequence

Introduction

The PTE Academic Lesson Plan Ideas have been specifically designed to accompany *The Official Guide to PTE Academic* and provide teacher support. These ideas provide teachers with a starting point to customize their lessons to suit the test takers' individual needs. The lessons are arranged in a series of 15, each of which focuses on one or two of the PTE Academic item types. The suggested activities 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 better understanding of the PTE Academic item types.

The skills listed on the first page of each lesson 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 suggested activities in the lesson also provide practice of additional skills.

The materials needed for the lessons include pages and selected sections from *The Official Guide to PTE Academic*, and practice items, sample responses and transcripts from the accompanying CD-ROM. Teachers will need to copy and/or adapt these, and prepare worksheets for test takers.

Summary

The table below gives an overview of the series of lesson plan ideas, as well as the item type(s), skills and suggested 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 <i>The 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>)	Suggested activities	Notes
1	Communicative Skills: Listening, Speaking Enabling Skills: Vocabulary	<i>Answer short question</i>	pp. 57–60	<p>Listening</p> <ul style="list-style-type: none"> Identifying the topic Understanding academic vocabulary Inferring the meaning of unfamiliar words <p>Speaking</p> <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 <p>Using correct pronunciation</p>	<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	<i>Read aloud</i> <i>Repeat sentence</i>	pp. 36–40 pp. 41–45	<p>Speaking</p> <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 <p>Reading</p> <ul style="list-style-type: none"> Identifying a writer's purpose, tone, technique and attitude Understanding academic vocabulary Reading a text under timed conditions <p>Listening</p> <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 	

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3	Communicative Skills: Reading, Writing	<i>Reading: Fill in the blanks</i> <i>Reading & writing: Fill in the blanks</i>	pp. 104–107 pp. 108–112	<p>Reading</p> <ul style="list-style-type: none"> Identifying the topic 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>Reading: Fill in the blanks</i> sample item Vocabulary building: Collocation tables Vocabulary building: Phrasal verb tables Attempting a <i>Reading and writing: 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. 87–92 pp. 93–98	<p>Reading</p> <ul style="list-style-type: none"> Main idea or gist: Read for the main idea or theme of the text Supporting information: Read for specific details, facts, opinions, definitions or sequences of events Writer’s purpose: Read for the reason why the writer mentions specific pieces of information Analysis of discourse: Read for information that helps you infer meanings or find relationships Identifying words and phrases appropriate to the context Classifying and categorizing information Inferring the meaning of unfamiliar words Identifying a writer’s purpose, tone, technique and 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 	

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5	Communicative Skills: Listening, Reading	<i>Select missing word</i> <i>Highlight incorrect words</i>	pp. 148–151 pp. 152–156	<p>Listening</p> <ul style="list-style-type: none"> Identifying the topic 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 	

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6	Communicative Skills: Reading writing Enabling Skills: Grammar, Spelling, Vocabulary	<i>Summarize written text</i>	pp. 69–73	<p>Reading</p> <ul style="list-style-type: none"> • Reading a passage under timed conditions • Identifying a writer's purpose • Comprehending explicit and implicit information • Comprehending abstract and concrete information • Identifying the topic • 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? • 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. 74–79	<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 • Identifying a writer's purpose 	<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 	

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8	Communicative Skills: Speaking Enabling Skills: Oral fluency and Pronunciation	<i>Describe image</i>	pp. 46–50	<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 • Critically evaluating information presented 	<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. 99–103	<p>Reading</p> <ul style="list-style-type: none"> • Identifying the topic • 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 	

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10	Communicative Skills: Listening, Writing	<i>Listening: Fill in the blanks</i> <i>Write from dictation</i>	pp. 133–137 pp. 157–160	<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. 87–92 pp. 93–98	<p>Reading</p> <ul style="list-style-type: none"> Main idea or gist: Read for the main idea or theme of the text Writer's purpose: Read for the reason why the writer mentions specific pieces of information Analysis of discourse: Read for information that helps you infer meanings or find relationships Inference: Read for implicit meaning Identifying a writer's purpose, tone, technique and 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 	

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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. 143–147 pp. 128–132	<p>Listening</p> <ul style="list-style-type: none"> • Main idea or gist: Listen for the main idea or theme of the recording • Supporting information: Listen for specific details or facts presented in the recording • Speaker's purpose: Listen for the function of what the speaker says or identify the reason why the speaker mentions specific pieces of information • Connections: Listen for connections between pieces of information • Inferences, generalizations or conclusions: Listen for information that helps you infer meanings, form generalizations, make predictions, find relationships or draw conclusions • Speaker's style, tone or attitude: Listen for 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, tone, technique and attitude • Identifying the supporting points or examples <p>Reading</p> <ul style="list-style-type: none"> • Identifying a writer's purpose, tone, technique and 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 	

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13	Communicative Skills: Listening, Speaking Enabling Skills: Oral fluency, Pronunciation	<i>Re-tell lecture</i>	pp. 51–56	<p>Listening</p> <ul style="list-style-type: none"> • Identifying the topic • Identifying supporting points or examples • Identifying a speaker’s purpose, tone, technique and 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 	

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14	Communicative Skills: Listening, Reading, Writing Enabling Skills: Grammar, Spelling, Vocabulary	<i>Summarize spoken text</i> <i>Highlight correct summary</i>	pp. 122–127 pp. 138–142	<p>Listening</p> <ul style="list-style-type: none"> Identifying the topic Summarizing the main idea Identifying supporting points or examples Identifying a speaker’s purpose, tone and 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 	

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15	Communicative Skills: Writing Enabling Skills: Grammar, Spelling, Vocabulary, Written discourse	<i>Write essay</i> (Lesson 2 of 2)	pp. 74–79	<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 • 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 	