

PTE Academic Lesson Plan Ideas: Test Taking Strategies

Lesson 15 – Listening: Fill in the blanks

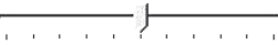
Time allocated: 60 minutes

Step 1: Introduce the Item Type

This is an item type that integrates listening and writing skills, and requires test takers to listen for missing words in a recording and type the missing words into a transcription.

You will hear a recording. Type the missing words in each blank.

Status: Beginning in 7 seconds.

Volume 

One seminal difference in policy remains; the has not matched what is Labor's most important innovation promise. That is to bring together responsibilities for innovation, industry, science and research under one single federal minister. Innovation responsibilities lie within the powerful Department of Education and Science, and while there is a industry department, it has little influence within Cabinet. This has policy development and given Australia's innovation policies a distinctly science and research . It is the scientists rather than the engineers who call the tune in innovation policy in Canberra, so it's no surprise our policies are all about government funded research and later their results.

Step 2: Present the Item Type Strategies

Strategy 1

You only have seven seconds before the recording starts playing. Quickly read through the text and try to predict the words you will hear from the context.

Strategy 2

After the recording starts, do not stop listening to write or type in the full answers, but make sure you write at least the word roots. When the recording finishes, go back and complete the words based on your knowledge of grammar and contextual clues.

Strategy 3

Make sure that each word fits logically and grammatically into the sentence. Trust your intuition and do not think about other possibilities after you have typed the words and are certain that these are the words you heard.

Step 3: Explain and Practice Each Strategy

Strategy 1

Explain to your students that they only have seven seconds to go through the text. Skimming the whole passage should help them figure out the general topic or subject area. They should also use the time to focus on the words directly before and after the blank that can provide clues. For example, an article before the blank indicates that the missing word is a noun. The article “an” also gives an additional clue that the word will start with a vowel.

To practice this strategy, ask your class to do the following activities in pairs:

- Give students copies of Item 1 and have them skim through the text and identify the topic, e.g., *Australia's Labour government policy*.
- Next, have students focus on the words around the blanks, and try to guess the part of speech, and make some predictions, e.g., first blank – noun starting with a consonant: *government, party*. Remind students that they will only have seven seconds before the recording starts so they should do this very quickly.
- Ask students to explain their predictions.

Strategy 2

Explain to your students that the recording for this item type is 30–60 seconds long. Remind them that they will hear it only once and should not stop listening to write the long words or correct spelling. If they cannot type on screen or write the words on the Erasable Notboard Booklet fast enough, they should only write the word roots and continue following the text.

To practice this strategy, ask your class to do the following activities:

- Display some word roots and have students brainstorm different words containing these roots, e.g., *assign* - *assignable, assignee, assignment*; *gene* - *genealogist, genealogy, genealogical*.
- Write a few sentences using incomplete words or root words, e.g., *Make sure you understand your assign before you start writing, This genealog table traces the descendancy of four families*, and have students work out the correct words based on grammar and contextual clues.
- Dictate some long words very quickly and have students write down only the word roots.
- Now have students look again at the copy of Item 1 that you have distributed. Play the audio [L15_Fill_in_the_blanks_1], and have them write the words or the word roots in the blanks.

Strategy 3

Remind your students that each word should fit logically and grammatically into the sentences. Once the recording finishes, they should read the text again focusing on each gapped sentence.

To practice this strategy, ask your class to do the following activities in pairs:

- Display some sentences with incorrectly used parts of speech, e.g., *The aim of psychologic is to describe and explain thoughts, feel and act. Psychology try to understand the cognite, emotion and motivation process of human experience*. Have students work in pairs and correct the mistakes.
- Now have students look at the item that they responded to and check that each sentence makes sense, the correct part of speech has been included and the seven words are correctly spelled.
- Provide feedback on students' responses, and then show the answers for Item 1.

Step 4: Respond to a (Listening) Fill in the Blanks Item

Explain to your students that they will now respond to a test item simulating the test conditions. They will have seven seconds to skim the text and 30–60 seconds to give their response. Remind them of the three strategies covered in this lesson and ask them to apply these strategies.

Give out copies of Item 2 and play the audio [L15_Fill_in_the_blanks_2].

Step 5: Provide Feedback

Ask your students if they were able to use the strategies. Which one was the most difficult to apply? Which one do they think was the most useful?

Ask students to compare and evaluate each other's responses in pairs or groups. Then provide the answers for Item 2.

Item 1

You will hear a recording. Write the missing words in each blank.

One seminal difference in policy remains; the has not matched what is Labor's most important innovation promise. That is to bring together responsibilities for innovation, industry, science and research under one single federal minister. Innovation responsibilities lie within the powerful Department of Education and Science, and while there is a industry department, it has little influence within Cabinet. This has policy development and given Australia's innovation policies a distinctly science and research . It is the scientists rather than the engineers who call the tune in innovation policy in Canberra, so it's no surprise our policies are all about government funded research and later their results.

Item 1: Transcript and Answer Key

One seminal difference in policy remains; the has not matched what is Labor's most important innovation promise. That is to bring together responsibilities for innovation, industry, science and research under one single federal minister. Innovation responsibilities lie within the powerful Department of Education and Science, and while there is a industry department, it has little influence within Cabinet. This has policy development and given Australia's innovation policies a distinctly science and research . It is the scientists rather than the engineers who call the tune in innovation policy in Canberra, so it's no surprise our policies are all about government funded research and later their results.

Item 2

You will hear a recording. Write the missing words in each blank.

We've decided to adopt, just as a loose theme for the course, a theme so that you can see the between chemistry and biology and the things that you might consider doing in the future. We want you to think about the that are relevant to your body, the processes that occur in your body, the chemistry that's going on and how plays a role. And we divided the course into four sections and after each section there will be a mid-term. The first one, or an exam. The first one is about .

Item 2: Transcript and Answer Key

We've decided to adopt, just as a loose theme for the course, a theme so that you can see the between chemistry and biology and the things that you might consider doing in the future. We want you to think about the that are relevant to your body, the processes that occur in your body, the chemistry that's going on and how plays a role. And we divided the course into four sections and after each section there will be a mid-term. The first one, or an exam. The first one is about .