

## PTE Academic Lesson Plan Ideas: Test Taking Strategies

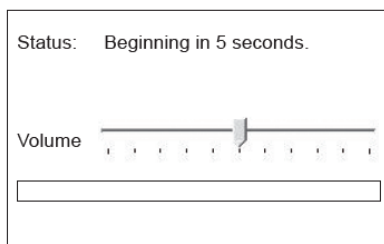
### Lesson 17 – Multiple-choice, choose single answer

**Time allocated:** 30 minutes

#### Step 1: Introduce the Item Type

This is a multiple-choice item type that assesses listening skills. It requires test takers to listen to, analyze, understand and assess a short recording on an academic subject and choose a single correct response.

*Listen to the recording and answer the multiple-choice question by selecting the correct response. Only one response is correct.*



What is the main idea that the speaker is trying to convey in her comments?

- ☐ Governments can play a key role in chronic pain management.
- ☐ Authorization for the prescription of opiates is required every thirty days.
- ☐ The rate of morphine addiction has not increased over the past 18 years.
- ☐ The dose of opiates needed to treat chronic pain is usually 80 milligrams.

#### Step 2: Present the Item Type Strategies

##### Strategy 1

Read the response options carefully and identify the ones that do not match the focus of the question and eliminate them.

##### Strategy 2

Note keywords on the Erasable Noteboard Booklet and use these words to help you choose the correct response option.

##### Strategy 3

Listen out for supporting points as well as main points in the recording to help you identify the incorrect options. If you do not know the answer, make a guess rather than leave the item blank. Both unanswered and wrong answers will be scored zero so you have nothing to lose.

## Step 3: Explain and Practice Each Strategy

### Strategy 1

Explain to your students that once they have identified the focus of the questions, they should read the response options carefully and identify which ones match the focus of the question, and whether any of them do not match and can therefore be eliminated immediately.

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

- Display the question and response options for Item 1, and have students identify the focus of the question (i.e., *What is the main point...?*).
- Have students read the options carefully and identify the focus of each one.
- Once they have done that, have students discuss in pairs which options sound like plausible main points for a commentary (e.g., options 1 and 3) and which options sound more like supporting points (e.g., options 2 and 4). Ask students to explain their reasons (e.g., options 1 and 3 cover broad, general topics; options 2 and 4 cover more detailed minor points).
- Explain that options 2 and 4 can therefore be eliminated.

### Strategy 2

Explain to your students that while listening to the recording, they may find it useful to note keywords on the Erasable Noteboard Booklet that they are provided with at the test center, so that they can use these notes to help them choose the correct response option.

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

- Get ready to write keywords on a piece of paper.
- Play the audio [L17\_Multiple-choice\_choose\_single\_answer\_1], and ask students to listen carefully and note keywords.
- Have students compare and discuss the keywords they have noted in pairs.
- Then ask students to identify the response option that they think is correct.
- Have students share their thoughts and give reasons for their choices.
- Explain that they will confirm the correct option after the next activity.

### Strategy 3

Remind your students that they should listen out for both supporting points and main points in the recording, as this will also help them identify incorrect options. Remind them that if they do not know the answer, they should make a guess rather than leave the item blank.

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

- Play the audio [L17\_Multiple-choice\_choose\_single\_answer\_1] again. Ask students to listen carefully, note the points they hear and indicate whether they think each of these points is a main or supporting point.
- Have students share their responses and give reasons for their choices.
- Confirm the main point(s) (e.g., pain management, if opiates are prescribed correctly by a doctor to manage pain they need not become addictive) and supporting points (e.g., prescription of opiates can be controlled by government, speaker has used opiates for 18 years and not become addicted, people have bad view of opiates).
- Have students choose the option they now think is most appropriate. Check with the class to see how many students chose the same option as in the previous activity.
- If necessary, show students the correct option and explanations for Item 1 and discuss any queries.

## **Step 4: Respond to a (Listening) Multiple-Choice, Choose Single Answer Item**

Explain to your students that they will now respond to a test item simulating test conditions. 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 [L17\_Multiple-choice\_choose\_single\_answer\_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 show the answers for Item 2 and provide the explanations.

## Item 1

***Listen to the recording and answer the multiple-choice question by selecting the correct response. Only one response is correct.***

What is the main idea that the speaker is trying to convey in her comments?

- ☐ Governments can play a key role in chronic pain management.
- ☐ Authorization for the prescription of opiates is required every thirty days.
- ☐ The rate of morphine addiction has not increased over the past 18 years.
- ☐ The dose of opiates needed to treat chronic pain is usually 80 milligrams.

## Item 1: Transcript, Answer Key and Explanations

*I have chronic pain and at times this is severe but this is managed with opiates. I know the general public has a very perverted view of opiates because they think – street addiction, heroin and drug smugglers. However, if prescribed correctly by doctors in the right dose for your height and weight and you manage it well yourself, I haven't increased my dose of 80 milligrams of morphine in the last 18 years. So that's a fairly good illustration, that no you don't double it every ten minutes the way the general public think. And also it's very well looked after by the government. I have to present myself to my GPs who all get to know me very well every 30 days and they have to phone to Canberra to have authorization and I get my monthly dose of opiates to keep me going till the next lot.*

What is the main idea that the speaker is trying to convey in her comments?

**Correct Answer:** Governments can play a key role in chronic pain management.

**Explanation:** This response is correct because the details in the recording support this idea. The speaker also states that her opiate use is “very well looked after by the government.”

**Incorrect:** Authorization for the prescription of opiates is required every thirty days.

**Explanation:** This response is incorrect because this detail is a supporting point. Although the speaker states that her GP must obtain authorization for her prescription every 30 days, this is not the main idea the speaker is trying to convey.

**Incorrect:** The rate of morphine addiction has not increased over the past 18 years.

**Explanation:** This response is incorrect. The speaker has not increased her morphine dose in 18 years.

**Incorrect:** The dose of opiates needed to treat chronic pain is usually 80 milligrams.

**Explanation:** This response is incorrect because the speaker states that the dose of opiates needed varies with height and weight.

## Item 2

***Listen to the recording and answer the multiple-choice question by selecting the correct response. Only one response is correct.***

What is the lecture mainly about?

- ☐ Perception and how it relates to the mind and your eyes.
- ☐ Intuition and how to use it to form theory.
- ☐ Theory and how it forces you to lose aspects of yourself.
- ☐ Skill and how it should be applied in a university setting.

## Item 2: Transcript, Answer Key and Explanations

*I should say one more thing about theory. It's a... It's great to discover theory, but there... the... you have to lose a lot and you may have noticed, or maybe you didn't, how much you lose. Partly you don't notice it much because here at the university everybody's dedicated to theory and what is... what's left out is uh, perception 'cause you-you use your mind not your eyes. Skill - you're not supposed to have to have any particular sort of bodily kind of skills; there's a kind of mental thing, but I'm not.. let's not call that skill. I'm just calling skill the way you cope with everyday stuff that you use and so forth. Intuition, it's not fair to have intuition, I mean you can have intuition but it's not... it's not theory, it's not something that everybody has to believe until you can put it into language and argue for it. Gets rid of emotions, the body, tradition.*

What is the lecture mainly about?

**Incorrect:** Perception and how it relates to the mind and your eyes.

**Explanation:** This response is incorrect. Perception is discussed in relation to what theory does not include; the speaker says “you use your mind not your eyes.”

**Incorrect:** Intuition and how to use it to form theory.

**Explanation:** This response is incorrect. The lecturer declares that intuition is separate from the formation of theory by saying, “you can have intuition but it's not...theory.”

**Correct Answer:** Theory and how it forces you to lose aspects of yourself.

**Explanation:** This response is correct. The lecturer begins by saying that he is talking about theory. He says, “It's great to discover theory, but...you have to lose a lot,” and then goes on to list the things that one loses in pursuit of theory including perception, skill, intuition, emotions, and the body.

**Incorrect:** Skill and how it should be applied in a university setting.

**Explanation:** This response is incorrect because the lecturer provides a definition of skill, but skill is not the focus of the lecture.