

Lesson

2

TIME: 2 hours

Overview of Part 2: Integrated Reading

LEARNING OUTCOMES

By the end of the class, students will be able to:

- Describe the overall format and scoring of the Reading component of CAEL;
- Recognize the question types in the Reading component;
- Use reading strategies;
- Describe the three kinds of reading skills targeted in the Reading component;
- Describe how the Speaking task is related to the Long Reading; and
- Identify specific features that contribute to a high-scoring Speaking response in Part 2 of CAEL.

TOPIC	SUGGESTED TIME
1. Overview of Reading	5 minutes
2. Question Types	10 minutes
3. Reading Strategies	20 minutes
4. Reading Skills	15 minutes
5. Overview of Part 2	15 minutes
6. Part 2: Short and Long Reading – Practice	40 minutes
7. Part 2: Speaking on the Long Reading – Practice	15 minutes
8. Sample Responses (Optional)	N/A
9. Homework	30 minutes

Before Class:

- Prepare classroom resources for the projector.
- Print sufficient copies of the Speaking Checklist.
- If using the paper option, print sufficient copies of Reading and Speaking test content.
- Note that the audio for this lesson is accessible at: www.cael.ca/cael-ce-prep/audio-files.

1. Overview of Reading (5 minutes)

Introduce lesson by discussing the Reading component of CAEL. Project **Resource 2A** and explain that Ss will see Reading sections in Parts 2, 4, and 5 of the test. This lesson will focus on Part 2: Integrated Reading, but the skills and strategies covered here can be applied to other parts as well.

Project **Resource 2B** and discuss features of a Reading screen.

- The Reading passage always appears on the left panel of screen. The user can scroll down to read the full text.
- The questions always appear on the right panel.
 - Point out the numbered tabs in this panel. Explain that these tabs appear when not all the questions can fit on the same screen. Users can alternate between them as frequently as they like.
 - Applies especially to the Long Reading.
- Project **Resource 2C**.
 - Once all the questions in a numbered tab have been answered, the tab turns green.
 - Emphasize to Ss that all tabs should be green before they click **Next**.
- **Next** button will take Ss to next section on the test. Emphasize that if Ss finish all the questions before the time is up, they should use the remaining time to double-check their answers instead of clicking **Next**.
 - Once they click **Next**, they **cannot go back**, and **no extra time** will be added to the next part of the test.
- Total time remaining appears in the top right part of screen.

2. Question Types (10 minutes)

Explain that the Listening and Reading components of CAEL include a number of different question types. Not all question types may appear on any one test. Explain that you will now briefly discuss each question type so that Ss are familiar with them before doing any test practice.

- Project the **Multiple-Choice** example in **Resource 2D**.
 - Ss may already be familiar with this question type. If they require clarification, explain that in this standard type of multiple-choice question, they must select one option from the four choices presented.
- Project the **Multiple-Choice Multiple-Answer** example.
 - Explain that this is similar to the standard multiple-choice, but the test taker must select two or more answers. Each individual question will tell you how many options you must select.
- Project the **Fill-in-the-Blank** example.

- For fill-in-the-blank questions, explain that test takers must type in a short word or phrase from the passage. There is no spell check here, so remind Ss they should double-check their answer.
- Project the **Drop-Down** example.
 - In this type of question, test takers must complete a piece of text by selecting one of the four options presented in the drop-down menu.
- Project the **Ordering** example.
 - Explain that in an ordering question, the test taker must click and drag each option so that it is in the correct sequence.
- Project the **Matching** example.
 - Explain that in a matching question, the test taker must click and drag each answer into the correct box.

3. Reading Strategies (20 minutes)

Explain that you will now be discussing some reading strategies: previewing, skimming, scanning, and deriving meaning from context.

Previewing

- Even before starting to read a passage, it can be helpful to consider the overall format of the reading, its length, its headings (if there are any), and how much time is available to read it.
- Using Short Reading as an example, Project **Resource 2E**.
- Ask Ss what they notice. Possible responses:
 - Around 5 minutes left
 - This part is short—just a few questions (in only 2 tabs).
 - Much of the text is in point form.
- By making a few quick observations like this, test takers can be more strongly prepared before starting to read the passage.

Skimming

- Skimming is the ability to read over a text quickly to get a general understanding of the topic, a few of the main ideas, and the overall structure of the passage.
- After previewing, it should be the next thing a reader does when confronted with an academic text.
- Especially important on a reading test when time constraints often do not allow test takers to carefully read every word in a reading passage.
- It can be helpful to read the first sentence of each paragraph.
- Continue projecting **Resource 2E**.
 - Point out that there is only one paragraph in this text; the rest is bulleted. Ask Ss what they should pay attention to in this text in order to quickly get a sense of the main ideas.

- Point out that the first word after each bullet introduces the information that follows it, and that these words together provide an overview of the contents of this passage.
- Explain that this format will not always be found in Reading passages on the test.
- Explain that Ss should always consider how the text is organized in a particular Reading passage.

Scanning

- Scanning is the ability to quickly locate relevant specific details within a text.
- Generally, scanning follows skimming.
 - Once readers have a general understanding of a text's topic and structure, they should read a question and attempt to scan for the answer.
- Skimming should have given the test taker a general idea of where the answer is located. Scanning will allow them to pinpoint information needed to answer the question.
- Continue projecting **Resource 2E**.
 - Ask Ss to answer Question 2 as quickly as possible (answer: **results**).
 - Once the question has been answered correctly, ask Ss how they found the answer. Did they carefully read each word in the text, or were they able to find the answer based on the skimming they did beforehand, and then scanning for particular details?
 - Remind Ss that the order of questions generally matches the order in which information is presented in the Reading passage.

Deriving Meaning from Context

- Explain that it is likely that Ss will encounter words on the test that they do not know. Sometimes such words can cause test takers to feel discouraged and impair their performance on the test.
- Explain that it is not necessary to know the meaning of every word in a reading passage or in a question in order to complete the questions and achieve the score they need.
 - However, it is possible in some cases to determine the meaning of a word based on its context—i.e., by considering the words that surround the new word. The following activity helps illustrate this strategy.
 - Project or distribute **Resource 2F**.
 - Give Ss a few minutes to read the text and attempt to answer the question.
 - Ask Ss how they chose their answer. Point out that, if they did not know the meaning of the word "ersatz," they had to establish the general meaning of this paragraph in order to choose the right answer. Explain that the same process can be applied to longer, more challenging texts found in the test.
 - Project or distribute **Resource 2G**.
 - Give Ss a few minutes to read the text and attempt to answer the question.
 - Ask Ss how they chose their answer. Note that the word "conflict" appears twice in this passage, which should help Ss select the correct answer (**conflict**). There are also other words associated with "conflict" here—"decisive victory," "pushing," and "retreat"—these also contribute to the idea that "conflict" is correct.

4. Reading Skills (15 minutes)

- Project **Resource 2H**.
- Explain that the questions in the Reading component of CAEL will be testing Ss on three skills: their ability to comprehend the general meaning of the passage; their ability to identify specific information in the passage; and their ability to make inferences based on information in the passage.

General Meaning

- These are questions that focus on the broad ideas in the text that cannot be determined from a single sentence. For example, you may be asked to identify the topic, theme, or main idea in a passage.
- Distribute Resource **2I**, and project it on board.
 - This example is from a Long Reading section later in the CAEL Sample Test.
- Have Ss read Question 3 and attempt to answer it using the paragraphs on the left.
 - Note that this is not the entirety of the passage—it's just a few paragraphs.
- Answer is the first option: **treating the conquered with respect**.
- Once Ss choose the correct option, discuss the following questions:
 - Was the answer found in any one sentence in the passage? (no)
 - Where was the answer found? (mainly the first and second paragraphs)
 - Was the answer a specific piece of information from the text? (no, it is a general idea)

Specific Information

- Project Resource **2H** again.
- These are questions that focus on understanding specific details in a passage. You may be asked to identify key information, supporting details, opinions, or examples.
- Distribute and project **Resource 2J**.
 - This example is from the same Long Reading passage as is used with General Meaning.
- Have Ss read Question 6 and attempt to answer it using the paragraphs on the left.
- Point out that this is a fill-in-the-blank question. On the actual test, Ss would type in a one-word response, as per the instructions above the question.
- Answer is **Greco-Persian**.
- If Ss are correct, ask how they arrived at the answer. If they were incorrect, guide discussion with the following:
 - Where is the answer found? (first paragraph, second sentence)
 - How can this answer be located? (scanning for instances of "Cyrus" and "conquest" and its synonyms)
 -

Inference

- Project **Resource 2H** again.

- These are questions that focus on drawing conclusions and making assumptions based on information in a text. You may be asked to identify implicit information.
- Distribute and project **Resource 2K**.
 - This example is from the Long Reading passage in Part 2 of the CAEL Sample Test.
- Have Ss read Question 1 and attempt to answer it using the paragraphs on the left.
- Answer is the third option: **Engineering Ethics**.
- Once Ss select the correct option, discuss the following questions:
 - Is the answer found in any one sentence in the passage? (no)
 - Where is the answer found? (nowhere explicitly in the text)
 - How do you determine the answer? (make a logical assumption based on what you know about Petroski and the topic of the first paragraph)

Explain that there is no connection between question types (such as multiple-choice, matching, and fill-in-the-blank) and the reading skill that is being assessed. Any question type can be used to assess any of the three reading skills.

5. Overview of Part 2 (15 minutes)

Project **Resource 2A** again. Explain that there are three sections in Part 2: Short Reading, Long Reading, and Speaking on the Long Reading.

Project **Resource 2E** and explain the following about the Short Reading.

- The content of the Short Reading passage will be about some aspect of university life (e.g., review of a syllabus, presentation instructions, lab orientation...).
- 5.5 minutes to complete
- 3 questions

Project **Resource 2B** and explain the following about the Long Reading.

- The content of this Long Reading passage will be an academic topic.
- Point out the numbered tabs at the top.
- 20 minutes to complete
- 11 questions

Project **Resource 2L** and explain the following about Speaking on the Long Reading.

- This task requires the test taker to answer a question based on the Long Reading they just completed.
- Note that, according to the instructions, test takers will be rated on the content of their response, the accuracy of their language, and their use of source material (i.e., information from the passage).

- Point out that on the left panel of the screen, test takers can view the entire reading passage by selecting the “Reading Passage” tab. They can view this during both the Preparation Time and the Speaking Time.
 - Preparation Time: 1 minute
 - Speaking Time: 2 minutes
- Ss should already be familiar with the Reading passage, since it appeared in Long Reading; during the Preparation Time, they might find it useful to either review the passage for important points within the context of the Speaking prompt, or they could make some notes to help plan their response.
- Ss should attempt to use ideas from the reading passage to back up points in their response. Ss should try not to copy information directly, but rather, paraphrase ideas (put them in their own words). Paraphrasing will also allow Ss to demonstrate their range of vocabulary.

6. Part 2: Short and Long Reading – Practice (40 minutes)

Inform Ss that they will now have a chance to practice the Short and Long Reading sections of Part 2. It can be beneficial to practice using computers because this best simulates the test day experience. If this is not possible, a paper-based alternative that does not require the use of computers has been provided.

You may wish to have Ss complete both the Short and Long Reading sections before debriefing as a class, or you may prefer to stop for discussion after each section. You may also wish to use the answer key analysis to support class discussion (**Resource 2Q**).

Computer Option

- Have Ss access www.cael.ca/cael-ce-sample-test/.
- Have Ss complete the Short Reading and the Long Reading in Part 2, starting at **Part 2: Short Reading – Instructions**.
- Debrief immediately after the Short Reading, or direct Ss to complete both the Short and Long Reading sections first.
- You may wish to give Ss extra time (about 10 minutes) to complete the Long Reading.
- Students may use this time to check the answer key. This is also an opportunity to provide Ss with some individual attention.
- Debrief. What did Ss find was the most challenging aspect? What was the easiest? How did they find the amount of text vs. the time limit? You may wish to brainstorm on the board.

Note: If using the computer option, note that the answer key for Part 2 on the CAEL Sample Test contains answers for **both** the Short Reading and the Long Reading on the same page. Please ensure that Ss do not check answers for the Long Reading before they complete the practice for that part.

Paper Option

- Distribute Part 2: Short Reading (**Resource 2M**).
 - Emphasize that these questions have been formatted to be done on paper. For an authentic test experience, encourage Ss to do this part of the test at home by accessing www.cael.ca/cael-ce-sample-test/.
- Use a class timer for this part (e.g., your phone or classroom clock).
- Write time on the board:
 - 5 minutes 30 seconds
- Start timer. Debrief immediately after the Short Reading, or direct Ss to complete both the Short and Long Reading sections first.
- It is suggested that Ss are given an additional 10 minutes to continue working on these questions; alternatively, they may use this time to check the answer key. This is also an opportunity to provide Ss with some individual attention.
- Provide Ss with answer keys (Short Reading: **Resource 2N**, Long Reading: **Resource 2P**).
- Discussion questions could include the following: What did Ss find was the most challenging aspect? What was the easiest? How did they find the amount of text vs. the time limit? You may wish to brainstorm on the board.

7. Part 2: Speaking on the Long Reading – Practice (15 minutes)

Inform Ss that they will now have a chance to practice Part 2: Speaking on the Long Reading. As with Lesson 1, if school facilities and scheduling allow, it can be beneficial to practice this Speaking task using computers with a headset because this best simulates the test day experience. If this is not possible, a paper-based alternative that does not require the use of computers has been provided.

Some suggestions:

Computer Option

- Have Ss access www.cael.ca/cael-ce-sample-test/.
- Start the test and navigate to **Part 2: Speaking on the Long Reading – Instructions**.
 - Once all Ss are here, tell them to click **Next**.
 - Have all Ss complete task simultaneously, speaking into their headset. (They will not be recorded, but this is good practice for test day itself.)
 - Briefly discuss Ss' experience and answer questions.
- Now arrange Ss in pairs or sets of three.
 - Distribute Speaking Checklist (**Resource 2R**).
 - Have Ss take turns practicing this question once again, using the prompt onscreen.
 - While one S speaks, the other(s) should fill out the Speaking Checklist.
 - After each S finishes, their partner(s) should provide feedback using the checklist.
 - The instructor should monitor Ss while they are speaking and provide feedback to the class about areas of weakness.

- Debrief as a class. What did Ss find were their biggest strengths? Biggest weaknesses? What was the most challenging aspect? What was the easiest? You may wish to brainstorm on the board.

Paper Option

- Arrange Ss into pairs or sets of three.
- Distribute Speaking prompt (**Resource 2L**) as well as the Speaking Checklist (**Resource 2R**).
 - Also distribute the text from the corresponding Long Reading passage, **Resource 2O**, if Ss do not have copies already.
- Make sure that each set of Ss has some sort of timer. Explain that they will take turns speaking, just as they did for Lesson 1. Meanwhile, partners will fill in the Speaking Checklist.
- After each S finishes speaking, their partner(s) should provide feedback using the checklist.
- The instructor should monitor Ss while they are speaking and provide feedback to the class about areas of weakness.
- Debrief as a class. What did Ss find were their biggest strengths? Biggest weaknesses? What was the most challenging aspect? What was the easiest? You may wish to brainstorm on the board.

Note: Encourage Ss to record themselves with their phone or another recording device. Playing back their responses later may help them recognize their strengths and weaknesses for each task. Remind them that they may also access the CAEL Sample Test at home (www.cael.ca/cael-ce-sample-test/) if they wish to repeat the task.

8. Sample Responses (Optional)

- If time, explain that Ss will now listen to some sample responses for the Speaking prompt they just practiced with.
 - If no time left, sample responses may be assigned for homework.
- Arrange Ss into groups, and go through **Response 1 – Speaking on the Long Reading** and **Response 2 – Speaking on the Long Reading**, using sample response procedure detailed in Lesson 1.

Response 1 (overall Speaking component: band 90)	
Strengths	Weaknesses
<ul style="list-style-type: none"> • Good organization to response, with plenty of detail • Speaker makes good use of examples from Reading passage to support her point, supplementing with her own insights • Speaker makes solid use of time, with few pauses or interjections 	<ul style="list-style-type: none"> • Some unclear word choices ("this article pretends that") • Response sometimes gets a bit repetitive (e.g., about the tendency for humans to make errors) • Speaker stumbles on a few words ("fatal outputs . . . causes . . . fatal errors")

Response 2 (overall Speaking component: band 80)	
Strengths	Weaknesses
<ul style="list-style-type: none"> • Good use of specific details from passage • Summary of information from passage demonstrates good comprehension of topic • Advanced use of descriptive and linking words • Variety of sentence structures 	<ul style="list-style-type: none"> • Some instances of reading straight from the passage ("violation of codes of practice, miscommunication, extreme weather . . . during construction, and questionable engineering ethics")—could have paraphrased to better demonstrate grasp of vocabulary and language structures

9. Homework (30 minutes)

- I. If there was not enough time in class to analyze the sample responses, Ss may complete this for homework. Have them listen to **Response 1 – Speaking on the Long Reading** and **Response 2 – Speaking on the Long Reading** and assess them using the Speaking Checklist. Ss may access these audio files at: www.cael.ca/cael-ce-prep/audio-files.
 - Debrief next class.
- II. Distribute copies of **Resource 2S**. This is a new Short Reading that Ss can do as homework. (Alternatively, the instructor may want to do this extra reading practice in class in lieu of other activities.)
 - For reference, the answers to this exercise are:
 - i. Question 1: **It is worth a significant amount of their grade.**
 - ii. Question 2: **after the presentation has finished**
 - iii. Question 3: **They are new to making presentations in class.**
- III. Remind Ss that they can practice Part 2 again at home by accessing the CAEL Sample Test (www.cael.ca/cael-ce-sample-test/), or by using the handouts you may have used in class.
 - Remind them they can record their Speaking responses and play them back, using the Speaking Checklist to help identify areas where they may need to improve. They could also transcribe their response as they did in Lesson 1.
- IV. Remind Ss to try to write new words in their vocabulary journals (as introduced in Lesson 1) on a regular basis. Provide more blank sheets if needed.