

# Lesson

# 5

**TIME:** 2 hours

## Overview of Part 5: Academic Unit B

### LEARNING OUTCOMES

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

- Describe in detail the format and scoring of Short Writing;
- Describe how the Short Writing task is related to the Long Listening and Reading; and
- Identify specific features that contribute to a high scoring Short Writing response in Part 5 of CAEL.

TOPIC	SUGGESTED TIME
1. Homework Review	10 minutes
2. Overview of Part 5	10 minutes
3. Part 5: Long Reading and Long Listening – Practice	35 minutes
4. Part 5: Short Writing – Practice	30 minutes
5. Sample Responses (Optional)	N/A
6. Language Use Worksheets	30 minutes
7. Wrap-up	5 minutes

### Before Class:

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

## 1. Homework Review (10 minutes)

As there were a number of items for homework in Lesson 4, take a few minutes at the beginning of this lesson to review any parts of the language use worksheets that Ss had difficulty with.

- What did they find most challenging about the common errors and punctuation problems? What did they find easiest? Have they found themselves making any of the mistakes mentioned in the worksheets?

## 2. Overview of Part 5 (10 minutes)

Project **Resource 5A**. Explain that there are three sections in Part 5: Long Reading, Long Listening, and Short Writing. This is similar to Part 4, except the Writing section is shorter, and this part is about a different academic topic.

Project **Resource 5B** and explain the following about the Long Reading.

- The content of this passage will be an academic topic.
- 20 minutes to complete
- 11 questions

Project **Resource 5C** and explain the following about the Long Listening.

- The content of this passage will be an academic topic, presented in the form of a lecture.
- Preview Time: 2 minutes 30 seconds
- Review Time: 3 minutes
- 11 questions

Project **Resource 5D** and explain the following about Short Writing.

- This task requires the test taker to answer a question, often using information from the Long Reading **or** the Long Listening.
- Note that test takers will be rated on the content and structure of their response, the accuracy of their language, and their use of source material (i.e., information from the Reading and Listening passages).
  - Emphasize that for the Short Writing, test takers are only required to use information from one of the passages, not both.
- Project **Resource 5E**. Just as with the Long Writing, remind Ss that on the left panel of the screen, test takers can alternate between the instructions, the entire Long Reading passage, and some brief notes from the Long Listening by selecting the tabs at the top.
  - 10 minutes to complete the task
  - At least 100 words
- Remind Ss that the lecture notes **do not** necessarily contain all the information the test taker will need to answer the Writing question, but they may help jog their memory.
- Ss should attempt to use ideas from the Reading or the Listening passage to back up points in their response. They can draw from both, but it is not required. Ss should not copy information directly, but rather, paraphrase ideas (put them in their own words). Paraphrasing will also allow Ss to demonstrate their range of vocabulary.

## 3. Part 5: Long Reading and Long Listening – Practice (35 minutes)

Inform Ss that they will now have a chance to practice the Long Reading and Long Listening sections of Part 5. As the focus of this lesson is writing, little or no time should be spent debriefing the Reading and

Listening questions. *Use the options and procedures as detailed in Lessons 2 and 3 to administer these parts.*

## 4. Part 5: Short Writing – Practice (30 minutes)

Inform Ss that they will now have a chance to practice the Short Writing in Part 5. *Use the options and procedures as detailed in Lesson 4 to administer this part.*

- In Lesson 4, a variety of writing strategies were mentioned, including creating an outline and spending a few minutes checking one's work. Given the minimum 100-word count, it is not necessary to create an outline for the Short Writing task.
- However, test takers may find it useful to jot down a few notes to help them remember and organize main ideas and specific details they wish to use from the Listening and/or Reading passage. It would also be beneficial for test takers to spend at least a minute checking their response for small errors once it is complete.

## 5. Sample Responses (Optional)

- If time, explain that Ss will now read some sample responses for the Writing prompt they just practiced with.
  - If no time left, sample responses may be distributed for Ss to review at home. In this case, tell Ss the band levels as well.
- Arrange Ss into groups, and go through **Response 1 – Short Writing** and **Response 2 – Short Writing**, using sample response procedure detailed in Lesson 4.

**Note:** If Ss need a refresher of the Writing prompts for these responses, this activity may be completed while Ss are reading the Writing prompt with the CAEL Sample Test onscreen.

Response 1 – Short Writing (overall Writing component: band 70)	
Strengths	Weaknesses
<ul style="list-style-type: none"><li>• Writer includes good amount of detail</li><li>• Writer clearly distinguishes different planets, demonstrating good comprehension of passage</li><li>• Writer fully addresses task in a logical manner</li></ul>	<ul style="list-style-type: none"><li>• Introductory statement is a bit long and doesn't directly address the question; less need for this in Short Writing</li><li>• A few errors in word choice ("from the 1990's onwards, eight planets are found to be just...")</li><li>• Writer repeats a few phrases from passage ("composed mostly of rock and metal"); paraphrasing would demonstrate their own level of language use</li></ul>

Response 2 – Short Writing (overall Writing component: band 80)	
Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Writer immediately begins addressing task instructions</li> <li>• Writer does good job paraphrasing information from passage</li> <li>• Response includes plenty of details</li> <li>• Writer employs complex sentence structures and expressions</li> </ul>	<ul style="list-style-type: none"> <li>• Writer outlines which planets are out “outer planets” (Jupiter, Saturn, Uranus, and Neptune), but not which planets are “inner planets”; could round out the explanation</li> </ul>

## 6. Language Use Worksheets (30 minutes)

- Explain that Ss will now continue working on language use worksheets. Distribute **Resources 5M** and **5N**.
  - Remind Ss that these worksheets highlight areas of common errors and weaknesses in test takers’ writing, and that gaining a stronger grasp of grammar and sentence structure may improve their written language skills.
  - Ss could do worksheets alone, in groups, or as a class. Answer keys are provided: time pending, you may wish to either hand out answer keys along with the worksheets, or cover the answers together as a class.
  - Possible topics for discussion, in groups or as class:
    - Which errors have you noticed yourself making?
    - Which errors do you think are the most difficult to avoid?
- I. **Common Errors II (Resource 5M)**
    - Worksheet engages Ss in identifying common language errors as detailed in **Editing Abbreviations and Symbols**.
  - II. **Fragments and Run-ons (Resource 5N)**
    - Example sheet explains the concepts of fragments and run-ons.
    - Worksheet engages Ss in identifying and correcting these types of problems in a variety of sentences.

## 7. Wrap-up (5 minutes)

- Review any final questions or concerns the class has, from any of the test parts.
- Encourage Ss to finish any of the language use worksheets they did not complete in class (ensure that answer keys are provided).
- 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.