

READING IN OET



CHAPTER 1

INTRODUCTION TO THE READING SUB-TEST

The Reading sub-test has three parts each designed to test three important areas where healthcare professionals read at work. When introducing students to the Reading sub-test, help them to see the value it has beyond just achieving their target score. You could point out to them that they'll have the necessary skills to tackle reference materials in specific medical situations, background documents which guide professionals at the workplace, and reading material which will help their continuing professional development.

The Student's Book does recommend a test strategy for each part of the sub-test, but it is important to remember that students may have other strategies that they are comfortable with. You can advise them to follow the strategies in the book for a particular skill or part of the Reading sub-test, but be open to allowing them to use their own if they find it works. This could be an opportunity to discuss different strategies. Remember that training students to use a strategy should be done over a reasonable period of time. It would be unrealistic to expect them to apply a strategy you taught them to the very next task you give them, without sufficient scaffolding.

Help your students understand that there are no quick ways to 'crack' the Reading sub-test. Students may sometimes wish to rely on test strategies as a way of 'cracking' it without improving their reading skills because this seems to be the faster way to success. But the Reading sub-test is a test of a student's reading skills, so improving reading skills is vital. Using strategies such as relying on keywords, synonyms, True/False/Not given, won't get them very far in the test although it may seem as though they work for some questions. It is important to emphasise that improving the reading skills needed to engage with the texts and their meaning is the key to success.

Giving your students skills and strategies in reading will help them go a long way. One of the most important skills is to be able to guess the meaning of unfamiliar vocabulary from context and to have a certain degree of 'ambiguity tolerance'. Students need to be trained to guess the meaning of unknown words from context. Furthermore, they also need to be told that it is not necessary for them to understand the meaning of every word they read and that a certain degree of 'ambiguity tolerance' is required, especially in Part C.

In preparing themselves for the test, remind students that while the classroom activities and test strategies and tips are important, they will need to improve their reading skills by reading beyond OET test and preparation materials. They can choose to read outside the classroom with the resources you provide. As a facilitator, you may have several ideas about how to do this. Provide reference reading material which reflects the kind of texts they would encounter in each part of the Reading sub-test. For example, dosage charts for Part A, emails/memos/guidelines for Part B and opinionated medical articles for Part C.

Finally, a detailed introduction to the Reading sub-test is provided on pages 65–67. It helps them understand the test better. Ensure that your students read this section, preferably before they begin. You could conduct a quiz on it to ensure that they've read it.



Chapter objective

Reading Part A assesses if students can locate information quickly and accurately from various sources of information when they are performing tasks at work.

The learning content is designed around the question types in Part A:

- Matching questions
- Short answer and sentence completion questions

The reading skills practised in Part A are skimming, scanning and locating specific information, although the chapter does not explicitly mention these. This has been done because students relate better to how and why they read these texts in the workplace than to a technical ELT term. If you are teaching students who have experience working in a healthcare environment, they have all had experience reading the type of texts found in Part A, so it's beneficial to relate to this shared experience when teaching them in this section of the test.

While skimming and scanning are two of the core skills which students will need for this part of the Reading sub-test, it is important to note that careful reading when locating specific information is also essential. Reading carefully can help them to check if the right information has been found. Just as in a healthcare environment, a nurse may be reading a dosage chart to find the correct dose of painkillers to provide to a patient. In this example, finding the right information and then recording it accurately is very important. Reading Part A is not just a test of reading speed, it's a test of accuracy too. Your students may struggle with the speed required to answer all the Reading Part A questions within 15 minutes, but keep in mind that helping them increase speed without also helping them improve accuracy won't necessarily lead to improved performance.

The four extracts on Burns (Texts A, B, C and D) with OET Part A question types have been used throughout the section in a scaffolded manner, to show students how they can answer both matching and short answer / sentence completion questions. By doing this scaffolded approach, students can learn how to apply these techniques to the practice tests given in the book. In many places, the texts and questions have been broken up into chunks to aid in scaffolding.

Task Profile	
Task 1	Task on OET matching questions
Task 2	Scaffolding task to help answer the matching questions. The purpose of Task 2 is to get students to notice text features which could help them read expeditiously in Part A, especially when answering the matching questions.
Task 3	Scaffolding task to help answer short answer / sentence completion questions. It helps them to practise reading the question carefully to understand the information they're looking for. The same strategy can be applied for sentence completion questions too.
Task 4	Task on OET short answer questions
Task 5	Task on OET sentence completion questions

When doing this section, remind students that the texts will look like the ones on pages 70–73, but that in many parts of the chapter, they have been broken down into smaller chunks to help them understand the skill or strategy better.



Chapter notes

Question types in Part A focus on the reading skills which healthcare professionals require when consulting sources of information in the course of their work.

Part A matching questions test a candidate's ability to identify where to find a piece of information they're looking for. Therefore, it is important to help them understand that it is advisable to begin Part A with the matching questions and then move on to the other questions. The matching questions are designed to give students an overview of the four texts. The questions which come in later are more difficult, and students need to become more familiar with the texts to answer them. A lot of students feel that the short answer / sentence completion questions can be answered first but doing so may end up costing them more time, as they aren't acquainted well enough with the texts.

Short answer and sentence completion questions assess whether candidates can find the correct information once they know where to look, so reading the question carefully to find out what information is required is another key aspect of Part A.

To train students for Part A, you can design skill lessons on:

- Skimming
- Scanning
- Careful reading for specific information

Skimming, scanning and reading for specific information are the primary skills required for Part A.

Trainer Tip

Getting students to think about which part of speech is required to answer sentence completion questions may not be the best skill to develop. Instead, get students to think about the kind of information they need to find because this is what they would probably do in a real workplace context. In any case, most of these blanks mostly require nouns (names of medicines, side effects, indications) or numbers (dosage value, time).



Skimming lesson: Tasks 1 and 2

Given here is a sketch of a lesson you could teach around Tasks 1 and 2.

Stage	Activity
Setting the context / Warmer	<p>Ask questions related to the skill in the healthcare context:</p> <ul style="list-style-type: none">• How is a patient dosage chart different from a medical journal article? Is there anything different about the way it looks?• When you're looking for information in a chart, do you read from the beginning and continue through to the end?• What makes reference material such as dosage charts, medication tables or treatment pathways easy to read? <p>Elicit answers to get the target responses related to formatting/layout features such as headings, bullet points, words in bold or italics and so on.</p>
Exploring the skill	<p>Before coming to Task 1, allow time for some practice in skimming with general ESL tasks which use a generic healthcare context. To practise this skill, design an activity for this stage to get them to anticipate the content of the text from the titles/headings/labels.</p> <p>Give students a dosage chart and a medication table from which you have removed all content except the headings/sub-headings or any other formatting features. You can use 'Text D: Adverse Transfusion Reactions' from Practice Test 1 on page 214. (If you want to use this, make sure you make a separate copy of it with only headings and no content.)</p>

	<p>Ask students to discuss in pairs:</p> <ul style="list-style-type: none"> • What type of information would they find in a text of this kind? • What type of information would they find under each heading/sub-heading? <p>Elicit answers. For example, for Text D, they may tell you that by reading the heading of the text they can expect to find a description of the different kinds of reactions to blood transfusions. Under each sub-heading, they may say they can expect to find instructions on how to manage the reaction (Management), a list of symptoms (Signs/Symptoms) and the types of reactions (Category).</p> <p>You can use one or two more typical Part A texts for this activity, but in your discussion, always include how features in the text helped to understand the kind of text they were looking at and what information it contained. Discuss some other ways information could be formatted to help readers find information. For example: information marked in bold, in brackets or at the bottom of a table marked with an asterisk (*).</p> <p>You could also get them to practise the same skill by designing this stage around:</p> <ul style="list-style-type: none"> • giving a title to a piece of text • matching headings with paragraphs
Applying the skill to an OET task	<p>Ask students to work individually to find answers to matching questions in Task 1 using the skills they just learnt in the previous stage. Then, get them to discuss their answers in pairs. Nominate a pair to share their answers with the rest of the class and confirm if they were correct or not.</p> <p>Next, ask students to continue working in pairs and reflect on how they found the answers to the matching questions by finishing Task 2.</p> <p>When you discuss answers to Task 2, nominate or ask volunteers to give examples of how they found answers to a specific question in Task 1. For example, a student may say, 'The table headings in Text C helped me find the answer to Question 1 because ...'</p> <p>Remember that students may have different explanations as to how they found the answers. As long as those answers exhibit that they're using the skill, they should be accepted.</p>
Doing an OET task	<p>Tell students they will now use the skill to answer the matching questions from Practice Test 1. Ensure you set a suitable time limit (not the full 15 minutes) and ask students to use the skill to do the matching task.</p> <p>Note on timing:</p> <p>Since skimming is done quickly to get a general overview and Part A is all about speed reading, it's useful to time these tasks, allowing the learners just enough time to skim and to read only the specific information required to answer the question in detail. When you come to Task 1, keep in mind that time allotted to Part A is 15 minutes to answer 20 questions. So, avoid allowing more time than the average candidate would need on Test Day.</p>
Following up	<p>Ask students to find a real-life example of a chart, table or any workplace reference material and identify which layout features can help them find information. Let them bring it to class the next day.</p>



Locating specific information lesson: Tasks 3 and 4

Preparation for Part A could also include a lesson on locating specific information or scanning.

Stage	Activity
Setting the context / Warmer	<p>Ask a question related to the use of the skill of locating information in the healthcare context. For example:</p> <p>How would you read if a patient is in front of you and you need to find information on:</p> <ul style="list-style-type: none"> the recommended medication for a patient with a severe urinary tract infection? The maximum dose of morphine to give a patient? <p>Elicit to get the target response about how someone would scan a text by not reading every word.</p> <p>Refer to the Student's Book for more examples to help you make lead-in questions (page 66).</p>
Exploring the skill	<p>Take students through a skill-building activity on scanning and finding specific information from different drug information leaflets about warnings, side-effects, dosage, symptoms, indications. This is a good opportunity to use realia, but you'll need to have these ready in advance. You'll also have to design at least ten questions based on these leaflets. The questions must be based on finding specific information from the texts.</p> <p>Stick any four leaflets on the wall of your classroom. Divide your class into four teams (depending on the size of your class) and make sure the teams stand at equal distance from the wall where you have stuck the leaflets.</p> <p>Give each team a sheet with the ten questions you have prepared. Instruct the teams to send out one member at a time. This member will need to go to the wall and find the answer to the first question in the worksheet. Once the team member has done that, they come back and the next person from their team goes to find the answer to the second question, and so on. The first team to get all ten answers is the winner.</p> <p>If you have limited space in your class, you can conduct this as pair or individual work, giving a copy of the four leaflets and the ten questions to each student. Discuss answers with the whole class.</p> <p>In your discussion, elicit how they found answers by looking at keywords or thinking about the type of information they were trying to find. For example, were they looking for a side effect or a dosage amount?</p> <p>You can also create your own questions on scanning and finding specific information in which students have to:</p> <ul style="list-style-type: none"> find the price of items from a pharmacist's list of medication and transfer information from one format to another; for example, filling a patient information form from a paragraph about a patient.
Applying the skill to an OET task	<p>Explain to students that they can approach finding answers to short answer and sentence completion questions in the same way that they would look for information at their workplace in real life. To do this, they need to think actively about what kind of information they need to find.</p> <p>Ask students to read the explanation in the Student's Book on page 74. Then, ask them to work in pairs and finish Task 3. The aim of this task is to help students think actively about the kind of information to look for.</p> <p>(Here, it is important to note that rather than telling them to look for nouns, verbs, or adjectives, ask them to look for information such as the name of a medication, side effect, an amount or a disease. This is more meaning orientated and reflects what they would do on the job in their workplace.)</p>

	Once they have finished Task 3, ask them to use the strategy which they have learnt on page 74 and the skill acquired in Task 3 to answer OET short answer questions in Tasks 4 and 5. You can set an appropriate time limit.
Doing an OET task	Tell students they will now use the skill to answer the short answer and sentence completion questions from Practice Test 1. Ensure you set a suitable time limit (not the full 15 minutes) since you may have already finished the matching questions in the earlier class. Alternatively, you can use any official Part A practice test for this stage.
Following up	<p>You can use any of the ideas to reinforce the skill in a healthcare context:</p> <ul style="list-style-type: none"> • Ask students to find a drug information leaflet and make their own questions that require finding specific information. They can bring this the next day and give them to their partners to answer in a set time limit. • Ask students to reflect on how they used to look for information versus how they would look for it after this lesson. If they were already reading this way, they can reflect on whether there are any new skills they've learnt. • Ask students to reflect on why it is important to read this way and if there are any other areas or situations at work where they could use the skill.

Extension tasks and sourcing material

A good way to extend skimming and scanning is to ask students to continue practising the skill outside the classroom when doing things such as:

- reading menus when in restaurants.
- looking at timetables at places such as the airport, college and cinema.
- setting their device language to English.
- switching to an English-English dictionary.

In case you want to do an extension task inside the classroom, you could use:

Wordsearch tasks: There are several wordsearch creation tools available online, some of which are free. Using such tools gives you the freedom to design your own wordsearch worksheets with the vocabulary you want. Choose words with unusual letters, double letters and unique word combinations to help students practise skimming and scanning.

Reading relays: As in the lesson on finding specific information, you can create similar tasks to do with your class. Choose four texts and create a combination of skimming and scanning questions based on these texts. Be careful not to design inference, main idea or subjective questions. Place these texts on a wall. Divide your class into groups/pairs and give each group a sheet of paper with the questions. This sheet must always remain on each team's table. Each group/pair must send one person at a time to the wall to find the answer for a question. Play this as a relay.

Teacher FAQ: How important are keywords in Part A?

While keywords help students scan for answers, this approach alone is not sufficient for success in Reading Part A. It is equally important to understand the meaning of the question and the kind of information they need to find before proceeding to search for answers in the text. This approach is recommended because, in real life, healthcare professionals work out what information they need and then go to the text where this information can be found.

Student pitfalls

Tell students to copy their answers for Part A without changing them in any way. If students are hasty about writing their answers once they've found them in the text and copy them incorrectly, they will lose marks. For sentence completion questions, encourage students to read the sentence once they've written the answer to see if it makes grammatical sense. Incorrect spellings will lead to a loss of marks in the Reading sub-test.

Preparing for the Reading Sub-test

The Student's Book has plenty of examples of typical Part A texts. When picking texts for skimming and scanning activities based on Part A, choose texts which have a variety of formatting/layout features. One of the texts in Part A is always visually presented, so ensure you include something like that too.

When sourcing texts, look up treatment pathways, dosage charts, practical procedures, patient information leaflets, side effects / indications / contraindications of specific drugs and warning labels. There are plenty available online. You may need to shorten certain texts or pick extracts from longer pieces. Ensure you include the right kind of texts for Part A otherwise designing your own tasks may be counterproductive.

Trainer tips

- **Timing:** Since Part A includes speed reading tasks, ensure you keep the time limit in mind. Some students may find this difficult at first but give them more time in the beginning and then progressively reduce it. It'll help to remind students that the Question Paper Booklet in which they write their answers will be taken away after 15 minutes. Using a stopwatch in class can help students become more aware of time. When doing this, ensure that the time pressure is adequate for reading in a way that is both expeditious and accurate.
- **Lesson length:** Class time for each lesson described here can vary from 45 minutes to an hour-and-a-half, depending on how much skill-building you want to do before taking up the tasks in the chapter.
- **Warmers:** As in the lesson sketches, warmers for skimming and scanning can be related to the healthcare scenario where these skills are used. Presenting students with pictures or eliciting their personal experience of using the skill in the workplace are useful ways to introduce the skill. For example, in Part A, if you want to present students with a scenario, you could do so using the four texts in the Student's Book. Tell them that a patient has come in with a burn wound which looks severe. They need to assess the degree of the wound to ensure that the right treatment is provided. Ask them to look at the four texts on pages 70–73 and tell you which one they would refer to.

You could use a picture like the one below and describe a situation around it. For example, an elderly patient has come in to see you about a pain in the middle of their abdomen. You want to check the symptoms for appendicitis and so you refer to a list of symptoms.



- **Mock test for Part A:** If you would like to do a mock test with them, allow them time to practise skimming, scanning and the suggested test strategy before giving them a complete Part A mock test. If you want to break the mock test into parts, remember to reduce the time you allow proportionately.
- **Wrap up:** A quick quiz on Part A to help them understand some key 'dos and don'ts' is a good way to get them to think about the best strategies versus not-so-good ones to use for Part A.

**Chapter objective**

Reading Part B is based on internal workplace communication which gives background information found in policies, emails, memos and guidelines. The learning content is designed around the relevant sub-skills in Part B – reading for detail, main ideas and purpose – and these are covered through the following text types:

- Guidelines
- Manuals
- Emails, memos and notices
- Policies

The Student's Book gives importance to using context to approach the question. This advocates a real-life approach to reading such texts as this is how the questions in Part B are designed. Real-life context can be found in the question sentence/stem and/or the heading/sub-headings in the text.

A strategy based on approaching the texts as they would in real life has been explained throughout and students are expected to answer the questions using this strategy.

Task Profile	
Task 1	Scaffolded task to help understand answer options
Task 2	Scaffolded task to develop awareness of details contained in guidelines
Task 3	Scaffolded task to help understand main ideas
Task 4	Scaffolded OET task on a Part B question using a guideline extract
Task 5	Scaffolded OET task on a Part B question using a manual extract
Task 6	Scaffolded task to help reflect on conditions and exceptions found in internal workplace communication
Task 7	Scaffolded OET task using a memo extract
Task 8	Scaffolded task to help understand the purpose of communication
Task 9	OET task on purpose of communication

**Chapter notes**

To train students for Reading Part B, you can design skill lessons on:

- reading for detail
- understanding the main idea
- reading for purpose of communication or course of action

The Student's Book suggests using context and purpose for reading because this is how they would read in real life.

Trainer Tip

Getting students to think about what kind of information is usually contained in memos, emails, policy documents, procedure guidelines and manuals will help them become more confident of the sort of reading they will have to do in Part B. Ask them to actively think about these different genres of text and approach the question with this in mind.

Preparing for the Reading Sub-test

Each Part B question has a clear indication of the text type (email, policy document, etc.) and the target reader (nurses, physiotherapists, doctors, etc.). Part B texts are not related to each other and each one contains a heading or a subject line that shows if the text is an email, a policy document, a memo, etc. Further, the target reader is also clearly mentioned in the text or the question. Getting students to use these two to understand the context and purpose for reading is the key to doing well.



Reading for detail and awareness of genre: Tasks 2 and 6

Given here is a lesson sketch using Tasks 2 and 6 to build the students' ability to think actively about different details in guidelines and policies.

Stage	Activity
Setting the context / Warmer	<p>Show students pictures of different modes of workplace communication such as:</p> <ul style="list-style-type: none">• Emails• Policy documents• Manuals on medical equipment• Guidelines <p>Ask them to discuss in pairs:</p> <ul style="list-style-type: none">• What is the purpose of each of these kinds of communication?• Would staff read all of these in the same way? <p>Nominate two or three pairs to share their views with the class. Highlight that all of them communicate standards and/or updates to the standards. How someone would read them, would depend on their purpose for reading.</p> <p>Notes</p> <p>After students have shared their views, give examples to help them understand. For example, if a nurse working in the operation theatre of the Oncology department received an email addressed to 'All Nursing Staff' with the subject 'Pre-operative procedure update', they would read it carefully to see how the update applied to them. However, if a nurse from the OPD read the same email, they would probably just skim it quickly to check if anything there was relevant to them.</p>
Exploring the skill	<p>Tell students that they're going to look at how different types of workplace communication differ. Divide the class into groups and give three extracts: a guideline (such as the one on page 85), a manual extract (page 87), and an email on a policy change (page 90).</p> <p>Ask them to discuss how these documents differ in their purpose, content and structure. You could use questions such as:</p> <ul style="list-style-type: none">• What is the purpose of each of these examples of workplace communication?• What do they usually contain?• How are they structured? <p>Draw a table on the board with three column headings 'Emails', 'Manuals' and 'Guidelines' and the row headings as the questions you gave for discussion. Invite the groups to send one representative to write their points under each section.</p> <p>After the groups have written their responses, drawing attention to relevant responses and correcting any misunderstanding.</p> <p>After this, ask the groups to turn to page 81 and read the section under 'Reading details in workplace communication'. Ask the whole class a couple of questions to check understanding of the teaching content there. Ask them to do Task 2. Check answers with the whole class.</p>

	<p>Notes</p> <p>Some target responses could be:</p> <p>Emails: They usually contain updates, changes in policy, announcements about events, etc. They contain 'To', 'From' and 'Subject' fields which tell you more about who they're meant for and what they're about.</p> <p>Manuals: They contain instructions on how to use equipment, how to troubleshoot and descriptions of different parts of the equipment. Manuals are usually divided into sections which elaborate on different functions. Instructions on how to use equipment usually contain steps.</p> <p>Guidelines: They contain information on how to do something, when to do it or why to it. Guidelines are short paragraphs usually divided into different sections and sub-sections with bullet points under each.</p>
Applying the skill to an OET task	<p>Ask students to read the teaching content under 'Preparing for Reading Part B' on pages 79 and 80 and then check their understanding by asking some questions directed to the whole class.</p> <p>Part B Question 1 and Part B Question 2 on pages 82 and 83 take students through the approach of using the context to answer Part B questions. Ask students to read the teaching content on these pages and answer the two questions individually. After they answer the two questions, discuss the answers as a whole class. Then, ask them to reflect with their partners how they were able to use their knowledge of the context, audience and purpose, to answer the questions.</p> <p>Ask students to read the teaching content on page 87 of the book under 'Policies' and then complete Part B Question 5 individually. After they have finished, give students the correct answer and then ask them to finish Task 6 in pairs. Get pairs to form bigger groups and discuss the answers. Nominate a group to share their answers. Offer feedback on their responses.</p> <p>Reinforce the strategy of approaching the texts in Part B and then go over any questions they may have.</p>
Doing an OET task	Ask students to answer Part B Questions 2 and 3 from Practice Test 1. Discuss answers as a whole class, calling on students to give justification for their answers. Also reflect on if they were able to use the context to answer the question.
Following up	Ask them to make a list of other texts which they read at work and discuss how their purpose for reading affects how they read.

Genre awareness activities tend to focus on purpose of communication and audience. You could build this by:

- Collecting different authentic examples of internal workplace communication and asking them to discuss how they differ from each other in their purpose, content and structure as described in the lesson sketch here. Alternatively, collect samples of authentic texts from the same genre and ask them to notice the common aspects.
- Asking them to identify possible audience/recipients for different emails.
- Getting them to identify sentences which don't belong to internal communication at the workplace.

Another lesson you could create to improve comprehension is to use intensive reading activities such as:

- reordering a paragraph from any piece of internal workplace communication
- jigsaw reading of a piece of text
- confirming predictions made from heading / subject line
- correcting statements related to the text to help students engage with the meaning of the text



Understanding the main idea: Tasks 3, 4, 5 and 7

You could build a lesson around understanding the main idea. When teaching main ideas for Part B questions, remember that these are workplace texts and not academic texts so telling students to look for topic sentences is not advisable since workplace texts are usually not structured in this way. Teaching students to use context (question stem, title/subject of the notice/email, sub-heading) and notice what most of the sentences are about, is a better approach.

Stage	Activity
Setting the context / Warmer	<p>Write on the board:</p> <p>How would you read an email to understand what it was about?</p> <p>Would you read every word from beginning to end?</p> <p>Would you read quickly and try to notice what the sentences are about?</p> <p>Ask students to work in pairs to 'think-pair-share'. After they have shared with their partners, elicit their responses. Draw attention to the fact that they wouldn't need to read every word but would just notice what most of the sentences were about.</p>
Exploring the skill	<p>Ask students to read the teaching content from 'Reading for main ideas in workplace communication' on page 83 and go through the example of the guidelines text on 'Oral hygiene' given there.</p> <p>Tell them that they're now going to apply 'noticing' to the three extracts in Task 3. Instruct them to cover the answer options below Extract 1.</p> <p>Give them a minute to quickly read and 'notice' what the sentences are about. After a minute they discuss what they think the text was about with their partner. Elicit responses from one or two pairs.</p> <p>Next, tell them to uncover the answer options for Extract 1 and choose the answer. Give them the correct answer. Discuss why the other options were incorrect by nominating pairs to explain why.</p> <p>Repeat with Extracts 2 and 3.</p>
Applying the skill to an OET task	<p>Remind students of the strategy described below the instruction in Task 4. Ask them to use the strategy to answer Part B Question 3 individually. Discuss answers with them as a whole class, also spend time to elicit why the other options were wrong. Repeat with Task 5 which has Part B Question 4.</p> <p>Notes</p> <p>When answering the questions, allow students enough time to use the strategy because even though they're doing an OET task here, the objective is to apply the skill to an OET task. Time allowances can be implemented for the next stage.</p>
Doing an OET Task	<p>Tell students that they'll now use the same strategy to complete Part B Questions 1, 4, 5 and 6 from Practice Test 1 individually.</p> <p>Set an appropriate time limit for the questions. Discuss answers with the class.</p> <p>Ask them to reflect on how they used the strategy.</p>
Following up	<p>Assign a worksheet based on any one of the following activities:</p> <ul style="list-style-type: none"> • giving a title to a text • choosing the best summary of a piece of text • matching headings to paragraphs • crossing out irrelevant details <p>You can also use these activities in class to help them develop the skill of recognising main ideas. However, ensure you don't focus on topic sentences but rather on the strategy of noticing, since Part B texts aren't really structured that way.</p>



Reading for purpose of communication: Tasks 8 and 9

Task 8 encourages students to think about the purpose of communication. This means they need to think about why something is written. There could be several reasons ranging from an adverse event, a research update or an action point from a meeting. A lesson like this could lend itself to discussion too, so you might want to choose some examples of updates and other internal communication examples and ask students to discuss in pairs the reasons behind them.

You could also continue the genre approach discussed earlier a little further here. In addition to text type and audience, instruct students to think about purpose too; for example, to entertain, persuade, compliment, request, etc.

Stage	Activity
Setting the context / Warmer	<p>Begin by asking the class:</p> <ul style="list-style-type: none"> • Think about at least one adverse incident at work which prompted the hospital management to make a change in policy. • How was that change communicated to you? <p>Throw a ball to different students around the class and ask them to share their responses to both questions.</p>
Exploring the skill	<p>Ask students to read the teaching content under 'Reading workplace communications to understand purpose' on page 89.</p> <p>Split students into groups and ask them to brainstorm and make a list of communication they have received in the past regarding updates or changes in policy/procedure.</p> <ul style="list-style-type: none"> • Why did they receive the communication? • What were they supposed to do as a result of the communication? <p>Tell groups that they must choose one communication from their discussion to present in front of the whole class. Invite a representative from the group to come to the front and share the example from the group's discussion.</p> <p>Next, get groups to complete Task 8 together and see if there were any similarities with the examples from their discussion. Nominate groups to give you the answers. Draw their attention to the verbs 'remind', 'prepare', 'request', etc. and how they're linked to the situation.</p>
Applying the skill to an OET task	<p>Ask students to finish Task 9 individually. Discuss the answer and ask students who got it correct to explain why. Ensure you also ask students why the other two options are incorrect.</p>
Doing an OET task	<p>There is an example of a question on purpose of communication in Practice Test 2: Part B, Question 3 (page 239). The OET sample papers on the website also contain questions which students can do at this stage.</p>
Following up	<p>You could search for an interesting example of an incident / short case study that called for a policy change or update and have students predict what kind of policy change it would entail. Ask them to study it at home and bring it to class the next day.</p>



Group and pair work suggestions

Group work: Jigsaw reading, re-ordering a jumbled paragraph and the discussions on genre awareness lend themselves to group work.

Pair work: Thinking actively about context, audience and purpose can be done in pairs, especially before doing OET tasks because for all the OET tasks, the Student's Book gives three options to consider before answering the question.

Student pitfalls

Students often believe if something from the text is mentioned in the answer options then that's the correct answer. Tell them that the correct option is the one in which all parts of the question are answered and not the one which contains ideas from the text. If they are confused, ask them to think about the difference between the answer options and see which one answers the question or completes the stem correctly. Finding evidence from the text to show how an answer option is right or wrong will also help them make a choice.



Extension tasks and sourcing material

A good way to extend the skills required in Part B is to advise students to continue practising the skill by reading more of the kinds of documents they would find in Part B.

Other extension/follow-up tasks can include:

Creating a class noticeboard: Teach students to practise reading for main idea by encouraging them to look at noticeboards when in their own workplace or a doctor's waiting room. You could work with students to collaboratively create a class noticeboard where you put up notices and sections from short online articles on medical procedures and policies. Contacting a local hospital and asking them for permission to use some of their notices or asking students to bring examples from their workplace (if they're working in a medical context) is a good way to help them to practise.

You could also set up a homework task where students bring in texts which they have found on the Internet. This can be submitted to a class text bank which can be used for the noticeboard. Another idea is to allow students to choose a text from the text bank and then discuss with the student who submitted it.

Online reading: There are plenty of examples of internal workplace communication on the Internet. Searching for these using appropriate keywords can help you get authentic material to use. You could forward an extract from these to your students using social media / group chatting apps and ask them to give you the main idea quickly. Online articles on medical procedures which have small sections with sub-headings are also good texts to use.

Discussions: Classroom discussions in groups and pairs on certain interesting examples of policies can help you extend reading texts, but you need to make it clear that this is not an OET task. For example, you could search for an interesting example of an incident / short case study which called for a policy change or update and have students predict what kind of policy change it would entail.

Language work: Encouraging students to notice significant areas of language such as vocabulary or collocations or designing a worksheet on something which stands out from the text is a good way to stretch the text further and help them become more confident when reading such texts.

Examples of internal workplace communication can be found online:

- Often, well established hospitals publish some of their clinical guidelines and procedures on their website. Visit websites of these hospitals to find them.
- Medical guidance on best practices.
- Manuals of medical equipment online (for example, ECG machine, defibrillator, etc.) are also available online.



Link with Listening: Listening Part B in the Student's Book also recommends a similar approach using the context sentence to approach the question and find out what to listen for in the extract. Thinking about the difference between the answer options helps narrow in on the correct answer.

Trainer tips

- **Timing:** Parts B and C need to be completed in 45 minutes. Students can be trained to finish Part B questions in 10–12 minutes which means they need to finish each question within two minutes. When giving practice to students in Part B questions in this chapter, be alert to this. Not every student will be able to finish within this time, especially in the beginning of training, but you can progressively reduce the amount of time you give them.
- **Lesson length:** There are at least four different skill building lessons to help students train for Part B: main ideas, awareness of genre, reading for detail and reading for purpose of communication. Each can be about 60–90 minutes depending on the activities you introduce.
- **Warmers:** Depending on the skill you'd like to focus on, there are different warmers you can use.

Main ideas: Begin with a question such as, 'How do you read a new notice that you see on the noticeboard?' Then use their responses to get them to think about the skill of reading quickly to get the main idea. Alternatively, you could also ask them, 'If your boss sends an email to the whole department, how would you decide if it's relevant to you?'

Genre awareness and reading for detail: Present pictures of different types of internal workplace communication, for example, guidelines. Ask them, 'How do healthcare professionals read these?' Elicit answers and lead the discussion towards reading for main ideas, reading for detail or purpose of communication, depending on the skill you're focussing on in that lesson.

Reading for purpose of communication: Ask them to brainstorm different reasons why colleagues and managers communicate in the workplace. You may have to begin with some examples of your own, for example, managers may send an email to tell staff about proposed changes in a procedure or a particular department may request an update to a policy on post-operative care based on feedback they have received.

- **Mock test for Part B:** Before doing a complete mock test, practise the skills assessed in Part B with them. You may find it useful to help them to practise Part B main idea questions after doing a skill building class on main ideas, or Part B purpose questions after doing a skill building class on this skill. This way they understand the skill as well as what an OET question based on it looks like.
- **Wrap up:** Help them to reflect on the skill they just learnt by reflecting with their partner. Present these questions for discussion:
 - What skill did we learn?
 - How do professionals use this skill in the workplace?
 - Can I use this skill?



Chapter objective

The Student's Book explains the format and gives students a background on the kind of articles they can expect to read in this part of the sub-test. Part C articles are aimed at the wider medical audience but aren't specialist in nature. They present different perspectives and opinions. These articles contain different opinions on research and not the actual research articles themselves.

The learning content addresses the sub-skills and question types in Part C using the sample article on pages 93–94 entitled 'Statin therapy and cholesterol'. There are four main question types discussed in this part of the chapter:

- recognising opinion and attitude
- understanding the writer's purpose
- understanding the main idea
- vocabulary and reference questions

The Student's Book provides some tasks which can help build these skills. The article on statins and cholesterol is about 750–800 words in length but for the purpose of skill-building, it has been broken down into smaller extracts. The eight questions based on the article have also been split across the chapter. Part C questions usually follow the order of the text, but the questions in this part of the chapter don't, because they have been grouped according to skill. It may be worthwhile to point this out to students, so they don't get confused. For example, both the vocabulary and reference questions are towards the end of the chapter, but this isn't necessarily how they would appear in the test.

There is a second, complete Part C text with eight questions on pages 107–109 entitled 'Caesarean sections'.

Task Profile	
Task 1	Scaffolded task on verbs which introduce fact and opinion
Task 2	Scaffolded task on recognising a writer's attitude
Task 3	Scaffolded task on differentiating between fact and opinion
Task 4a	OET Part C question on opinion
Task 4b	Test strategy task on finding evidence from the text
Task 4c	OET Part C question on writer's attitude
Task 5	Scaffolded task on phrases which help identify the writer's purpose
Task 6a	OET Part C question on writer's purpose
Task 6b	OET Part C question on opinion
Task 7	Scaffolded OET Part C question on main idea
Task 8a	Scaffolded task on summary
Task 8b	Scaffolded OET Part C question on main idea
Task 9a	Scaffolded vocabulary and reference question task
Task 9b	OET Part C vocabulary and reference questions
Task 10	Full OET Part C Text 2 with eight questions



Chapter notes

To train students for Reading Part C, you can design skill lessons on:

- differentiating between fact and opinion
- recognising opinion and attitude in research / academic writing
- understanding the main idea and summarising
- understanding the writer's purpose
- vocabulary – understanding meaning from context
- vocabulary – reference questions

The Student's Book offers practice tasks in all of these.



Differentiating between fact and opinion: Task 1

One of the basic prerequisites to being successful at Reading Part C is to be able to recognise the difference between fact and opinion. Task 1 offers some practice in recognising the verbs which introduce fact and opinion but there is plenty of scope to create a full-fledged lesson which will help students understand how to differentiate fact and opinion before doing Task 1.

Trainer Pip

A good test strategy to use when training students for Part C is to have them:

1. Read the question (do not read the answer options yet).
2. Go to the relevant part of the article. This is always indicated in the question directly or by use of a significant reference.
3. Read the text and try to answer the question in their own words.
4. Read the answer options.
5. Choose the option which matches the answer to the question they'd previously formed.

Stage	Activity
Setting the context / Warmer	Begin by writing two sentences on the board, one a fact and the other an opinion. Ask students to tell you which one is a fact, and which one is an opinion and how they know the difference between the two. Brainstorm features of fact and opinion so everyone understands what differentiates the two.
Exploring the skill	<p>As preparation for the class, collect ten sentences, each sentence should either be a fact or an opinion. You can source these sentences from any medical article online.</p> <p>Ask students to work in pairs. Then give out your worksheet with the ten sentences. Ask pairs to identify the facts and opinions together and think of the reasons for their choice. Nominate pairs to share their answers and explain their justification.</p> <p>Next, ask the pairs to team up with another pair to form a group of four. Each group must turn the fact sentences in the worksheet to opinions. After they have finished, they present their new opinion sentences to the rest of the class. After all groups have presented, elicit from them how they turned the facts into opinions, focussing on the language they used. For example, adding adjectives or opinion words such as 'I think.'</p> <p>Ask students to read the teaching content on page 95 under 'Opinion and attitude questions.' Ask questions to the whole class to check their understanding.</p> <p>Direct them to finish Task 1 in their respective groups and discuss answers with the class.</p> <p>After they have finished, ask them to read the teaching content on page 96 that follows Task 1. There are three examples of opinions taken from the article (Professor Rory Collins, Dr Maureen Baker and Dr Alessandro Ble). Assign each group one of the opinions and ask them to identify how the language used reveals their opinion.</p>

	<p>Nominate groups to share their responses. Consolidate the learning from what the groups have shared. For example:</p> <ul style="list-style-type: none"> • Facts and opinions are different because ... • We can recognise opinions by looking at language such as ... • Opinions can be for, against or neutral.
Applying the skill to an OET task	Ask students to finish Task 4a and 4b individually. Discuss answers with the class and nominate individuals to provide justification for correct answers and explain why the other options were incorrect.
Doing an OET task	Ask students to complete Questions 10 and 11 from Practice Test 1 on page 219. They don't have to read the whole article to answer these questions. Although these aren't the first questions in the test, it's a good opportunity to tell students that Part C questions clearly indicate which part of the text the answer comes from. So, even if they haven't understood the earlier parts of the article, they can still answer these questions.
Following-up	Ask students to think of situations at work where people express opinion in written or oral communication. Discuss why these situations require them to give their opinion and if these opinions are based on facts or not.

Recognising a writer's attitude: Tasks 2 and 3

Opinions and attitude in academic or research articles are expressed differently than in non-academic writing. These are balanced and supported by evidence, giving the overall impression of objectivity. Many nursing students may struggle to identify attitude in academic texts due to low exposure to this type of writing. The teaching content on pages 97–98 is meant to help students understand this difference. It offers examples of attitude from the Part C article and students get to practise this in Task 2.

Stage	Activity
Setting the context / Warmer	<p>Begin by writing two sentences on the board, one which has the attitude and opinion of the writer clearly stated, while the other contains the same opinion and attitude but in measured language. For example:</p> <p>Sentence A: There is no evidence that statin therapy is beneficial to adults over the age of 80 but some scientists wrongly think there is evidence.</p> <p>Sentence B: There is limited evidence that statin therapy is beneficial to adults over the age of 80 although some scientists claim otherwise.</p> <p>Ask students to discuss in pairs:</p> <p>Which sentence contains an opinion?</p> <p>By a show of hands see how many answer in the affirmative. Elicit from students why they think one contains an opinion and the other doesn't. Don't provide any answers to them at this stage, only listen to their responses.</p> <p>Next, ask them to discuss if the meaning of both sentences is the same. Again, by a show of hands see how many think it is. Elicit why they think the meaning is the same or different and ask them to explain their choice of answer.</p> <p>Lead the discussion by explaining how both sentences mean the same thing and carry the writer's opinion but how Sentence B contains measured language to express opinion.</p>

Exploring the skill	<p>Allow students time to read the teaching content on pages 97 and 98. After allowing time to read, ask questions to check their understanding and spend time answering any questions students may have. Then, ask them to complete Task 2. Check answers with the whole class.</p> <p>Next, split the class into groups and ask them to complete Task 3. Check answers with the whole class and address questions which come up to clarify understanding.</p> <p>After this, conduct a jigsaw reading activity with the second Part C article on 'Caesarean Sections' on page 107. Assign each group an aspect of language which shows a writer's attitude (adjectives, adverbs of degree and tentative language) and ask them to find examples from the text. Tell them that they will have to explain these examples to people from other groups. After the groups have discussed their aspect, regroup students so that there is one member from each aspect who can show the new group examples of that aspect from the article.</p> <p>Monitor the groups and consolidate the discussion at the end.</p>
Applying the skill to an OET task	<p>Ask students to read the teaching content on page 100 individually and answer the question in Task 4c followed by the question in Task 6b on page 102.</p> <p>Discuss answers by nominating students to explain how they arrived at their answers. Make connections to the skill of identifying attitude and opinion which they just learnt.</p>
Doing an OET task	<p>Ask students to complete Questions 13 and 14 from the article on 'Egg Freezing' in Practice Test 1 on page 220.</p> <p>Discuss answers and ask students to explain how they arrived at their answers.</p>
Following-up	<p>Ask students to reflect on the different ways in which they can identify a writer's attitude. Then for homework, ask them to bring to the class some examples of a sentence/paragraph which shows the writer's opinion. They can source it from newspaper articles or medical articles. Students can present their examples to the class the next day.</p>

You could offer your students additional practice by preparing similar exercises using any authentic Part C text. You can design plenty of other lessons using texts similar to those found in Part C.

On Test Day, students may not have enough time to eliminate wrong answer options but helping them find evidence from the text as to why an answer is correct or wrong is an important test strategy to develop. They will get better at it as they practise and will soon be able to do it without taking too much time. It is a useful strategy especially when they are confused between two very plausible answers. Teaching this strategy also forces students to engage in the text in the correct way and therefore improve their reading skills.



Understanding a writer's purpose: Tasks 5 and 6a

Stage	Activity
Setting the context / Warmer	Brainstorm with the class reasons why people quote others, narrowing the discussion down to why writers use the opinions of others in their writing. In your discussion, draw attention to the fact that writers use the opinions of other experts to support their point, to contradict another view and show objectivity.
Exploring the skill	<p>Ask students to read the teaching content on pages 100 and 101 under 'Questions about a writer's purpose'. Ask questions about what they've read and link it to the earlier discussion.</p> <p>Ask students to finish Task 5 in pairs and check answers with the whole class.</p>

	<p>Conduct the next part as a jigsaw activity. Divide students into groups and assign each group a paragraph from the article on 'Caesarean sections' on page 107. You can use any other Part C article or any other article on a familiar topic written in an academic style. Ask them to discuss whether the opinion in their paragraph supports, contradicts or highlights the issue in some way. Then, regroup students so that there is one from the initial groups in the new group. Ask students to share why they think the writer uses the opinion in their paragraph to the new group.</p> <p>Consolidate the discussion by asking volunteers to explain what they think is the writer's purpose behind using the opinions they discussed.</p>
Applying the skill to an OET task	<p>Ask students to read the extract and teaching content on page 101. They can then answer Task 6a individually. Discuss answers with the class and nominate a student to explain why they chose their answer and why the other options are incorrect.</p> <p>For further practice, allow students to finish Questions 11 and 14 on pages 108 and 109, from the article on 'Caesarean sections' with a reduced time limit since they have already discussed the article in their groups. Discuss answers together as a class.</p>
Doing an OET task	Ask students to do Question 18 on page 222, from the text on Circadian rhythms in Practice Test 1.
Following up	Ask students to reflect on how well they think they can recognise why writers use quotes in academic articles. They can rate themselves on a scale of 1–10 and brainstorm ways they think would help them improve this skill.



Understanding the main idea: Tasks 7, 8a and 8b

Learning how to understand the main idea in articles is an important skill in Part C. Here, topic sentences may give them the main idea since it is an academic/research article rather than a workplace text.

One way to help them answer Part C questions is to get them to think about the meaning of the paragraph by creating a summary sentence before looking at the answer options. The lesson sketch here describes this approach.

Stage	Activity
Setting the context / Warmer	<p>Display a picture of a medical professional reading a journal article. Ask them if they know why they need to do this kind of reading. Explain to them that medical professionals read for continuing professional development, especially to find out the latest developments in their field.</p> <p>Conduct a 'think-pair-share' with the following question:</p> <ul style="list-style-type: none"> What are some things which help you remember the content of articles you read? <p>Elicit responses and highlight that understanding the main idea of each paragraph helps remember content.</p>
Exploring the skill	<p>Tell them that they're going to learn how to understand the main idea of a paragraph by creating a summary sentence.</p> <p>Choose any paragraph from the Part C article on 'Caesarean sections' on page 107. Demonstrate how you can create a summary sentence using the 5Wh and 1H questions (who, when, where, what, why and how) by modelling this on the board for students. Go step by step, ensuring you take your time to 'think aloud' so students understand how you're doing this.</p>

	<p>Divide students into groups and assign a paragraph from the text to each group. Have them create their summary sentence for their paragraph using the same method. Invite a representative from each group to come and write their summary sentence on the board so you end up with a summary sentence for each paragraph of the article. Discuss any difficulties they had while creating the summaries and what helped them create a good summary.</p>
Applying the skill to an OET task	<p>Ask them to read the teaching content on pages 102 and 103 individually. Ask the class questions to check their understanding. Then, have them finish Task 7 individually. Discuss answers with the class.</p> <p>Ask students to work in pairs for Tasks 8a and 8b. First, the pairs choose the best summary for the extract and then use the summary to answer the question in Task 8b. Have them discuss why the other answer options are incorrect. Nominate a pair to share their answer and provide feedback.</p> <p>For further practice, ask students to create a summary sentence for the respective paragraphs mentioned in Questions 9 and 12 on page 108, from the article on 'Caesarean sections'. Ask them specifically to read the paragraph first and not to look at the answer options while creating the summary sentence. After they have created their summary sentence, they can look at the answer options and use their summary sentence to choose the correct answer.</p> <p>Elicit responses about how this worked for them. Ask them if this is something which they would be able to do on Test Day, given enough practice. Encourage them to do this to understand the meaning of the text as Part C questions require an understanding of the text. Emphasise that they cannot rely on keywords to answer Part C.</p>
Doing an OET task	<p>Ask students to finish Question 1 from the article on Egg Freezing in Practice Test 1. Give a suitable time limit. Provide feedback to students and ask them how their summary sentence helped them to answer the question.</p>
Following up	<p>You can:</p> <ul style="list-style-type: none"> • Ask students to reflect and share with their partners if they think this technique will help them improve their reading skills. End with a short discussion on 'how' and 'why' they think so. • Provide further practice by giving them a worksheet on summaries.



Vocabulary and reference questions: Tasks 9a and 9b

The difference between vocabulary and reference questions is explained in this part of the Student's Book. Vocabulary questions assess if candidates understand the way in which the word is used, while reference questions test whether they can identify what is being referred to.

Vocabulary questions in Part C are different from 'guess the meaning' questions. Therefore, regardless of whether the meaning of the word/phrase is known to them or not, they won't be able to answer the question, unless they read and understand the surrounding text.

Stage	Activity
Setting the context / Warmer	<p>Begin by asking the class:</p> <ul style="list-style-type: none"> • Is it necessary to understand the meaning of every word you read in an article? • What can you do if you don't understand the meaning of a word? <p>Elicit responses and highlight that in order to be an efficient reader it isn't necessary to understand every word.</p>

Exploring the skill	<p>Write on the board:</p> <p>The zazo helps detect infinitely small creatures living on the skin of humans which could potentially be cancer risks. Scientists have been using the zazo to analyse the smallest strains of bacteria.</p> <p>(*the 'zazo' could be an instrument like a microscope)</p> <p>Then, using the 'think aloud' strategy, demonstrate how you arrived at the approximate meaning of the word by rereading the sentence, asking questions, and looking for context clues. A benefit of this approach is that when students see that they can answer these questions successfully, it'll give them confidence and reinforce the fact that not understanding the word/phrase has no impact on their ability to answer the question.</p> <p>Prepare a worksheet with more examples like this or use a worksheet from the Internet where students guess the meaning of a word from context. Ask students to complete the worksheet individually and then share their answers with their partners. Nominate pairs to share their answers and ask them to talk about the context clues which helped them arrive at the meaning.</p> <p>Give students time to read the teaching content under 'Vocabulary and reference questions' on page 104. Then, ask the pairs to finish Task 9a together. Discuss answers with the class.</p>
Applying the skill to an OET task	<p>Tell students that they're going to apply this skill to an OET task. Remind them that even if they know the meaning of the word or phrase, they still need to read the surrounding text to answer the question.</p> <p>Have students finish Task 9b individually. Ask students to volunteer to share how they arrived at the answer.</p> <p>For further practice, let them complete Questions 10 and 15 on pages 107 and 108, from the reading text on 'Caesarean sections'.</p>
Doing an OET task	Ask students to finish Questions 9 and 12 on page 219, from Practice Test 1.
Following up	Ask students to reflect on whether they think being comfortable with not knowing the meaning of every word they read is a strength or weakness. Ask them to think of some situations where they think they can use this skill in their workplace.

Extension tasks and sourcing material

Students can prepare for Reading Part C by reading opinionated texts from their professional regulatory bodies and review articles on recent research papers.

Other extension / follow-up tasks can include:

Analysing film reviews: Film reviews of the kind that are found in newspapers are a good way to consolidate their understanding of attitude and opinion. You can select a film review in English of any film they're likely to have watched and ask them to describe the writer's opinion of the film. You could follow it up with a discussion on the words which helped them decide what the writer's opinion was.

Student pitfalls

Students may spend too much time on one question if they aren't able to get the answer quickly. Remind them that they can move onto the next question instead of spending too much time on one question. Since the questions are based on discrete sections of the text, they will be able to answer the subsequent questions even if they can't answer the one they're stuck with.

Remind them that they won't find any words from the answer options in the text, so they must focus on the meaning of the answer option rather than specific words.

Vote for the best summary: Practising the art of summarising paragraphs will help them develop the skill for test day. Ask students to summarise each paragraph in a Reading Part C article in one or two sentences using their own words. Using an article from the Internet is also suitable. Paragraph summaries can be discussed in class the next day in groups. Students can vote for the best summary for each paragraph and then the class can vote for the best summary of a paragraph from the ones the groups voted for.

Author's purpose: Often, an author's purpose is evident from their choice of words, facts and style of writing. To get students to think about purpose, collect extracts from three to five different kinds of texts and ask students to think about the purpose based on the choice of words and facts. While sourcing these articles, remember not to use actual medical research papers or articles which make only one argument. There are several websites which carry medical journal articles that aren't the research papers themselves but do include opinions on recent research.



Link with Reading Part B: Reading for the main idea is a skill that students can use in both Part B and Part C. Listening Part C also focuses on recognising the speaker's opinion.

Trainer tips

- **Timing:** Parts B and C need to be completed in 45 minutes. Leaving about 30–35 minutes for both the Part C texts is advisable. Keep this in mind when giving students time to answer OET questions. You could give them about 1.5–2 minutes per question.
- **Warmers:** Here are some ideas for warmers:
 - Ask them if they have heard about any recent development in their field which they would like to read more about. Elicit the medical journal and ask them how they would read articles in the journal and why. Highlight the fact that they would read to understand what experts think about the development.
 - Difference between opinions in an academic and non-academic setting: Show them two examples of opinions; one from a non-academic setting where the opinion is evident from strong language (for example, strong adjectives) and another, where the opinion is presented in objective language. Ask them to tell you if both sentences show the writer's opinion. Elicit that both are opinions but one (academic) is disguised or supported with evidence.
 - Another idea is to find an academic article with attitude disguised as neutral text, then rewrite it with the more informal and non-neutral text the students are accustomed to, but with a few differences in meaning and attitude throughout the text. Next, you can give both versions of the articles to the students and have them find the differences in attitude and meaning.
 - Ask about their experiences: Ask them what they do to keep themselves informed about the developments in their field and how they read review articles.
- **Mock test for Part C:** Use Task 10 as part of a mock test for Part C. Since it is only one text, you can allot about 15–18 minutes for students to complete it.
- **Wrap up:** Get students to reflect on their learning at the end of a lesson by drawing a flowchart or illustration to explain what they've learnt and then work in pairs to discuss their ideas.