Effective PTE Retell Lecture Tips: Strategies To Help You Excel

Here are some valuable PTE Retell Lecture tips and strategies to help you perform well in this task:

Active Listening:

- Pay close attention to the lecture from the very beginning.
- Train your ears to identify the main ideas and supporting details.

Note-taking Techniques:

- Develop a system of symbols and abbreviations that allow you to jot down essential information quickly.
- Practice note-taking in English to improve your speed and accuracy.

Use Your 40 Seconds Wisely:

- During the 40-second preparation time, organise your thoughts and review your notes.
- Avoid memorising the lecture or trying to repeat it verbatim.

Be Concise:

- Keep your response concise and to the point.
- Prioritise the most critical information and avoid repeating ideas or getting sidetracked.

Work on Pronunciation and Fluency:

- Practise correct pronunciation and diction. Clear speech is vital for the automated scoring system to understand you.
- Work on your pacing and fluency. Avoid speaking too fast or too slow.

Here's a template you can follow:

Introduction (2-3 seconds):

- Begin your response with a brief introductory sentence that sets the context for your summary. It should include the main topic of the lecture and any relevant background information.

Main Points (30-35 seconds):

- State the main ideas and key details presented in the lecture.
- Use your notes as a guide and mention the most crucial information.
- Prioritise and order the points logically for a coherent summary.
- Use transition words or phrases to connect ideas. For example: "Firstly," "In addition," "Furthermore."

Example (2-3 seconds):

- If the lecture included an illustrative example, briefly mention it to reinforce your summary.

Conclusion (1-2 seconds):

- Conclude your response by reiterating the main theme or emphasising the significance of the information presented.

Here's an example of how this template might be applied to a Retell Lecture task:

Introduction (2-3 seconds):

"The lecture discussed the impact of climate change on marine ecosystems."

Main Points (30-35 seconds):

"Firstly, the lecturer emphasised the rising sea temperatures and their effects on coral reefs, which are experiencing widespread bleaching and death. Secondly, he mentioned the threat to various fish species due to the shifting ocean currents, affecting their breeding and migration patterns. Furthermore, the lecture

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highlighted the consequences of ocean acidification, negatively impacting the shellfish population. Lastly, the speaker discussed global cooperation's importance in addressing these issues."

Example (2-3 seconds):

"He illustrated the concept of ocean acidification with a specific case study involving oyster farms in the Pacific Northwest."

Conclusion (1-2 seconds):

"In conclusion, the lecture underscored the urgent need for international collaboration to mitigate the effects of climate change on marine life."

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This class is about the post-emancipation African American experience. It is about American history. And I hope that point is frankly very obvious, but one never quite understands or can anticipate all of these things. It is about American history fundamentally. At its course, at its core excuse me, the course is about citizenship, the most important keyword for the entire class. The course is about citizenship, how one becomes a citizen, what one does to preserve that citizenship. At its core then, the class asks the question: what does it mean to be American? Now I will ask this question explicitly a few times in the class, but it implicitly is woven through so much of what I'm going to be talking about. What does it mean to be American?

The lecture explains that the class is about the post-emancipation African American history, which in a broader way is about the American history. The course will explore topics like citizenship and what is being an American actually involved.

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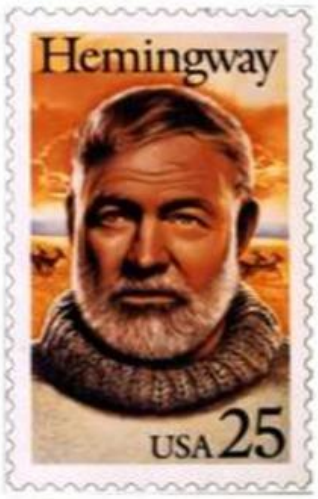

Let me go to Hemingway and talk a little bit about him, in many ways as a kind of gateway or a guide to a global vision of American literature. Hemingway was very much a world traveller. Basically, you can get a map of the world by just looking at his writings, but he had a special love of the Spanish language. So For Whom The Bell Tolls–we'll be reading this in class-is about the Spanish Civil War. And Hemingway was there as a war correspondent, but we can see that he actually got into combat situations right here. It's really interesting to think about Hemingway as both a journalist and also a novelist.
The global dimension of Hemingway, but also the global dimension of the Spanish Civil War itself. It was a civil war, it was between two sides fighting in Spain, but it was also very much an international war in the sense that Russia was a part of it, Germany was a part of it, Italy was a part of it. It very much was a gathering of a lot of nations converging on the soil of Spain and fighting.

The lecture is about the Hemingway and his global vision as shown in his literature. Hemingway loved to travel and write about various countries, but he especially loved the Spanish language. He wrote "So For Whom The Bell Tolls", a book on Spanish civil war. He was a part of this civil war as a journalist but also got involved in combat. Hemingway's writings showed that the Spanish civil war was also a global event as it involved Russia, Germany and Italy.

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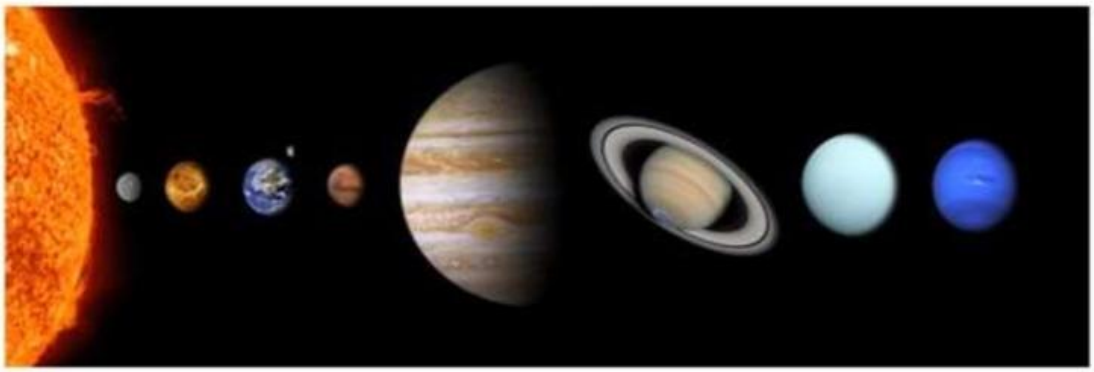

Let me remind you what we had started to talk about. The class is organized into three fairly specific topics. The first of which is extrasolar planets. Planets around stars other than the sun. Exoplanets, so-called. That's our topic. One of the things that I pointed out last time is that, surprisingly enough, very–until ten years ago none of these were known. And it's only a very recent development that there's any actual evidence that these things exist. So, one question you might ask is why are these things so hard to find? The science fiction folks seem to have no trouble; they just sort of go around in their spaceships and find these things all over the place.

And to consider that question let me show you a picture. Here's a picture of a star. This is the star Sirius. It's the brightest. It's a blow-up obviously of a photograph plus a little Photoshopped arrow. That's not a celestial object So, this is a blow-up of a photograph of the star Sirius. Sirius is the brightest star in the sky to the–easily visible with the naked eye. In fact, as I say, the brightest star. It's one of the closest stars. It's a little bit brighter than the Sun intrinsically, but it's ten light years away or so.

The lecture is about exoplanets, which is one of the three our topics that the class will discuss. Exoplanets have become known in the last ten years only; they are quite hard to find. The lecturer explains this by giving the example of Sirius, which is the brightest star in the sky and actually one of the closest to us. She said that it is ten light years away.

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