

## PTE General: Lesson Ideas

### Implied Meaning Activity

**Time:** 30–45 minutes

This activity focuses on the following task types in PTE General and skills tested:

#### **Task 1: Listening – 3 option multiple choice**

- Identifying the topic
- Identifying words and phrases appropriate to the context
- Comprehending explicit and implicit information
- Comprehending concrete and abstract information
- Identifying a speaker's purpose, tone and attitude
- Inferring the context, purpose or tone
- Comprehending variations in tone, speed and accent

#### **Task 13: Speaking – Role play**

- Speaking for a purpose (to persuade, to explain)
- Using words and phrases appropriate to the context
- Using correct grammar
- Speaking at a natural rate
- Producing fluent speech
- Using correct intonation
- Using correct pronunciation
- Using correct stress

### Objectives

#### **For L2-L5 students**

This activity is designed to practice the skills necessary in the listening and speaking sections of the exam. It uses the structure of Task 1: Listening – 3 option multiple choice and requires students to role play a situation as in Task 13: Speaking – Role play. By developing the material themselves, role playing it and then testing their fellow classmates, students get a unique perspective of what types of questions examiners will ask in Task 1 and how the examiners will grade Task 13.

This activity should be done after students have had a chance to see Tasks 1 and 13 so they have a general idea of what is expected.

### Preparation

Print and cut out the role play cards (which are on p.3-4 of this worksheet).

## Steps

1. Write the following question on the board

**Where does the woman work?**

- a. a music shop
- b. a box office
- c. a restaurant

Read the woman's role in the following audio script and ask the students to answer the question. Pay attention to your intonation, word chunking and stress patterns.

**Narrator:** Number 10

*Listen to a woman talking on the phone. Where does she work?*

**Woman:** *So, that's two for the National Symphony Orchestra on Monday at eight p.m. Where would you like to sit?*

*Yes, that's fine. And how would you like to pay?*

2. Ask the student's to tell you what information led them to the correct answer. Write the script on the board if necessary. Elicit where we can find the information needed to answer the question? Is the information directly stated or implied?
3. Divide the class into pairs and tell them they will be asked to take a card from the pile in front of you. Each card will have a situation that they must create a script for and a question that they will have to ask the class.
4. Remind the students that they will be practicing implied meaning. They should not directly state the answer to their question in the role play. Refer back to the example.
5. Give students 5 – 10 minutes to prepare a script. Circulate around the room and fix grammar errors, etc.
6. Explain that the next part of the activity will be to role play. They will perform their dialogues in front of the class. The intention is to sound natural. Elicit ways to sound natural and highlight stress, intonation and word chunking.
7. Remind the students that the words stressed in a sentence are those that carry the most meaning, rising intonation is used to indicate questions, or when listing things, we chunk sentences into groups of words i.e. clauses to create rhythm and a natural flow, etc. Keep in mind the level you are teaching – L2 students only need to know the basics while L5 students need to be able to understand this thoroughly.
8. Give the students 5 – 10 minutes to mark the stress, intonation and word chunks in their dialogue. Circulate around the room and point out any mistakes or problems. Focus on stress & intonation as they will carry a lot of the implied meaning.
9. When students are ready, each group stands up to perform at the front of the class and then asks their question. Elicit a few answers from the class and why they believe it is the correct answer.
10. Have the performers reveal the correct answer. If there were any incorrect responses, explain the reason that they are incorrect.
11. Take time after each performance to give feedback on grammar and vocabulary. Ask the class to give feedback on how natural it sounded (make sure students are never allowed to say "It was good." They always need to say WHY).

As your group becomes better at this exercise it will take less time and can be made more difficult. For example, give the students a question and 3 possible answers (exactly like in the test) – tell them when they write their script they must include information that may confuse some students and make them choose the wrong answer. This has the added benefit of teaching them to understand distracters. Or only give them the situation and the students must create the questions and answers. You will notice that as students start to understand the item types, the quality of their work will improve.

## Role play cards

<p><b>Situation:</b> Two friends talking about the most interesting animal they saw at the zoo today</p>	<p><b>Question for the class:</b> Which animal are the two people talking about?</p>
<p><b>Situation:</b> A shop assistant and customer. The customer ask the price of the products she has and then decides not to buy one item so that the price is lower</p>	<p><b>Question for the class:</b> How much should the woman pay?</p>
<p><b>Situation:</b> A radio advertisement for a new product</p>	<p><b>Question for the class:</b> What is the advertisement for?</p>
<p><b>Situation:</b> Two policeman talking about a criminal they arrested last year</p>	<p><b>Question for the class:</b> Who are the speakers?</p>
<p><b>Situation:</b> Two security officers in a bank talking about their job</p>	<p><b>Question for the class:</b> Where are the speakers?</p>
<p><b>Situation:</b> John's friend decided to buy a new car. John thinks it is a great car but his friend paid way too much</p>	<p><b>Question for the class:</b> How does the John feel about his friend's decision?</p>
<p><b>Situation:</b> Two factory workers who are angry that they had to come to work on a Sunday</p>	<p><b>Question for the class:</b> How are the speakers feeling today?</p>

## Role play cards

<p><b>Situation:</b> Two friends just watched a film together. They both liked it except one thought the main actor was boring and the other loved the main actor.</p>	<p><b>Question for the class:</b> What aspect of the movie do they disagree about?</p>
<p><b>Situation:</b> Sarah is talking to her friend about quitting her job. Although she hated her boss, she quit because her husband has a new job in a different city.</p>	<p><b>Question for the class:</b> Why did Sarah quit her job?</p>
<p><b>Situation:</b> Alex is talking to his mom about his father's new job. Although it is a cool job, Alex doesn't like it because his father is never home.</p>	<p><b>Question for the class:</b> What does Alex think of his father's job?</p>