

Who says what and why? Trainer's notes

Aims	To review topic of functions To give trainees practice in identifying exponents of teachers' and learners' language in the classroom
Syllabus area	The functions commonly used by the teacher in the classroom Identifying the functions of language used by learners in the classroom
Timetable fit	For use as input or review of teachers' and learners' language in the classroom
Interaction pattern	Whole group
Timing	25 minutes
Materials needed	One set of function cards (3.3A) and one set of 14 blank cards for each group

Instructions

- Review the terms *function* and *exponent* from Module 1 Part 1. Establish the relationship between them by eliciting a function and various exponents of it.
- Explain that in Module 3 of the TKT, candidates are tested on *classroom functions*. Elicit a definition of this term (e.g. *teachers' and learners' reasons to communicate when in a lesson*) and give some example exponents (e.g. *Can you open your books now / Swap places A and B / May I go to the bathroom, please?*). Have students name the corresponding function (e.g. *Giving instructions / Asking for permission*).
- Divide the class into groups of three or four. Hand out one set of cards to each group and ask them to sort the cards into three piles: *Teachers' Language* (on the left), *Learners' Language* (on the right) and *Both* (in the middle). Allow five minutes. Monitor and ask prompting questions if necessary.
- When the group is satisfied (and there are no obvious mistakes that the trainer can correct) ask trainees to look at all the exponents in the *Learners' Language* column. Trainees take it in turns to name the function for each exponent, e.g. *May I take a dictionary, please?* is *Asking for permission*.
- Monitor and prompt or correct as necessary.
- Divide the class in two. Have half the groups looking at the *teachers' language* column and half the groups looking at the *both* column. Hand out a set of blank cards to each group. Explain that each group should identify the function for each exponent and write it on a blank card. Monitor and check that the functions are correct.
- Have each group swap its cards with a group that looked at the other column. The trainees' task is to match the exponents to the functions. Encourage the groups to check each other's answers and discuss any disagreements.

Answer key

Teachers' language	Both	Learners' language
It's raining outside. I come in without an umbrella. Am I wet? checking understanding	Absolutely. I think you're right. agreeing	Did he say page 17 or 70? asking for clarification
Gap means the space or difference between two things, e.g. <i>the gap between rich and poor</i> . conveying meaning	I'm sorry I'm late. I was stuck in a traffic jam. apologising	I don't understand this phrase. What do you think it means? asking for clarification
What's a synonym for <i>pace</i> ? eliciting	Sorry, what did you say? asking for repetition	May I take a dictionary, please? asking for permission
Who can name three different reptiles? eliciting	It's Bedford – B E D F O R D giving information	My answer to three is different from yours. disagreeing
Carry on working ... I'm going to come around and listen. giving instructions	Let me see – oh, it's five to six. giving information	Hmmm ... I'm pretty sure the answer is true, not false. disagreeing
Discuss it with your partner for two minutes. giving instructions	Morning! greeting	Well, what I mean is I don't exactly like listening, but I know I need to practise. paraphrasing
OK. Would anyone like to suggest an answer for number one? leading feedback	Hang on a sec ... hesitating	
Listen to the correct word stress – 'subSIDiary', 'subSIDiary', 'subSIDiary'. modelling	Ummm Well, let me think ... hesitating	
Let me see how you're doing, Jon. Yes, that's right! Go on ... monitoring	Roll the dice again! playing a game	
Once upon a time, there was a mouse ... narrating	It's your turn. playing a game	
You've listened to each other really well this class. Well done. praising	See you on Thursday! saying goodbye	
It describes the level of formality ... begins with r? re...? reg...? prompting		
Do you mean /dʒɪst/ or /gɪst/? prompting		

Who says what and why?

Function cards

Absolutely. I think you're right.	Carry on working ... I'm going to come around and listen.
Discuss it with your partner for two minutes.	Did he say page 17 or 70?
I don't understand this phrase. What do you think it means?	Do you mean /dʒɪst/ or /gɪst/?
It describes the level of formality ... begins with r? re ...? reg ...?	Gap means the space or difference between two things, e.g. <i>the gap between rich and poor</i> .
Hang on a sec ...	Ummm ... Well, let me think ...
I'm sorry I'm late. I was stuck in a traffic jam.	It's Bedford – B E D F O R D
Let me see – oh, it's five to six.	It's raining outside. I come in without an umbrella. Am I wet?
It's your turn.	Roll the dice again!
Let me see how you're doing, Jon. Yes, that's right! Go on ...	Listen to the correct word stress – 'subSIDiary', 'subSIDiary', 'subSIDiary'.
May I take a dictionary, please?	My answer to three is different from yours.
Hmmm ... I'm pretty sure the answer is true, not false.	OK. Would anyone like to suggest an answer for number one?
Once upon a time, there was a mouse ...	See you on Thursday!
Morning!	Sorry, what did you say?
Well, what I mean is I don't exactly <i>like</i> listening, but I know I need to practise.	What's a synonym for <i>pace</i> ?
Who can name three different reptiles?	You've listened to each other really well this class. Well done!