

### TKT Module 1: Describing language: Functions – Teacher’s Notes

#### Description

This activity introduces teachers to functions and their exponents, tested in TKT Module 1 Part 1 (concepts and terminology for describing language: functions). Participants consider the exponents of different functions, the importance of context and the effect of register.

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**Time required:** 55 minutes

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**Materials required:**

- Participant’s Worksheet 1 (one for each pair)
- Participant’s Worksheet 2 (cut into strips)
- Participant’s Worksheet 3 (one for each participant)
- Sample Task (one for each participant)

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**Aims:**

- To provide an opportunity for participants to discuss functions including context, levels of formality and appropriacy
- To familiarise participants with a range of functions and their typical exponents.
- To provide practice in completing tasks in which functions is the testing focus.

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#### Procedure

1. Before the session, cut **Participant’s worksheet 2** into strips, so there is one strip for each participant. Repeat some strips if necessary.
2. (10 minutes) On the board write: **Expressing certainty, Expressing a dislike, Apologising, Speculating**. Elicit that we call these aspects of language **functions** (ways of describing how particular chunks of language are used).
3. Put participants into pairs. Give each pair a copy of **Participant’s worksheet 1**. Tell participants that there are ten functions in the word search activity. Allow them three minutes to find as many as they can. If participants are finding it difficult, give them some of the words or give clues.
4. Check answers together (see key below). Explain that ‘functions’ fall into the syllabus area of ‘concepts and terminology for describing language’, which is tested in TKT Module 1 Part 1.
5. (10 minutes) Go back to the functions written on the board in **Step 2**. Elicit one or two exponents of each function and write them on the board, e.g.
  - Expressing certainty - *I’m sure*
  - Expressing a dislike – *I don’t like...*
  - Apologising – *I’m sorry*
  - Speculating – *it might be...*

### Teaching Knowledge Test

Make sure participants are clear on the difference between a function and its exponents (the function is the purpose of what you are saying; the exponent is the words you use to say it).

6. Give each participant a strip with one function from **Participant's worksheet 2**. Ask them to write an exponent for their function on the back of the strip. They should check their example with a partner so that they can help and correct each other.
7. Ask participants to walk around the room saying their example exponents to other participants. The other participants listen and say what the function is that is being expressed, e.g. One participant might say 'I don't like football', the other participants should say 'expressing dislike'.
8. Feed back to deal with any questions arising from the exercise.
9. (10 minutes) On the board, write:

**Fred: I'm sorry, I'll buy you a new one.**

**Beth: Don't worry, it wasn't a special one.**

**Fred: Sorry?**

**Beth: I said it wasn't a special one.**

Underline the word *sorry* and elicit

- **the two different functions being expressed by this word** (*I'm sorry is apologising for doing something wrong, e.g. breaking something and Sorry? is asking for repetition*).
- **what made it possible to know what the function was** (*context/situation*).

10. Ask participants to look at the functions and exponents on their strips **Steps 6 and 7**. In pairs, participants discuss the different possible contexts/situations of their functions and exponents.
11. (10 minutes) On the board, write:
  - **I must apologise for the delay.**
  - **I'm sorry I think we may be a bit late.**
  - **Sorry but I'm being as quick as I can, you know.**Establish that each of these is expressing the function of apologising, but in different ways. Elicit **how they are different** (*level of formality/register. The first is formal the second is neutral and the third is informal*).
12. Put participants into groups of three. Hand out **Participant's worksheet 3**. Participants decide what the functions of the exponents on the worksheet are and if they are formal, informal or neutral.
13. Check answers together (see key below).
14. (10 minutes) Give out **Sample Task**. Participants complete the sample task on their own then compare their answers with a partner.
15. Check answers together (see key below).

### Teaching Knowledge Test

16. (5 minutes) Round up to summarise points covered. Ask participants:

- **What is the TKT Module 1 syllabus area for this lesson?** (concepts and terminology for describing language – functions)
- **What is the testing focus for this syllabus area?** (context, levels of formality, appropriacy, a range of functions and their typical exponents)
- **What do you understand by ‘appropriacy’ in relation to functions?** (using a suitable exponent in a particular situation, e.g. formal exponents in formal situations, less formal exponents in less formal situations)
- **How can participants prepare for this section of the test?** (look at the functions section in the TKT Glossary and make sure that they are familiar with the terms and the uses of the functions listed. Also look in coursebooks for functional language.)



### Key to Sample Task

- |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 1 | F | 2 | B | 3 | H | 4 | A |
| 5 | C | 6 | G | 7 | D |   |   |

Find ten functions in the word search.

|   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
| G | N | I | T | S | E | U | Q | E | R | A |
| P | R | A | I | S | I | N | G | L | Q | P |
| J | E | O | D | M | A | I | A | G | Y | O |
| A | F | I | N | V | I | T | I | N | G | L |
| V | U | L | A | X | I | I | O | M | B | O |
| M | S | U | G | G | E | S | T | I | N | G |
| O | I | W | R | T | O | L | I | W | O | I |
| L | N | B | E | U | F | P | A | N | I | S |
| A | G | R | E | E | T | I | N | G | G | I |
| S | A | K | I | Q | H | A | I | A | I | N |
| T | H | A | N | K | I | N | G | J | S | G |
| B | N | Y | G | S | C | I | O | H | N | D |



|                          |
|--------------------------|
| Asking for an opinion    |
|                          |
| Introducing yourself     |
|                          |
| Introducing someone else |
|                          |
| Clarifying               |
|                          |
| Praising                 |
|                          |
| Requesting               |
|                          |
| Advising                 |
|                          |
| Agreeing                 |
|                          |
| Inviting                 |
|                          |
| Thanking                 |
|                          |
| Refusing                 |
|                          |
| Suggesting               |
|                          |
| Complaining              |
|                          |
| Greeting                 |
|                          |

### TKT Module 1: Describing language: Functions – Participant’s Worksheet 3

Look at the exponents.

- What are the functions of the exponents?
- Are they formal (**F**), informal (**I**), or neutral (**N**)?

|   |  |
|---|--|
| 1. Thanks a lot   |  |
| 2. Do you think you could possibly open the window?                   |  |
| 3. Come round to my house for a bite to eat?                          |  |
| 4. Can you open the window, please?                                   |  |
| 5. No way! I’m not doing that.  |  |
| 6. I agree with that.   |  |
| 7. Hello, I’m Josephine.  |  |
| 8. I’m sorry but I’m afraid I can’t.                                  |  |
| 9. Would you like to come to dinner?                                  |  |
| 10. I don’t believe we’ve met. My name’s James Sanders.               |  |
| 11. Open the window, will you?  |  |
| 12. Mr and Mrs Smith request the pleasure of your company for dinner. |  |
| 13. Yeah. You’re right there.   |  |
| 14. Thank you very much indeed.                                       |  |

### TKT Module 1: Describing language: Functions – Sample Task

#### Exercise 3

For questions 1–7 match the example sentences with the functions listed A–H.

Mark the correct letter (A–H) on your answer sheet.

There is one extra option which you do not need to use.

| Example sentences  | Functions                       |
|--|---------------------------------|
| <b>1</b> Let's go to that new restaurant.                | <b>A</b> describing ability     |
| <b>2</b> They might win – you never know in cup matches! | <b>B</b> describing possibility |
| <b>3</b> Watch out! That's dangerous.                    | <b>C</b> asking for permission  |
| <b>4</b> My son can speak three languages fluently.      | <b>D</b> requesting             |
| <b>5</b> Is it OK if I open the window?                  | <b>E</b> asking for advice      |
| <b>6</b> Shall I show you how the camera works?          | <b>F</b> suggesting             |
| <b>7</b> Could you pass me my bag?                       | <b>G</b> offering               |
|  | <b>H</b> warning                |