

TKT Module 3: Part 1 – Functions of Learner Language – Teacher’s Notes

Description

This activity will familiarise teachers with some of the terminology relating to the TKT Module 3 Part 1 syllabus area of ‘identifying the functions of language used by learners in the classroom’.

Time required: 40 minutes

Materials required:

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

Aims:

- To introduce some of the functions of language commonly used by learners in the classroom and to discuss examples of the functions.
- To provide practice in completing a task in which the functions of teacher language is the testing focus.

Procedure

1. (10 minutes) Before the session, cut up **Participant’s worksheet 1** into strips containing a word or a definition. Give each participant one strip. There are eight words and eight definitions, organised in matching pairs on the worksheet. For example: ‘**Clarify**’ matches with ‘**To make clear what you mean**’. If there are fewer than sixteen participants, make sure that you give out words that match with a definition. If there are more than sixteen participants, use some of the strips more than once but make sure that you provide matching pairs of words and definitions.
2. Tell participants that they have either a word or a definition on their strips of paper. Ask them to walk around the room saying their word/definition to other participants until they find someone whose strip matches with theirs. When they find their partner they can sit down next to each other.
3. Check answers together (see key below). Tell participants that
 - these terms are all functions of language commonly used by learners in class
 - knowledge of these and other terms is tested in TKT Module 3 Part 1.
4. 15 minutes Hand out **Participant’s worksheet 2**. Ask participants to work with their partners and to write an example of each of the functions. For example: **Agree** – the learner might say “You’re right”.
5. Get participants to share their ideas with the whole group (see key below).
6. 10 minutes Give out **the Sample Task**. Ask participants to complete the sample task on their own then compare their answers with a partner, before checking answers with the whole group.
7. 5 minutes Round up to summarise points covered. Ask participants:
 - **What is the TKT Module 3 syllabus area for this lesson?** (functions commonly used by the learner in the classroom)

Teaching Knowledge Test

- **What are candidates being tested on?** (Candidates are tested on their knowledge of and ability to identify common functions and typical exponents)
- **How can candidates prepare for this area of the syllabus?** (Candidates can study the list of examples of learner language in the TKT Glossary which is on the Cambridge English website).

TKT Module 3: Part 1 – Functions of Learner Language – Answer Keys

Key to Procedure Step 3

Agree - To have the same opinion as someone else

Apologise - To say sorry for something

Ask for clarification - To ask for an explanation of what a speaker means

Ask for repetition - To ask someone to say what they have just said again

Clarify - To make clear what you mean

Contribute - To give or add something to a discussion by taking part and giving ideas

Hesitate - To pause before or while doing or saying something

Use fillers - To use a word or sound which fills the time while you are thinking of what to say

Key to Procedure Step 5

1. **Agree:** You're right, I agree, I think so too; yes
2. **Apologise:** I'm sorry, I'm terribly sorry, Sorry about that.
3. **Ask for clarification:** What do you mean? Sorry, I don't understand
4. **Ask for repetition:** Sorry, could you say that again. I didn't hear that could you repeat it, please?
5. **Clarify:** What I mean is .. What I want to say is...
6. **Contribute:** I think it's a good idea to improve the public transport system then there would be fewer cars; Yes, and I think...
7. **Hesitate:** I'm going on (*pause*) holiday next week.
8. **Use fillers:** Umm, Er, How shall I say?

Key to Sample Task

1. C 2. A 3. A 4. C 5. B

TKT Module 3: Part 1 – Functions of Learner Language – Participant’s Worksheet 1

Agree
To have the same opinion as someone else.
Apologise
To say sorry for something.
Ask for clarification
To ask for an explanation of what a speaker means.
Ask for repetition
To ask someone to say what they have just said again.
Clarify
To make clear what you mean.
Contribute
To give or add something to a discussion by taking part and giving ideas.
Hesitate
To pause before or while doing or saying something.
Use fillers
To use a word or sound which fills the time while you are thinking of what to say.

TKT Module 3: Part 1 – Functions of Learner Language – Participant’s Worksheet 2

Work with a partner and provide an example for each of these functions of learner language in the classroom

1. **Agree** - To have the same opinion as someone else.

Example - “You’re right”.

2. **Apologise** - To say sorry for something.

Example:

3. **Ask for clarification** – To ask for an explanation of what a speaker means.

Example:

4. **Ask for repetition** - To ask someone to say what they have just said again.

Example:

5. **Clarify** - To make clear what you mean

Example:

6. **Contribute** - To give or add something to a discussion by taking part and giving ideas.

Example:

7. **Hesitate** - To pause before or while doing or saying something

Example:

8. **Use fillers** - To use a word or sound which fills the time while you are thinking of what to say.

Example:

TKT Module 3: Part 1 – Functions of Learner Language – Sample Task

For questions 1–7, read the conversation between two advanced learners. Answer the questions about their use of language by choosing the correct option **A**, **B**, or **C**.

Cristina:	Are you a good sailor? Have you ever been seasick?	
Raquel:	Yeah, I have been seasick, once. Actually, I...	line 2
Cristina:	Was that on a long journey?	
Raquel:	Yeah. In fact, I'm quite a good traveller normally. But there was erm...er... not on a long journey, no, sorry. It was about only 30 kilometres. And erm, coming ... on the way back. It was a very small boat, and it was very hot, and me and the rest of my family were on the very...in the inside of the boat. And it was just like being on a ... on a cork, carried by water. And my brother started first, and then everyone started feeling sick.	line 4 line 5 line 8
Cristina:	Oh, terrible	line 10
Raquel:	It was horrible	line 11

- 1 Why does Raquel stop after saying 'Actually I ...'? (line 2)
 - A She can't remember the right word.
 - B She hasn't understood the question.
 - C She is suddenly interrupted by Christina.
- 2 Why does Raquel say 'Yeah' at the beginning of line 4?
 - A to show she heard Christina's question
 - B to ask for the question to be repeated
 - C to show she's unsure about her answer
- 3 Why does Raquel use 'in fact'? (line 4)
 - A She's introducing a contrast with what she said earlier.
 - B She's correcting what Christina said.
 - C She's giving herself some time to think.
- 4 The many uses of 'and' in lines 5–8 in Raquel's story
 - A summarise Raquel's ideas.
 - B repeat what happened in the story.
 - C mark new points in the story.
- 5 The adjectives 'terrible' and 'horrible' (lines 10 and 11) show that Raquel and Cristina both
 - A dislike the way Raquel told the story.
 - B have the same reaction.
 - C have had a similar experience.

Cambridge English

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Teaching Knowledge Test

