

Reading and Writing 3

In this part of the test, students will:

- match several statements with appropriate responses.
- complete dialogues by identifying referencing words.

Part 1

- **What are language functions?**

A lot of what we say is for a specific purpose. Whether we are apologising, expressing a wish or asking for permission, we use language in order to fulfill that purpose. Each purpose can be known as a language function. Savignon describes a language function as “the use to which language is put, the purpose of an utterance rather than the particular grammatical form an utterance takes” (Savignon, 1983). By using this idea to structure teaching, the instructional focus becomes less about form and more about the meaning of an utterance. In this way, students use the language in order to fulfill a specific purpose, therefore making their speech more meaningful.

<https://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/functions%20of%20lang.html>

Utterance:

FORMAL - something that someone says

Cambridge Advanced Learner's Dictionary

Start

- Write some functions on the board:

Ex.

making suggestions
making an apology
expressing obligation
making a request
giving a warning
making an offer
etc.

- Brainstorm - possible ways to express the functions – write ideas on the board.

Ex.

Making a suggestion:

- Let's...
- How about ...?

- Write some other ways to express the functions and ask students to decide which functions can be expressed by them.
- Ask students to find functions that can be expressed by using similar language.

Teens A2 Ideas

During

- Divide the class into small groups – ask students to think of responses for the functions.
- Ask students to look at page 12 – students have to read and decide what functions are being expressed.
- Tell students to analyse the options and decide which option is a good response for each – look for referencing words / key words.
- Divide the class into small groups – ask students to complete the activity on their own (5minutes). Then check answers with the whole class.

Follow- up activity:

- Give each student one part of a two-line dialogue – ask students to walk around the classroom reading their lines to their friends till they find the pairing lines.

Finish

- Draw on the board several columns with headings to set up context.

Ex.

Restaurant	School	Home	Telephone
• •	• •	• •	• •

- Ask students to help you complete it by writing functions that can be expressed / used in each situation.

Role-play

- Ask students to present the situations to the class by extending the conversations.
- As students do their role-playing, write on the boards useful phrases for specific situations – ask students to write them in their notebooks.

Part 2

Long Conversation

Start

- Write on the board some topics for conversations:

Ex.

Skate boarding competition

A concert

Planning a trip

Back to school

- Ask for some ideas on what people might say.

During

- Divide the class into small groups – give each group a conversation:

Option one - cut into turns

Option two - with the lines for what the other person may say omitted for the students to complete it by using some scrambled options.

- Ask students to circle what comes before and after the gaps to find out what could be said.
- Ask students to either put the lines in order or complete the conversations.
- Check answers with the whole class.
- Ask students to take a look at the conversation on page 13 and circle the words that can be used to link the lines.
- In pairs, ask students to write letters on the lines to order the conversation.
- Check answers with the whole class – ask students to explain which words they used for the link.
- Ask students to explain how the activity 3 Part 1 and Part 2 are different.

Finish

- Ask students to take notes on the following:

The first part is made up of five conversations.

The second part is a longer conversation.

Responses must be identified in both parts.

It is important to identify key words – links.

Tip: Try these activities as dominoes – what matches the line given to continue with the conversation.