

**Text Structure and Language Features: Examples 3 and 4**

**Text Structure - Request for action/information**

<b>Opening/initiation</b>	Teacher:	Right everyone, take out this worksheet. (Teacher displays worksheet.)
<b>Feedback/initiation</b>		(Students take out correct worksheet.)
<b>Initiation</b>	Teacher:	Can you see Question 3? Did you finish it at home?
<b>Response</b>	Students:	Yes, Ms.
<b>Feedback</b>	Teacher:	Good. That's great.

**Language Features**

- Use of opening to gain attention, e.g. Right everyone
- Use of questions, e.g. Can you see Question 3?, Did you finish it at home?
- Use of ellipsis typical of responses in casual conversation, e.g. Yes, Ms. (not Yes we did Ms.)
- Use of expressions for positive/negative feedback, e.g. Good. That's great.

**Text Structure - Request for action/information**

<b>Initiation</b>	Teacher:	Now we're going to listen to a tape of the weather. Look at the worksheet. First, write down the temperature for Auckland, Wellington and Christchurch. (Teacher repeats instructions.)
<b>Inform</b>	Tape:	(Weather report tape is played.)
<b>Response</b>		(Students respond by writing down the temperatures.)
<b>Initiation</b>	Teacher:	After that, listen for the weather. Will it be fine, rainy or cloudy in Wellington today? Circle the correct picture on your worksheet.
<b>Feedback</b>		(Teacher repeats instructions with visual/gesture support.)
<b>Inform</b>	Tape:	(Weather report played giving appropriate information.)
<b>Response</b>		(Students respond by circling the appropriate picture.)

**Language Features**

- Use of imperatives, e.g. Look at the worksheet. Write down the temperature.
- Use of adjectives, e.g. fine, rainy, cloudy
- Use of proper nouns to identify locations, e.g. Wellington, Christchurch
- Use of numerals, e.g. 28°C, 32°C
- Use of technical language, e.g. degrees Celsius