

## Teaching functions - functions review and needs analysis

**Aim:** Match a selection of functional questions and responses.

**Skills:** Use a range of common functional language (apologizing, thanking etc.) and practise polite intonation.

**Resources: (PG = per group PS = per student)**

- PG: 1 x cut-up Worksheet 1
- PS: 1 x Worksheet 2
- PG: 1 x cut-up Worksheet 3
- PS: 1 x Worksheet 4
- PS: 1 x Worksheet 5
- PS: 1 x Worksheet 6

**Time:** Approximately 60 minutes (not including extension activities).

<b>STAGE 1</b>	
Low-level introduction	5 to 10 minutes
<ol style="list-style-type: none"> <li>1. Begin the lesson with everyday English discussion: ask students a range of questions, e.g. <i>How are you? How was your weekend? Did you watch the game last night?</i></li> <li>2. Elicit examples of similar questions from students and write their suggestions on the board.</li> <li>3. Brainstorm possible responses.</li> <li>4. Explain that we call this functional language. Tell students that you are going to be introducing and practising similar functional language.</li> </ol>	
High-level introduction	20 minutes
<ol style="list-style-type: none"> <li>1. Explain to students that you will spend the lesson examining functional language. Provide examples and elicit examples from students. (See above.)</li> <li>2. Say that you are going to start the lesson in silence. Put a pack of cut-up mime cards from Worksheet 1 on the table. Select 4-6 cards. Explain to your students that they have to guess what the card says. One by one mime each card to your students – correct answers should specify exactly what it says on the card.</li> <li>3. Ask students to mime a specified number of cards each in groups of 4-6. To add speed and competition, limit the time (e.g. students mime as many cards as possible in 1 minute). They can 'pass' on as many cards as they like.</li> <li>4. Discuss the differences between the gestures the students used and what English native speakers and other cultures would understand and / or use (see Worksheet 2).</li> </ol>	
<b>STAGE 2</b>	
Response matching	30 minutes
<ol style="list-style-type: none"> <li>1. Divide the class into groups of 4-6. Distribute the response prompts (Worksheet 3). For each card, brainstorm a few possible responses to each one as a class.</li> <li>2. Distribute response cards (cut up from Worksheet 3). Explain that each response prompt has three correct response cards. Explain that the aim is to match the response prompt to the correct responses. (NB: In a more competitive class, this activity could form a race.)</li> <li>3. Circulate and correct pronunciation or explain vocabulary where required.</li> <li>4. Check students' answers after 10 minutes. (If a team finishes early, tell them to check their answers).</li> </ol> <p><b>NB:</b> Add excitement by setting up the activity as a shouting dictation.</p>	

<b>STAGE 3</b>	
Feedback and drilling	5 - 10 minutes
1. Check answers (whole class). Correct and drill the students' pronunciation. Particularly focus on their use of polite intonation.	
<b>STAGE 4</b>	
Extension 1 - Functions analysis	5-10 minutes
<ol style="list-style-type: none"> <li>1. Hand out Worksheet 4.</li> <li>2. Read categories and examples as a whole class. Ask students for suggestions for each category.</li> <li>3. Ask students to match the response cards (Worksheet 3) to the categories on Worksheet 4.</li> <li>4. Ask students to complete the functions analysis questions (Worksheet 5).</li> </ol>	
NB: This activity could be completed either as an extension activity or homework.	
Extension 2 - Needs analysis	5-10 minutes
<ol style="list-style-type: none"> <li>1. Ensure students understand the needs analysis questions (Worksheet 5). (If necessary, elicit examples before beginning the activity.)</li> <li>2. Ask students to complete the needs analysis questions.</li> </ol>	
NB: This activity could be completed either as an extension activity or homework.	