

Warm up

Start the class by writing three sentences on the board:

Let's all work with partners we don't know so well today.

Could one of you open a window?

Shall I get everyone a glass of water before we start?

Try to elicit the three functions from the class.

Using the Factsheet

The Factsheet sets out some of the key features of this functional language. It also gives practical strategies to help students develop and gain confidence when using the language. Get students to work through the Factsheet first before they go on to work through the Worksheet and engage in the practice tasks.

There are two possible ways to use the Factsheet:

- 1 Give students the Factsheet before the lesson, so they can read it at home and come to the lesson prepared to do the Worksheet. If you use this approach, start the lesson by checking that all students have read and understood the Factsheet, and answer any questions.
- 2 Give students the Factsheet at the beginning of the lesson and start by working through it with the students.

Theory to practice

1 Mark each sentence S (suggestion), R (request) or O (offer). There are three for each function.

- Students should work individually on the task before checking answers in pairs.
- Check answers, ideally using an electronic copy of the task on the board. Deal with any uncertainties.

Answers

a O b R c S d O e S f R g S h O i R

2 Which request in Exercise 1 is more formal and polite than the other two?

- Establish that *Would you mind ~ing ...?* is a more formal, tentative structure than the other request forms.

Answer

i

3 01 Listen and check the pronunciation of the sentences. Notice the rising intonation. Then practise saying the sentences in pairs.

- Play 01 through once as students check, and then again pausing after each sentence to drill. Give pairs time to practise. Monitor to check students are attempting to reproduce the appropriate intonation.

Transcript

01

- a Would you like me to make some handouts?
- b Could you make about 20 copies?
- c Shall we wait for Sara to come back before we start?
- d Shall I get some biscuits, too?
- e Let's answer the questions individually and then compare.
- f Would you help me move the tables?
- g Why don't we divide into two groups?
- h Can I help with the photocopying?
- i Would you mind checking my essay for spelling mistakes?

Using the Worksheet

Practice

1  In pairs, define the verbs. Then check the Basics section of the Factsheet.

- Make sure students don't refer to the Factsheet for now.
- Students come up with a definition with a partner. It could be individual synonyms or a sentence.
- Refer to the Factsheet to check the original definitions.



2 Find a suggestion, a request and an offer in the conversation.

- Read the instructions with the class. Suggest that students highlight or underline each function in a different colour.
- Students work individually, then check answers with a partner.
- Ideally use an electronic copy of the dialogue on the board to keep feedback concise.

Answers

Phrases are highlighted as follows:
 suggestion
 request
 offer

Tutor Ahmed, I know your tutorial is at 3.00, but **could you come in now?** Jasmine hasn't arrived for hers.
Ahmed Yes, of course. **Shall I text Jasmine to find out where she is?** I have her number.
Tutor Yes, good idea, thanks.
Ahmed You said you wanted to check my last essay before the tutorial. Have you read it?
Tutor Ah, no, I haven't. **Why don't we look at it on the computer as we talk?** I can make my comments directly as part of the assessment.

3   **02 Listen to the conversation from Exercise 2 and pay attention to the intonation. Then practise the conversation in pairs.**

- Play  **02**. Play it again, drilling the key phrases.
- Allow time for students to practise. Monitor to check performance, and give students any guidance they need.

Transcript

 **02**

Tutor Ahmed, I know your tutorial is at 3.00, but could you come in now? Jasmine hasn't arrived for hers.
Ahmed Yes, of course. Shall I text Jasmine to find out where she is? I have her number.
Tutor Yes, good idea, thanks.
Ahmed You said you wanted to check my last essay before the tutorial. Have you read it?
Tutor Ah, no, I haven't. Why don't we look at it on the computer as we talk? I can make my comments directly as part of the assessment.

4 Correct the grammatical mistakes. Only some of the sentences have mistakes.

- Read the instructions with the class.
- Decide whether students can refer to examples on the Factsheet as they work. Note that some structures are not included on the Factsheet.
- Students work individually. If you wish to help them, tell them four sentences have errors.
- Students check answers with a partner. Don't elicit the answers yet (see Exercise 5).

5  **03 Listen to check your answers to Exercise 4. Practise saying the correct sentences in pairs.**

- Play **03**, pausing as necessary for students to check answers. Play it again and drill some of the sentences if you wish. Elicit the corrected forms and write them on the board for clarity.
- Give pairs time to practise. Monitor to check students are attempting to reproduce the appropriate intonation.

Answers

- a** Would you like me **to send** Jasmine a text?
d Let's **not finish** the meeting too late.
e Would you **help me** tidy the room for the next lesson?
h Would you mind **rewriting** the last paragraph? I can't read it.

Transcript

03

- a** Would you like me to send Jasmine a text?
b Could you bring Ms Laine up from reception, please?
c Shall we make a start in about ten minutes?
d Let's not finish the meeting too late.
e Would you help me tidy the room for the next lesson?
f Why don't we leave this difficult question until the end?
g Can you ask Mike to drive Mr Kusama to the station?
h Would you mind rewriting the last paragraph? I can't read it.

6  **Mark the suggestions, requests and offers F (formal) or I (informal). Think about the situation in each case.**

- Read the instructions with the class.
- Students should work directly in pairs. Monitor to check progress. Draw attention to any new forms, *suggest* + present tense verb, for example.
- Don't elicit answers yet (see Exercise 7).

7  **04 Listen to check your answers to Exercise 6. Then practise saying the sentences in pairs.**

- Play the recording, pausing to draw attention to features that make each sentence formal or informal. Check answers as you go, ideally using an electronic copy of the exercise on the board.
- Allow time for students to practise. Monitor to check performance, and provide guidance as needed.

Suggested answers

- a** I
b I
c F
d F
e I
f F
g I

Transcript

▶ 04

- a I can pick you up from the station, if you like.
- b Can you pass me that eraser, Haifa?
- c Could you keep the noise down a bit, please? There's an exam next door.
- d I suggest everyone works individually on this exercise.
- e Shall I invite Yasser to the party?
- f Would you mind staying a little later this afternoon to help in reception?
- g Let's meet around 8.30 at that new pizza place.

8 In pairs, discuss how the suggestions, requests and offers could be expressed in a more appropriate way.

- Read the instructions with the class. Elicit a suggestion for **a** to get the ball rolling, and then put students in pairs.
- Monitor closely and deal with any difficulties students are having.
- Elicit various suggestions during a feedback stage. Encourage students to give their suggestions 'in character' with the intonation they would use.

Possible answers

- a Can/Could/Would you show me how to download this page? / Would you mind showing me how to download this page?
- b Why don't we work in the library? It's quieter. / I suggest working in the library.
- c Shall I take that heavy box upstairs for you? / I can take that box upstairs for you, if you like.
- d Could you (all) stop checking your text messages in class, please?

9 In pairs, decide what you would say in each situation.

- Read the instructions with the class and give students time to think and plan before interacting.
- Work through as in Exercise 8. Take the opportunity to check *lend* and *borrow*.

Possible answers

- a Could you lend me your dictionary? / Can I borrow your dictionary for a moment?
- b Could you turn your music down, please? / Would you mind turning your music down?
- c Would you mind marking my essay before I take the exam?
- d Can/Shall I help you with those cases?
- e Shall we go to a different classroom? / I suggest going to a different classroom.

10 Put the Worksheet away. In your notebook, write three ways of making a request, three ways of making a suggestion and three ways of offering to do something.

- Conduct this as a consolidation/retention exercise. Monitor to check rather than conduct a class feedback stage.

Reflect

11 Discuss the questions.

- Have a fairly brief whole-class discussion about what students learnt in the lesson. You might prefer to do this in L1. Answer any questions. Students could think about the Reflect questions later at home.