

What function am I?

Trainer's notes

Aims	To provide practice in generating exponents for common functions To identify common functions
Syllabus area	Functions
Timetable fit	For use as a practice activity after input on functions and exponents
Interaction pattern	Whole group mingle
Timing	20 minutes
Materials needed	One function card (see 1.3A) for each trainee (You may wish to select easier / more difficult functions depending on class level.)

A fun, sociable activity which provides the necessary practice on functions and exponents and generates a lot of laughter.

Instructions

1. Show the trainees the pile of cards. Choose one at random but do not look at it. Hand it to one trainee and ask them to stick/pin it to your back.
2. Explain that the word on the card is a function but that you do not know what it is. Ask the trainees to give you exponents of this function so that you can guess what the function is. Do not guess the function until you have heard several exponents.
3. Explain that the trainees are now going to play the same activity as a whole group. Explain that each trainee will have an unknown function on their back, will stand up and will mingle with the other trainees.
4. Explain that whenever a trainee meets a new partner, they should look at each other's backs, and say an exponent of the function they see. Stress that it is important that trainees should not confirm each other's guesses during the game. Only at the end of the game will they guess their function.
5. Monitor for incorrect language to feed back on after the activity.
6. After 10 minutes, call the trainees back into a circle. Each trainee guesses what their function was, and looks at their card to confirm their guess. Conduct feedback by asking questions such as *What was the most formal/informal exponent you heard for your function?* and feeding back on errors.
NB Functional categories end in -ing, e.g. thanking, interrupting, asking for clarification. Make sure the trainees are using this form, and elicit it where necessary.

Variation 1

For groups who may find it difficult to think up exponents on the spot, hand out a copy of the complete worksheet (1.3A) before the mingle. Groups can then practise thinking up exponents in advance. Before proceeding to the main activity, collect all copies of the worksheet.

Variation 2

For a more challenging activity, before the mingle begins, divide the class into three groups: formal, neutral and informal. When suggesting exponents to other trainees, the trainees in each group must only suggest exponents in the register allocated to them. Model this with an easy function such as thanking. Trainees in the informal group might come up with '*Cheers!*' or '*Ta!*'; the neutral group could say '*Thank you (very much)*'; the formal group might say '*I'm most terribly grateful*' or '*I do appreciate it*'.

Answer key

Here are some possible answers:

accepting an apology: 'Don't worry. I forgive you.'
accepting an invitation: 'I'd love to come – thanks!'
advising: 'If I were you, I'd ...'
agreeing: 'Absolutely. You're quite right.'
apologising: 'Sorry about that!'
asking for clarification: 'Could you say that another way?'
attracting attention: 'Could I have your attention please?'
beginning an anecdote: 'A funny thing happened to me the other day.'
describing feelings: 'I feel ... about that.'
disagreeing: 'I don't think so.'
encouraging: 'Come on! You can do it.'
expressing disgust: 'Oh, how horrible!'
expressing interest: 'Well, that looks very interesting.'
expressing obligation: 'You have to ...'
expressing preferences: 'I'd rather have ...'
giving a compliment: 'Wow! That really is amazing.'
greeting: 'Hello!'
interrupting: 'Excuse me. Could I just ...'
introducing yourself: 'My name's ...'
making a toast: 'Let's all raise our glasses to ...'
offering help: 'Would you like a hand with that?'
opening a meeting: 'OK. First on the agenda is ...'
pleading: 'Oh, go on. Pleeesease!'
refusing: 'I couldn't possibly.'
starting a speech: 'Could you listen for a moment, please.'
suggesting a solution: 'How about trying it this way?'
thanking: 'Thank you very much.'
welcoming guests: 'I'd like to welcome you all to ...'

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Function cards

	apologising	greeting	thanking	introducing yourself
easier	agreeing	interrupting	disagreeing	refusing
	expressing obligation	expressing preferences	expressing disgust	expressing interest
	suggesting a solution	offering help	asking for clarification	starting a speech
	accepting an invitation	accepting an apology	opening a meeting	welcoming guests
more difficult	attracting attention	giving a compliment	beginning an anecdote	describing feelings
	encouraging	advising	pleading	making a toast