Teacher’s Notes
Functional Language

Introducing the poster
1. Explain to the students that they are going to have a new poster in their classroom. The poster contains functional language, i.e. phrases which people use in conversation to perform various functions, e.g., asking for advice. Point out that the final exam includes a task where the students are tested on their knowledge of functional language.

2. Copy the headings from the poster onto the board. Ask the class to predict the phrases that the poster includes in each category. Depending on the level of the class, the students can provide the answers in Polish or English.

3. Show the students the poster so that they can check their ideas. Make sure that they understand the meaning of each phrase. Ask them for an explanation in Polish or English, depending on the level of the class. Drill the pronunciation of any phrases that the students find difficult to pronounce correctly.

4. Put the poster up on the classroom wall. Whenever you want the students to use a given phrase during a class activity, silently point to the poster.

Teacher’s Notes
Memory test

1. Encourage the students to memorise as many phrases from the poster as possible. Give them 3 minutes to study the poster.

2. Take the poster down or have the students turn their back to the poster. In pairs, the students must recall from memory as many phrases in each category as possible. You can make the activity competitive by having the pairs write down the phrases. The pair with the most phrases wins the game.

3. Next, ask the students to test each other on the phrases from the poster. Put the students into new pairs and change the seating arrangement. Student A should face the poster and Student B should sit with their back to the poster. Student A tests Student B by asking for translation from L1, e.g. How do you say ‘Czy życzysz sobie czegoś jeszcze?’ in English? or using gestures to illustrate different phrases and having Student B name them in English. The students then change roles.

4. Remove the poster. Give each student a copy of the worksheet with three activities. Ask the students to complete the tasks and then to compare their answers in pairs. Put the poster back on the wall for the students to check their answers.

Answer key:
I. 1 don’t, 2 an, 3 Go, 4 else, 5 mind, 6 much, 7 of
II. 1 to / else, 2 to / a, 3 shall / shop
III. 1 a, 2 b, 3 b
Teacher’s Notes
Dialogues

1. Divide the class into pairs. Focus the students’ attention on the function from the poster that you want to practise. Ask the students to look at the photo on the poster carefully and to read the related phrases.

2. Give each pair a copy of the worksheet with the questions. Explain that they are going to set up the situation for the dialogue first. They should discuss the questions about the photo on the poster. Encourage them to use their imagination, as not all the answers are provided by the photo.

3. Encourage the pairs to share their ideas with the whole class. Point out that they can have different answers from their classmates and should not change them.

4. The pairs then write a dialogue between the characters in the photo, based on the information from the discussion. They should use the phrases from the poster.

5. In pairs, the students assume the roles of the characters and act out their dialogue. They can read out the lines, but encourage them to speak from memory as much as possible.

6. Ask a few pairs to act out their dialogue in front of the whole class.
Teacher’s Notes
Moody dialogues

1. Before the class, cut up the worksheet into cards with adjectives. If you have more than 15 students in the class, you will need two copies of the worksheet. Fold the cards individually in half and put them in a box.

2. Divide the class into pairs. Choose one photo from the poster related to the function you want the students to practise. If the class is familiar with all of the categories on the poster, let each pair choose one photo. Then explain that the students are going to act out a dialogue between the characters in the photo in a special way.

3. Ask the students to first write the dialogue for their photo. Follow the same procedure as described in Activity 2 – Dialogues. The students should not act out the dialogue yet.

4. Once the students have written their dialogues, show them the box with the cards. Explain that the cards describe the tone, feelings or emotions that the students will have to express when acting out their dialogues.

5. Ask each student to draw a card from the box and to read the word in secret, without showing it to anyone. Make sure that the students understand the meaning of the word on their card.

6. The students then take the roles of the characters and act out the dialogue in pairs. However, when saying their lines, the students should behave as written on their card, e.g. if they picked the ‘sad’ card, they speak in the appropriate manner, sadly. Once they have finished the dialogue, they try to guess what tone, emotion or feeling their partner was expressing, i.e. guess the word from their card.

7. Ask a few pairs to act out their dialogues in front of the whole class, again in the same way as instructed by their cards. Their classmates must try to guess the words on the actors’ cards.
Teacher’s Notes
Secret words

1. Before the class, cut up the worksheet into cards with individual words. If you have more than 20 students in the class, you will need two worksheets. Fold the cards individually in half and put them in a box.

2. Divide the class into pairs. Each pair should choose one category from the poster. Explain that they are going to act out a dialogue related to the chosen category. Ask the pairs to set up the situation for their dialogue. It can be the scene illustrated by the photo or they can imagine a different set up. Write the following questions on the board for the students to discuss:
   1. Where are the characters?
   2. What time of day is it?
   3. What are the characters’ names?
   4. How old are the characters?
   5. What is their relationship to each other?
   6. How do the characters feel?
   7. What do the characters want?
   8. Are there any problems?

3. Ask each student to draw a card from the box and to read the word without showing it to anyone. Make sure that the students understand the meaning of the word on their card.

4. Explain that the students are going to take the roles of the characters in the situation they described in their discussion. They are going to act out a dialogue, using the chosen phrases from the poster where appropriate. However, they must use the secret words from their cards in their conversation. Everybody should insert their word in such a way that it makes sense and is not obvious. At the end of the dialogue, the students must try to guess each other’s secret word.

5. Ask a few pairs to repeat their dialogue in front of the whole class, again inserting the same secret words. Once they have finished, their classmates try to identify the secret words.