

Subject: English

Grade: 3rd grade

Timing: 1 hour per week for 3 weeks

Competence aims:

- “Use a number of common small words, polite expressions, and simple phrases and sentences to obtain help to understand and be understood.”

(Ministry of Education and Research, 2019b)

Learning aims:

- I can ask for things using *Can, May, and Could*

Week:	Time:	Activity:	Materials:
1	10 min	<p><u>Input 1.1: Read aloud</u></p> <p>1. Introduce the book: <i>Please, Mr. Panda</i>.</p> <ul style="list-style-type: none">- Look at the cover: What do we see? What do we think is going to happen in the book?- Look at the endpapers. What do we see? <p>2. Read the book aloud. Make the book interactive throughout the reading:</p> <ul style="list-style-type: none">- Page 2: ‘Do you think Mr. Panda will give the penguin the donut, and why?’- Page 4: ‘Do we know why Mr. Panda changed his mind?’- Page 8: ‘Why do you think Mr. Panda changed his mind after the skunk answered?’- Page 12: ‘Do you think Mr. Panda will give the whale a donut, and why?’- Page 21: ‘Do we know why Mr. Panda gave the lemur the donuts?’	<p><i>Please Mr. Panda</i> by Steve Antony</p>
	5 min	<p><u>Awareness Raising 1.1: Post-reading questions</u></p> <p>1. Show pages 11-12:</p> <ul style="list-style-type: none">- What is the whale trying to achieve?<ul style="list-style-type: none">- <i>The whale wants a donut.</i> <p>2. Show pages 17-18:</p> <ul style="list-style-type: none">- What is the lemur trying to achieve?<ul style="list-style-type: none">- <i>The lemur wants a donut.</i> <p>3. Show pages 12 and 18 side by side.</p>	<p><i>Please, Mr. Panda:</i> Pages 11-12 and 17-18</p>

		<ul style="list-style-type: none"> - Both the whale and the lemur want donuts, but they have different approaches to requesting them. 	
3 min	<p><u>Practice 1.1a:</u></p> <p>Practice the request formulations shown in the book.</p> <p>1. Show pages 1-2: The teacher reads Mr. Panda’s line, the learners read the penguin’s line.</p> <ul style="list-style-type: none"> - Teacher: “Would you like a donut?” (Antony, 2015, p. 1). - Learners: “Give me the pink one” (Antony, 2015, p. 2). <p>2. Show pages 5-6: The teacher reads Mr. Panda’s line, the learners read the skunk’s line.</p> <ul style="list-style-type: none"> - Teacher: “Would you like a donut?” (Antony, 2015, p. 5) - Learners: “I want the blue one and the yellow one” (Antony, 2015, p. 6). <p>3. Show pages 11-12 The teacher reads Mr. Panda’s line, the learners read the whale’s line.</p> <ul style="list-style-type: none"> - Teacher: “Would you like a donut?” (Antony, 2015, p. 11) - Learners: “I want them all! Then bring me some more” (Antony, 2015, p. 12). <p>4. Show pages 16-20: The teacher reads Mr. Panda’s line, the learners read the lemur’s line.</p> <ul style="list-style-type: none"> - Teacher: “Would anyone else like a donut?” (Antony, 2015, p. 16) - Learners: “Hello! May I have a donut? Please Mr. Panda” (Antony, 2015 pp. 18 - 20). 	<p><i>Please, Mr. Panda:</i></p> <p>Pages 1-2, 5-6, 11-12, and 16-20</p>	
3 min	<p><u>Input 1.2: Modal verbs</u></p> <p>Introduce five conventionally indirect requests, employing the modal verbs <i>can</i>, <i>could</i>, and <i>may</i>.</p> <p>1. Put up the donuts on the white board.</p> <ul style="list-style-type: none"> - Create the first request: ‘Can I have a donut?’ - Create the second request: ‘Can you give me a donut?’ - Create the third request: ‘Could I have a donut?’ - Create the fourth request: ‘Could you give me a donut?’ - Create the fifth request: ‘May I have a donut?’ 	<p><i>Request donuts</i></p> <p>– Teacher set (Appendix 2.2)</p>	

5 min	<p><u>Awareness Raising 1.2:</u></p> <p>What are we trying to achieve with all these different formulations?</p> <ul style="list-style-type: none"> - They all want a donut, but there are different ways to ask for one. - <i>Can I</i> or <i>Could I</i> (speaker or hearer dominance) 	<p><i>Request donuts</i></p> <p>– Teacher set (Appendix 2.2)</p>
2 min	<p><u>Practice 1.2a: Practice reading out the words and the utterances</u></p> <ul style="list-style-type: none"> - In unison, say the first request two times. - In unison, say the second request two times. - In unison, say the third request two times. - In unison, say the fourth request two times. - In unison, say the fifth request two times. 	<p><i>Request donuts</i></p> <p>– Teacher set (Appendix 2.2)</p>
10 min	<p><u>Practice 1.2b: Request production</u></p> <ol style="list-style-type: none"> 1. In pairs, the learners will receive a bag with 10 <i>request donuts</i>. 2. The learners will produce requests with the words that are written on the donuts. 3. Both learners will read their request to an adult in the classroom. The adult will take a picture of their request. 4. The learners will repeat this process for 5-10 minutes 	<p><i>Request donuts</i></p> <p>– learner set (Appendix 2.3)</p>
10 min	<p><u>Practice 1.2c: Role play</u></p> <ol style="list-style-type: none"> 1. Split the class into groups of 4. 2. One learner is Mr. Panda, one learner is a whale, one learner is a penguin, and the last learner is a lemur. 3. The different animals take turns requesting a donut from Mr. Panda. 4. Mr. Panda produces request responses. E.g. <ol style="list-style-type: none"> 1: ‘Could I have a donut?’ 2: ‘Of Course! Here you go.’ 1: ‘Thank you.’ 	<p>Donuts (Appendix 2.4)</p> <p>Group rotation (Appendix 2.5)</p>