

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, Could, Perhaps, and Please*

Week:	Time:	Activity:	Materials:
2	10 min	<u>Input 2.1: Read aloud</u> 1. Introduce the book: <i>George and the Dragon</i> <ul style="list-style-type: none">- Look at the cover:<ul style="list-style-type: none">- What do we see?- What do we think will happen in the book? 2. Read the book aloud. Make the book interactive throughout the reading: <ul style="list-style-type: none">- Page 23: ‘Do you think the dragon will give George some sugar?’- Page 24: ‘Think back to the last two weeks, what other ways could George have asked the dragon for sugar?’ Write down some of the requests the learners produce.	<i>George and the Dragon</i> by Chris Wormell
	5 min	<u>Awareness Raising 2.1: Post-reading questions</u> Compare how a request was made in <i>George and the Dragon</i> to the requests the learners previously produced. 1. Show page 23 and on the board write two of the requests the learners produced. <ul style="list-style-type: none">- What is George trying to achieve?- Do you think George would have gotten the same response if he would have asked the dragon the way we said?	<i>George and the Dragon:</i> Page 23
	3 min	<u>Practice 2.1a:</u> Practice the request formulations shown in the book. 1. Show page 23. The teacher is a narrator, the learners read George’s line.	<i>George and the Dragon:</i> Page 23

		<ul style="list-style-type: none"> - Teacher: “George had no sugar for his tea. He went over to his neighbor to ask for some.” (Wormell, 2006, p. 23) - Learners: “I say, you couldn’t loan me a couple lumps of sugar, could you?” (Wormell, 2006, p. 23). 	
5 min	<p><u>Input 2.2: Modifiers</u></p> <p>1. Pull up the <i>request donuts</i> on the white board.</p> <ul style="list-style-type: none"> - Create the first request: ‘Can I have a ball?’ - Create the second request: ‘Can I please have a ball?’ - Create the third request: ‘Could you give me a ball?’ - Create the fourth request: ‘Could you perhaps give me a ball?’ - Show how we can add <i>May</i> and <i>Can</i> to these requests 	<p><i>Request donuts</i></p> <p>– Teacher set</p> <p>(Appendix 3.2)</p>	
3 min	<p><u>Awareness Raising 2.2:</u></p> <p>What are we trying to achieve?</p> <p>What does adding the word <i>perhaps</i> and <i>please</i> do to the request?</p> <p>Do we remember how in <i>Please, Mr. Panda</i>, the lemur said “Please, Mr. Panda” (Antony, 2015, p. 20)?</p>	<p><i>Request donuts</i></p> <p>– Teacher set</p> <p>(Appendix 3.2)</p>	
3 min	<p><u>Practice 2.2a: 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. 	<p><i>Request donuts</i></p> <p>– Teacher set</p> <p>(Appendix 3.2)</p>	
10 min	<p><u>Practice 2.2b: Request production</u></p> <p>1. In pairs, the learners will receive a bag with 16 <i>request donuts</i>.</p> <p>2. The learners will produce requests with the words that are written on the donuts.</p> <p>3. Both learners will read their request to an adult in the classroom. The adult will take a picture of their request.</p> <p>4. The learners will repeat this process for 5-10 minutes</p>	<p><i>Request donuts</i></p> <p>– Learner set</p> <p>(Appendix 3.3)</p>	
15 min	<p><u>Practice 2.2c: Donut sharing</u></p> <p>1. Split the class into two groups, creating an outer and inner circle.</p> <p>2. Each learner in the outer circle will receive an item. E.g. a ball, a donut, a toy car, a pair of boots, a hat, a tomato, a book, a teddy bear, a cup, a pencil, a bow, or a box.</p>	<p>A ball, a donut, a toy car, boots, a hat, a tomato, a book, a teddy bear, a</p>	

	<ol style="list-style-type: none">3. Pair each learner in the inner circle with a learner in the outer circle.4. The learner in the inner circle requests the item that the learner in the outer circle is holding.5. The learner in the outer circle hands the item to the learner in the inner circle.6. The learner in the outer circle then requests the item back.7. The learner in the inner circle hands the item back.8. The learners in the inner circle move one position to their right.9. Repeat the process.	cup, a pencil, a bow, and a box.
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