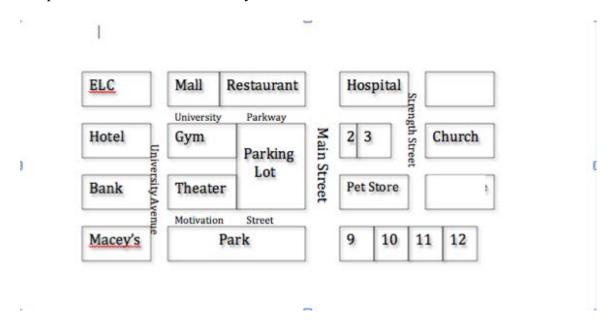
To recall what they have learned and to introduce clarification questions.
Present 4:30 – 45 (15 min) Objective To expose the students with clarification questions. Materials Slide #3 Assessment (Evaluate) Practice 4:45 – 4:55 (10 min) Activity Information Gap To say these questions fluently. To reinforce giving direction skills. Materials handout map with vacant places + Slide #4 1. Teacher gives out the sheet and models t and uses clarification questions. (ELC-Macey's) 2. Students work in pairs. Without looking at the others' paper, student A tries to find out how to get to the temple/toy store from Macey's; student B tries to find out how to get to the park/gym from the House No. 10. 3. Give time limit – 5 minutes. (Evaluate) Make sure students can ead the sentences with correct intonation.
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Objective To be aware that these clarification questions can be used in other situations.
Materials Slide #5
Procedure 1. Teacher elicits when they can use these questions.
2. Teacher presents the situations.
Assessment following activities
(Evaluate)
Pronunciation 4:58 – 5:13 (15 min)
Activity Pronunciation
Objective To be able to hear the difference and produce /v/ and /b/.
Materials Slide #6-7 + colored paper
Teacher brings up the difficulties and talks about the "tricks of the trade".
2. Video starts at 40 seconds
Procedure 3. Importance
4. Reception practice.
5. Production practice with partners.

Assessment	Make sure the students can get their answers correct and their partners can understand them.		
(Evaluate)			
Produce	5:13 – 18 (15 min)		
Activity	Role-Play		
Objective	To be able to ask for clarification in different occasions.		
Materials	handout		
	1. Teacher explains the content on the handout and gives the 5-minute time limit.		
Procedure	2. Students prepare their dialog.		
	3. Students present.		
Assessment	Act-out		
(Evaluate)			
Produce	5:18 – 23 (5 min)		
Activity	Idiom: "crystal clear"		
Objective	For them to learn and practice the theme-related idiom of the day (Enabling/Experiential).		
Materials	Slide #8		
Procedure	1. Teacher shows the idiom		
	2. Teacher asks if anyone know the meaning.		
	3. Explain the idiom in context.		
Assessment	Monitor for correct usage in their answers.		
(Evaluate)			

Contingency Plan (5 min)	
Activity	Duplicate Role-Play with different partners

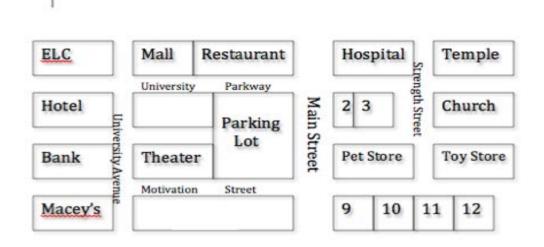
Student A Instruction:

You have two places missing, the **temple** and the toy **store**. Ask your partner, how can you get to the temple from the ELC. Make sure you ask for clarification.



Student B Instruction:

You have two places missing, the **gym** and the **park**. Ask your partner, how you can get to the park from Macey's. Make sure you ask for clarification.



Place: office Roles: Student A – interviewer Student B – interviewee The interviewee can't understand what strength means.	Place: mall Roles: Student A – customer Student B – customer's friend The customer didn't hear what his friend said about the shirt.
Place: restaurant Roles: Student A – waiter Student B – customer The waiter did not catch what the customer ordered.	Place: BYU bookstore Roles: Student A – cashier Student B – customer The customer didn't get the price.
Place: classroom Roles: Student A – teacher Student B – student The student didn't know a word.	Place: kitchen Roles: brothers and sisters You didn't understand how to boil the water.
Place: McDonald's Roles: Student A – customer Student B – vendor The customer didn't hear the name.	Place: Macey's Roles: Student A – customer Student B – helper The customer didn't get the aisle number.