

Objective	To recall what they have learned and to introduce clarification questions.
Procedure	<ol style="list-style-type: none"> 1. Teacher asks the way to different places on the map. Students answer in <u>pairs</u>. 2. Teacher <u>calls on</u> students for directions while constantly <u>asking for clarification</u>. (see slide #2)
Present	4:30 – 45 (15 min)
Objective	To expose the students with clarification questions. To introduce formality of each expressions.
Materials	Slide #3
Procedure	<ol style="list-style-type: none"> 1. Teacher reads and students repeat, emphasizing intonation. 2. Teachers <u>model</u> the appropriateness in different occasions. (see slide #3)
Assessment (Evaluate)	Make sure students can read the sentences with correct intonation.
Practice	4:45 – 4:55 (10 min)
Activity	Information Gap
Objective	To say these questions fluently. To reinforce giving direction skills.
Materials	handout map with vacant places + Slide #4
Procedure	<ol style="list-style-type: none"> 1. Teacher <u>gives</u> out the sheet and <u>models</u> it and uses clarification questions. (ELC-Macey's) 2. Students work in pairs. <u>Without looking</u> 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 – <u>5 minutes</u>. 4. Check answers. (see slide #4)
Assessment (Evaluate)	Make sure students can ask clarification questions at the right time and they get answers correct.
Extension	4:55 – 58 (3 min)
Objective	To be aware that these clarification questions can be used in other situations.
Materials	Slide #5
Procedure	<ol style="list-style-type: none"> 1. Teacher elicits when they can use these questions. 2. Teacher presents the situations.
Assessment (Evaluate)	following activities
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
Procedure	<ol style="list-style-type: none"> 1. Teacher brings up the difficulties and talks about the “tricks of the trade”. 2. Video starts at 40 seconds 3. Importance 4. Reception practice. 5. Production practice with partners.

Assessment (Evaluate)	Make sure the students can get their answers correct and their partners can understand them.
Produce	5:13 – 18 (15 min)
Activity	Role-Play
Objective	To be able to ask for clarification in different occasions.
Materials	handout
Procedure	<ol style="list-style-type: none"> 1. Teacher explains the content on the handout and gives the 5-minute time limit. 2. Students prepare their dialog. 3. Students present.
Assessment (Evaluate)	Act-out
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	<ol style="list-style-type: none"> 1. Teacher shows the idiom 2. Teacher asks if anyone know the meaning. 3. Explain the idiom in context.
Assessment (Evaluate)	Monitor for correct usage in their answers.

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.



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