



Lesson Plan For Lesson 2



40 min

Theme: Let's Eat

Focus: Requests Using the Modal 'May'

Lesson Objectives

Students are able to

1. identify the different types of conversations that take place in eating outlets between customers and staff,
2. match questions about requests to given pictures,
3. change statements into requests using 'may'.

Resources

(Preparation to be done before the lesson)

1. Learning Grammar Workbook 3
2. Various pictures of customers and waiters/waitresses in a restaurant in different situations
3. Strips of paper with the answers to possible questions using 'may'
4. Writing paper or an English exercise book

Introduction / Warm-up Activity (5 min)

1. Select and show the students a picture of a waiter/waitress and a customer. Take on the role of a customer and say, "May we have the menu, please?"
2. Elicit from the students what the waiter/waitress would reply to the customer.
3. Ask the students how the conversation between the waiter/waitress and the customer would continue. You may want to prompt the students by asking them what the waiter/waitress might say after the customers have looked through the menu.
4. Write the questions on the board. You may want to have questions that include 'please' and some that do not.

Lesson (10 min)

Requests Using the Modal 'May'

1. Explain to the students that we use 'may' when we want to ask for something politely or when we want to ask for permission.
2. Tell them that 'please' is sometimes added at the end of the question.
3. You may want to bring to their attention the use of the comma just before 'please' when the latter is placed at the end of the question.

4. Discuss with the students what types of questions they ask in class. You may want to prompt them by asking what they will ask if they need to leave the class or when they have completed their work and want to do something else.

Examples:

- May I go to the toilet?
 - May we leave now?
 - May we read our books?
 - May I draw?
5. Write the questions on the board. You may want to highlight to the students that the answer will consist of 'no' and 'may not' or 'yes' and 'may'.

Example:

- May we draw?
Yes, you may. / No, you may not.

Classroom Activities / Assessment (10 min)

1. Refer the students to **page 5 of Learning Grammar Workbook 3**. Read the examples to them.
2. Let the students complete **Exercise 3, pages 6 – 7** on their own.
3. Facilitate the students' learning by walking around to check their answers.

Additional Activities / Closure (15 min)

1. Give each student 4 – 5 strips of paper with the answers to a list of 'May' questions.
2. Get students to think of suitable questions for the answers. They may then write the questions on writing paper or in their English exercise book. The students need to stick the correct answer after each question.
3. Remind the students to use a capital letter at the start of a question and end it with a question mark. Remind the students also that they have to start the questions with 'May'. They can also end the question with 'please' if they want to.

Optional Activities

1. Ask the students to complete **Exercise 4, page 8** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. You may want to go through the example with the students. Complete one of the questions with your students in class before they do the exercise for homework.
4. You may want your students to write a dialogue between customers and the staff in a restaurant, between children at a playground or between people at a park, using questions that start with 'May'.
5. They may then role-play and act out the dialogue in class.