



## Lesson Plan For Lesson 9



40 min

**Theme: Our Abilities**

**Focus: Modal 'Can' Indicating Ability and Its Negative**

### Lesson Objectives

Students are able to

1. describe different abilities,
2. complete sentences using 'can' or 'cannot',
3. answer questions using 'can' or 'cannot'.

### Resources

*(Preparation to be done before the lesson)*

1. Learning Grammar Workbook 2
2. Picture cards of animals
3. Word cards of action verbs related to animal behaviour
4. A set of coloured pencils

### Introduction / Warm-up Activity (5 min)

1. Pose a question to a student about his ability.

*Example:*

Jack, can you play the piano?

2. Encourage the student to answer in complete sentences when answering your question.

*Example:*

- Yes, I can./No, I cannot.

3. If the person you selected says 'no', select another person and ask the same question. This goes on until you have selected someone who can play the piano.

4. Pose other questions to different students about their ability. Make sure that the students answer in complete sentences. Write the sentences on the board. Next, call on a student to ask his classmate a question related to another ability. If the student finds someone who answers 'yes', he sits down and that other student now asks a question.

5. Write the answers on the board.

*Examples:*

- Wendy can swim.
- Tim cannot draw well.

## Lesson (15 min)

### Modal 'Can' Indicating Ability and Its Negative

1. Explain to the students what 'can' is used for. Explain how to use it in the negative form.
2. Highlight also the contraction for 'cannot' (that is, 'can't').
3. Explain that the verb to show the ability such as swim, run, jog, drive etc comes after 'can'. Tell the students that the verb should not be in the singular or past tense form.

4. Select a few students and ask them what they can do.

#### *Example:*

- Derrick, what can you do?
5. You may want your students to ask you questions as well.
  6. Write the answers on the board.

### Classroom Activities / Assessment (10 min)

1. Refer the students to **page 53 of Learning Grammar Workbook 2**. Read the examples to them.
2. Complete **Exercise 23 and 24, pages 54 – 55** together with the students.
3. Facilitate the students' learning by walking around to check their answers.

### Additional Activities / Closure (10 min)

1. Have the students work in pairs.
2. Direct them back to **page 53**. Give each pair of students two animal cards and two word cards containing action verbs. Get the students to write 'can' or 'cannot' sentences using them.

### Optional Activities

1. Ask the students to complete **Exercise 25, pages 56 – 58** 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 them to write about themselves. Have them stick a picture of themselves or draw a picture. The students are required to write two things they can do and two things they cannot do but would like to do.