



Theme: Do It Yourself!

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> • 'I can' and 'we can' • 'I'm going to ...' and 'we're going to ...' 	Materials and stationery used to make things	Answering questions based on a passage	Writing an email to give instructions on making something

Lesson Objectives

Students are able to

1. use 'I can' and 'we can' to talk about things that one is able to do,
2. use 'I'm going to ...' and 'We're going to ...' to talk about plans that one wants to do,
3. write an email to give instructions on making something.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 2
2. Powerpoint slide of some sentences that may tell the story using 'I can' and 'we can'
3. Powerpoint slide with some pictures with sentences such as 'I can', 'we can', 'I'm going to ...' and 'We're going to ...' which they have to continue
4. Red and black/blue marker
5. Cut-outs of different shapes and colours
6. Visualizer projector
7. Blue tac
8. Storybook 'Robot the Collector' by Ann Cook and Herb Mack
9. A sample email

Introduction / Warm-up Activity (10 min)

1. Show the students the powerpoint slides. Read the sentences on each slide with the students. Ensure that there are accompanying pictures for each sentence that has the words 'I can' in them.

Example:

- I am Ken. These are a few things that I can do. (Slide 1: A picture of a boy)
 - I can paint a picture of a seaside. (Slide 2: The boy painting a picture of a seaside)
 - I can use a pair of scissors to cut some papers. (Slide 3: The boy using a pair of scissors)
2. After reading the sentences on the powerpoint slides, discuss with the students what the character in the story is able to do. Tell the students to list them out. Ask the students if they are able to do the things that the character in the story can do.

Lesson (20 min)

1. Show the word card 'I can'. Elicit from the students what other things that they are able to do besides those that were mentioned in the story.

Example:

- I can write my name.

Write the students' sentences on the whiteboard. Underline the words 'I can'. Make sure there is space between each of the sentences that is written on the whiteboard.

2. Read each of the sentences on the whiteboard. Ask the students if all of them can do what is mentioned in each of the sentences. For those sentences which all the students can do, for example, they can sing, dance, run, write, etc., use a different coloured marker and write the sentence 'We can ...' below them.

Example:

- I can write my name. → We can write our names.

Underline the words 'We can' in the sentences written on the whiteboard.

3. Point out and explain to the students that the verb after the modal 'can' must be in its base form.

Example:

- I can write my name.
- We can create a song together.

Underline the verbs in their base form in the sentences on the whiteboard. You may want to use a different coloured marker for this.

4. Next, show the students some cut-outs of different shapes, colours and sizes. Tell them what you plan to do with the paper cuts.

Example:

- I'm going to make an elephant out of these paper cut-outs.

Write the sentence on the whiteboard. Underline the words 'I'm going to'. Tell the students that this is what you plan to do. Then, shift the paper cut-outs on the visualizer projector to make the picture you said you were going to make. Show the class the end-product you have done on the visualizer projector.

5. Next, put them into groups. Each group will receive a set of paper cuts to create a picture. Before they create a picture out of the paper cuts, the group has to tell everyone what they plan to do.

Example:

- We're going to make a house with these paper cut-outs.

Write the sentence on the whiteboard. Underline the words 'We're going to'. Tell the students that this is what they plan to do. Then, get them to shift the paper cut-outs on the table to make the picture they said they were going to make.

Additional Activities / Closure (15 min)

1. Get ready the second powerpoint slide. Tell the students that they have to continue the sentences in each slide by looking at the pictures.

Example:

- We're going to ... (Slide shows a picture of children skipping.)
- I can ... (Slide shows a girl reading a book.)

2. Tell the students to turn to **pages 89 – 91 of Learning English Workbook 2**. Review the 'Read and Learn' sections on **pages 89 – 90**. Get the students to complete their work and hand it in to you. You may want to walk around the class to do a random check on the students' work.

Homework

1. Ask the students to complete **page 94** as homework. Before this, you may want to read to the students a book on making a robot using scrap materials to make another robot as an introduction. Discuss with the students what materials are used to make the robot. Then, list the materials used and elicit from the students the possible procedure to make the robot. Write their sentences on the whiteboard.
2. Explain to the students what an email is. You may want to show them a sample email and explain to them what the 'To:' and 'Subject:' mean.
3. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Give the students a list of materials and stationery. Tell them to imagine what they can do with the things they have. Get them to write a short story about it. Their first sentence in the story starts with 'I'm going to...' and the last sentence ends with 'I can...'

Example:

- I'm going to make a paper doll. First, I draw a body shape on a piece of paper. Then, I use a pair of scissors to cut it out. I draw... My paper doll is done. I can make a paper doll!