



## Theme: Can You Hear That?

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> <li>Adverbs of manner (2)</li> <li>Modals 'can' and 'cannot' (2)</li> </ul>	Sounds that animals, people and things make	Answering questions based on a telephone conversation	Writing a story based on pictures using helping words

### Lesson Objectives

Students are able to

- use the modals 'can' and 'cannot' to talk about ability or inability to do something,
- describe sounds that animals, people and things make,
- answer questions based on a telephone conversation.

### Resources

(Preparation to be done before the lesson)

- Learning English Workbook 2
- Audio of sounds made by animals, people and things
- Word cards (refer to the words in the box on page 53)
- Word cards showing 'can' and 'cannot' on each of them
- Red and blue/black marker
- Powerpoint presentation of the modals 'can' and 'can't'

### Introduction / Warm-up Activity (10 min)

- Tell the class that you are going to play an audio on different animal sound for them. They have to listen carefully. At the end of the audio listening, elicit from the students the different sounds they have heard. Write the students' responses on the whiteboard.
- Replay the audio. Tick each word on the whiteboard when the sound is being played.
- Next, get the students to identify the animals that make the sounds. Use a different colour marker and write the name of the animal next to its sound on the whiteboard.

### Lesson (20 min)

- Tell the students that besides animals, people and thing can make sounds too. Do the action of falling down and hurting your knee. Make a groaning sound. Ask the students what sound you are making. Show the students the word card 'groan'. Stick the word card on the whiteboard. Do the same for the other word cards by acting out or describing an event that will make the sound. Let the students guess the sound made by the person or thing.
- Show a powerpoint presentation to the students. In the first few slides, show the students what they can do.

#### Example:

- I can read. I can write. I can talk.

As the students read each of the sentences, get them to do the actions as well. Tell them that they are able to do these actions, so they use the modal 'can' to show ability.

- In the next few slides, show the students what they cannot do

**Example:**

- I cannot fly. I cannot eat a lizard. I cannot drive a real car.

Ask the students for examples of what they cannot do. Tell them that these are actions that they are not able to do. Tell them that the short form for 'cannot' is 'can't'.

**Example:**

- I can't fly. I can't eat a lizard. I can't drive a real car.

### Additional Activities / Closure (15 min)

- Place the students in groups. Make them sit in a circle. Give each group two word cards: 'can' and 'cannot'. Tell the students that you will show them a sentence and they need to decide if the blank in the sentence required a 'can' or a 'cannot' in it.

**Example:**

- A bee \_\_\_\_\_ talk. (cannot)

The students in the group have to decide which word card fits into the sentence. Then, at the count of three, get a student from each group to hold the word card that they have chosen up high. Award points for groups who get the answer correct. The group that has the highest points is the winner.

- Tell the students to turn to **page 53 of Learning English Workbook 2**. Review the 'Read and Learn' section on **page 52**. 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

- Ask the students to complete **pages 53 – 55** as homework. Explain to the students that the passage they are about to read is a conversation between two people. Divide the class into two groups, each of them taking a part. Get them to read their parts. Explain any words that they are not familiar with. Then, go through the answers with the students and elicit the answers from them. Get them to tell you where they derive their answers from.
- Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

### Optional Activity

- Get the students to divide a piece of paper into half. On the left column, they write the heading 'Can' and on the right column, they write the heading 'Cannot'. Encourage them to think of things that they can and cannot do. Write 5 sentences in each column and share their list in the next lesson.
- Get them to list the different animals in alphabetical order. Then, write the sounds that they make. (Some animals may not make any sound so tell the students to leave that blank then.)