



## Theme: Write Away

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> <li>Modals 'can' and 'cannot' (1)</li> <li>Adjectives</li> </ul>	Forms of writing	Answering questions based on a passage	Writing a story based on pictures using helping words

### Lesson Objectives

Students are able to

- use the modals 'can' and 'cannot' to talk about the ability or inability to do something,
- write and say 'can't' as the short form of 'cannot',
- use adjectives to tell more about nouns,
- write a story based on pictures using helping words.

### Resources

(Preparation to be done before the lesson)

- Learning English Workbook 2
- Greetings in two or three different languages
- Word cards with 'can', 'cannot' and 'can't' written on each of them
- A story book
- Picture cards showing different things for students to describe about
- Visualizer projector

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

- Say a greeting such as 'goodbye' or 'hello' in a foreign language. Ask the students if they can understand what you are saying. You may want them to raise their hands if they understand and get a student to volunteer the answer. Use the modals 'can' and 'cannot' to construct sentences on whether the students can understand what the greeting was about.
- Draw a table with two columns. Stick the word cards 'can' and 'cannot' in the headings in each column. Do a cross learning by asking students questions on what they can or cannot do.

**Example:**

- How many of you cannot / can ride a bicycle?

Get the students who cannot ride a bicycle to raise their hands. Count the number of hands raised. Then, write the number of students who cannot ride a bicycle in the column that has the heading 'cannot'. Elicit from the students how many students can ride a bicycle by subtracting the number who cannot ride from the total number of students present in class that day. Do another three more examples. Alternate your questions with 'can' and 'cannot'.

### Lesson (20 min)

- Using the table that the students have just done, write down the sentences using 'cannot'.

**Example:**

- We cannot ride a bicycle.
  - We cannot fry an egg.
- Tell the students that the modal 'cannot' can be changed to 'can't'. Explain that 'can't' is the short form of 'cannot'. Stick the word card 'can't' next to the word card showing 'cannot'.

**Example:**

- We can't ride a bicycle.
- We can't fry an egg.

3. Show them a story book. Ask them if they have read it before. Then, get the students to describe the story book to you.

**Example:**

- It is an English book.
- It is an old book.
- The story is interesting / boring / funny.

Write the students' responses on the whiteboard. Underline the adjectives in the sentences.

6. Explain to the students that adjectives are used to tell us more about the nouns. Talking about the colour, size, age, temperature, shape, origin of a noun and also giving an opinion of the noun are all different forms of adjectives. Write the different forms of adjectives on the whiteboard. Provide examples to the students on how each adjective is used to describe a noun. Then, get the students to give you an example of how each adjective is used in their sentences.

### **Additional Activities / Closure (15 min)**

1. Put the students into groups. Tell the students that you will show them at least 6 picture cards, one at a time, on a visualizer projector. The students have to come up with a descriptive word about each picture shown. Go through the answers that the students come up with after showing each picture. Determine if the adjective used is appropriate and interesting.
2. Tell the students to turn to **pages 23 – 26 of Learning English Workbook 2**. Review the 'Read and Learn' section on **pages 23 – 25**. 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 are to complete **pages 29 – 30** as homework. Discuss with the students the pictures shown on **page 29**. Go through the helping words in the box too. Elicit from the students how to start the story and then let them complete the rest of the story themselves.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

### **Optional Activity**

1. Tell the students to cut out a picture of an object that they can find in the newspaper, e.g. a pair of Rollerblades, a car, etc. Tell them to draw at least three arrows from the picture. Each arrow should contain an adjective to describe the object. Then, write a sentence each using 'can' or 'cannot' about the object.