Class:\_\_\_\_ELL 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_Anne Perämäki\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Theme/Lesson: Using the modal “can” to make requests and to talk about skills and abilities.

. . Date:December 2, 2014

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
|  The modal CAN is used both to make a polite request, to describe one’s skills or lack thereof.  | **L/S:** L1.4b Listen and understand short connected statements/ask and respond to questions on familiar topics when spoken at moderate rateS2.4c Use intermediate grammatical structures**W:**W2.2b Use vocabulary related primarily to everyday needs, descriptions, and daily activitiesW2.2c Write a complete simple sentenceW2.2d Use basic grammatical structures |
| CAN is **not** used with an infinitive. (I can make… vs. I want to make….)It works differently from other verbs in how questions and negatives are formed; short answers are also different.  |
| **Skill Objective(s)** (Students will be able to…) |
|  State what they can and can’t do.  Ask and answer questions about what they and their fellow students can do.  Make polite requests using CAN. |
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**ACTIVITIES: MATERIALS:**

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| 1. We consider the word “skill” and talk about what might be useful skills in job search.

2. We have discussed CAN in the past in passing, but we’ll review affirmative, negative and questions, as well as short answers. 3. Students practice as a group asking each other questions and reporting the results to the rest of the class. “Antonio can’t drive a bus but he can drive a car.” “Adriana can play the guitar but she can’t play the piano.” A helpful hint to the students when talking about skills in a job interview: If you are asked about a skill you don’t have yet, you can say that you learn fast.  4. Students get to pick a card with a two skills, for example “use hand tools, use power tools” and they are asked to make a sentence about them. “I can use hand tools but I can’t use power tools.” There is a variety of skills, everyone will be able to find something they can do. Go around and check, everyone will read their answer and the class is asked to pay active attention. After everyone has said their piece, I will ask them, “What can X do?” Or, “Can Y ride a bicycle?” 5. We do a skills section of a standard job application on bb. Then students do their individual skills list on a worksheet with a minimum of 3 skills. Check and correct. 6. We move to using CAN in polite requests. I mime carrying something heavy and ask what could I ask one of the men in the class. I hope they will be able to say “Can you help me with this?” I mime a few more examples, and then distribute the activity pictures.Students get a couple of minutes to think about it and make their requests. We talk about the answers: Sure, of course, no problem, or, Sorry I can’t, I have a bad back. They make their requests in pairs, one asks and the other one answers in the negative. 7. The students get a worksheet where they have pictures of activities with requests. Check.  | Index cards of different skills:Type, use the computer, use the internet, drive, speak French, etc.Worksheet that’s the skills part of a job application.Pictures with activities where people might need a helping hand, for example carrying something heavy, lifting something, opening something, mostly physical things, but notexclusively.Worksheet, match picture of activity with a request. |

**ASSESSMENT(S):**

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| **Performance:** The assessment happens on the spot: They can (or can’t) form correct sentences using CAN orally and in writing.  |

**WRAP-UP & REFLECTION:**

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| The modal CAN is a very useful “operative” word. One can barely function without it. In the next lesson, we will review what we learned tonight, and we will move to the use of can and can’t in rules and regulations. “You can’t smoke here, you can’t use your cellphone during X.” |