

Grade

3

# Unit 2

## Can you...



**Skill focus:** speaking

**Lesson objective:** to be able to ask questions using 'Can you ...' and answer using 'Yes, I can' or 'No, I can't.'

**Materials:**

No materials needed.

**Description:**

During this lesson Ps will have lots of opportunity to use English with their classmates. Getting Ps to prepare and write their questions first will build their confidence in using their questions with different partners.

**Benefits:**

During this activity Ps will:

- practise simple question-answer exchange, using the verb 'can'
- brainstorm and share any prior knowledge or vocabulary they know about towns
- share knowledge they have about their community.

Timings	Stages	Interactions
10 mins	<ol style="list-style-type: none"> <li>Use gestures for Ps to stand up. Say, <i>Hi, class</i>.</li> <li>Encourage Ps to stand up and say, <i>Hello, teacher</i>.</li> </ol> <p><b>Pre-task</b></p> <ol style="list-style-type: none"> <li>Elicit places in the city to prepare Ps for the speaking task.</li> <li>Say, <i>What places in the city do you know?</i></li> <li>Give some ideas to help. Say, <i>Hospital, school, ...</i></li> <li>As you hear the words from your Ps, use this opportunity to assess their pronunciation.</li> <li>Stop and drill the correct pronunciation when needed.</li> <li>Say, <i>Can you read in a park?</i> Repeat the question until you get an answer. Pointing at yourself, try to elicit the correct answer – <i>Yes, I can</i> or <i>Yes, we can</i>.</li> <li>Say, <i>Can you cook in a zoo?</i> Repeat the question until you get an answer. Use gestures to elicit <i>No, I can't</i> or <i>No, we can't</i>.</li> </ol>	<p>T – Ps</p> <p>P – P</p>
20 mins	<p><b>Main task</b></p> <ol style="list-style-type: none"> <li>Say, <i>Open your notebooks. Write five questions using this model – Can you ____ in a ____? You have 5 minutes to finish your questions.</i></li> <li>Repeat your examples from the previous stage: <i>Can you read in a park? Can you cook in a zoo?</i> Allow five minutes for Ps to write their questions. Monitor closely and correct mistakes while Ps are writing.</li> <li>Say, <i>Close your notebooks now. Wait for everyone to close their notebooks. Say, Do you remember all your questions?</i></li> </ol> <p>NOTE: see how Ps react. If they look confident, move on to Step 4. If they can't remember all the questions, say, OK. You have two minutes to remember your questions. Open your notebooks now. Allow two minutes and move on to Step 4</p> <ol style="list-style-type: none"> <li>Use Ps language of education and say, <i>Turn to someone sitting next to you. Work in pairs. Ask one question and wait for the answer. Then switch positions. You should ask five questions and answer five questions.</i></li> <li>You can demonstrate the activity with a P, or you can ask two Ps to demonstrate for the whole class.</li> <li>Monitor closely. Provide support for correct pronunciation. Allow three to five minutes for Ps to finish speaking.</li> <li>Say, <i>Thank you. Now find another partner to speak with. Ask and answer questions. Allow three minutes.</i></li> </ol>	<p>T – Ps</p> <p>P – P</p>
10 mins	<p><b>Post-task</b></p> <ol style="list-style-type: none"> <li>Say, <i>Try to remember four questions your classmates asked you. Write them in your notebook. If you can't remember, ask them to repeat.</i></li> <li>Allow up to three minutes for Ps to write down the questions they were asked in the previous stage.</li> <li>Say, <i>Now write your answer: 'Yes, I can' or 'No, I can't.'</i></li> <li>Monitor closely and correct spelling mistakes if necessary.</li> <li>Say, <i>Bye, class.</i></li> <li>Encourage class to say, <i>Bye.</i></li> </ol>	<p>T – Ps</p> <p>P – P</p>

**Assessment:** While monitoring the main task, take note of how your learners are performing. You can focus on one or two groups and only assess them during this activity. Take note of good examples and mistakes Ps are making.