

Friends 3 Lesson 49		Can you dance?		Vocabulary	
Aims	Talking about ability Asking and answering <i>Can you ...?</i> questions Learning verbs for everyday activities	Contents	Grammar Present tense verbs Vocabulary <i>drive, jump, run,</i> Revise: <i>dance sing</i> <i>Can you (sing)? Yes, I can.</i> <i>No, I can't.</i>	Checklist	One master handout for each student (can + activities)
	Language Analysis				
<i>Can you...</i> <i>Yes, I can. /kən/</i> <i>No, I can't. /kɑ:nt/</i> <i>Can</i> is followed by an infinitive (without <i>to</i>) <i>dance</i> is pronounced differently in BrE /dɑ:ns/ and AmE /dæns/					

Procedure

Warm-up Off the screens

1. Revise the verbs: *jump, drive, dance, sing, run.*
2. Ask one of the students to come to the board and draw one of the verbs (you may secretly write it for the student somewhere or whisper to his or her ear).
3. Other students guess what is being drawn. The student who guesses first, comes up to the board for the next word.
4. Do it with all the words above. In stronger groups you can add to the list: *paint, ski, watch TV, play computer games* etc.

Screen 2

Alex: *Can you jump?*

Tablet: *Yes, I can.*

Tablet: *I can jump! Look! You can't jump!*

Servant: *I can't jump. It's not fair!*

Table: *Can you run, Alex?*

Alex: *Yes, I can.*

Tablet: *Look I can drive, I can drive!*

Servant: *No you can't!*

Tablet: *Can you drive?*

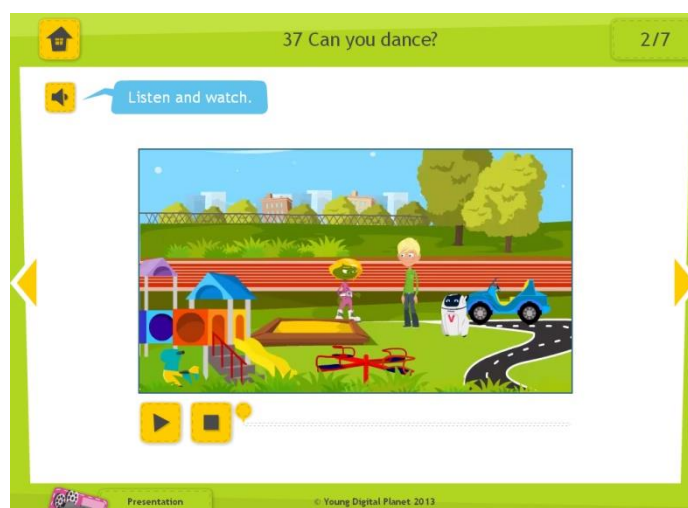
Servant: *No, I can't!*

Tablet: *Oh hello again Alex. You can run! Can you dance?*

Alex: *Yes, I can. La-la-la-la ...*

Alex: *What about you? Can you sing and dance?*

Servant: *La-la-la-la ...*



Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

Additional activity 1:

In stronger groups you may ask comprehension questions (or help students give the answers) e.g.

Can Tablet jump? Yes, she can.

Can Servant jump? No, he can't.

Can Alex drive? No, he can't.

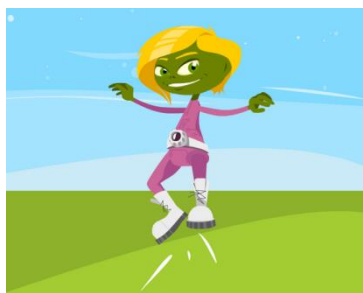
Can Alex dance? Yes, he can.

Can Alex run? Yes, he can.

Additional activity 2:

Play role the whole activity – put students in groups of three, you may play the animation mute in the background to help them organize their dialogues.

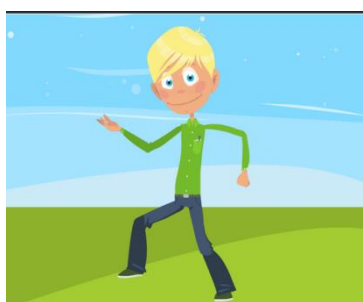
Screen 3



Audio 1:

Alex: *Can you jump?*

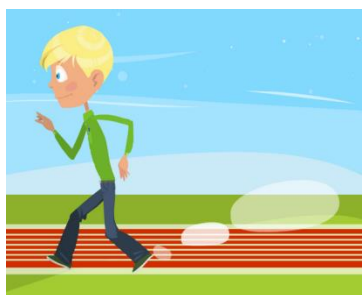
Tablet: *Yes, I can.*



Audio 2:

Tablet: *Can you dance?*

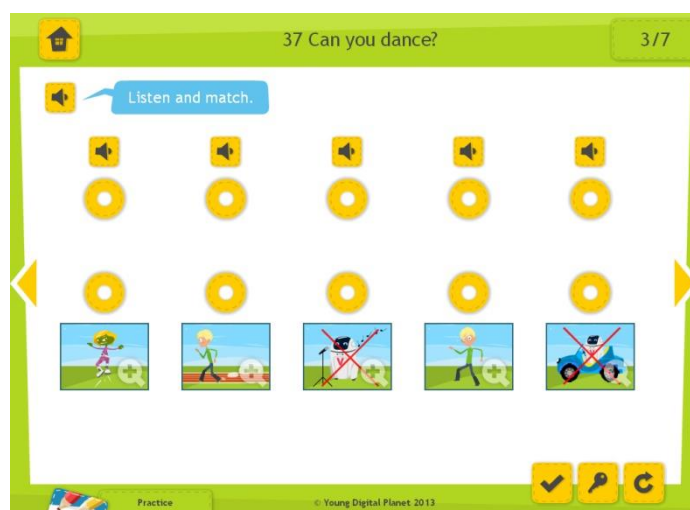
Alex: *Yes, I can.*



Audio 3:

Tablet: *Can you run, Alex?*

Alex: *Yes, I can.*

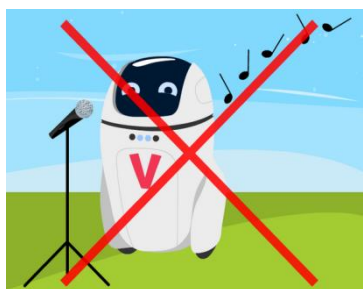




Audio 4:

Tablet: *Can you drive?*

Servant: *No, I can't.*



Audio 5:

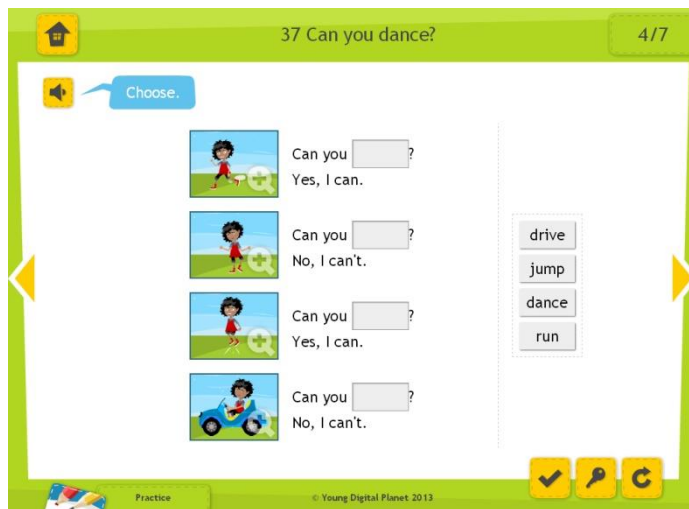
Tablet: *Can you sing?*

Servant: *La lalala. No, I can't.*

Key: see pictures above (random order)

Screen 4

Key: 1 run 2 dance 3 jump 4 drive



37 Can you dance? 4/7

Choose.

Can you ?
Yes, I can.

Can you ?
No, I can't.

Can you ?
Yes, I can.

Can you ?
No, I can't.

drive
jump
dance
run

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Screen 5

Audio 1: Can you run?

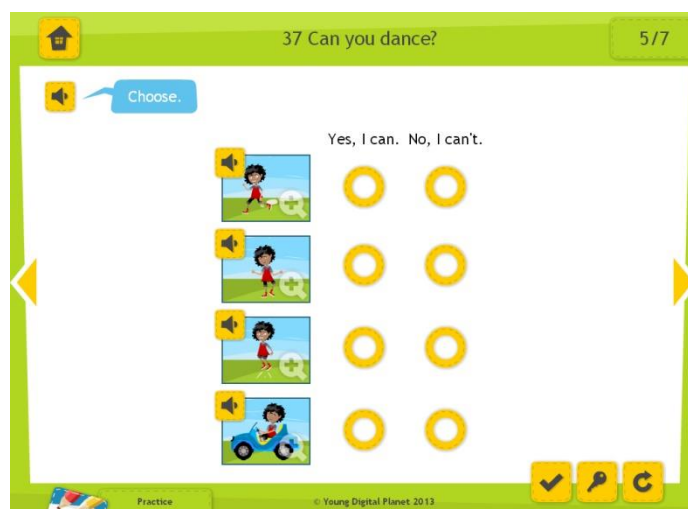
Audio 2: Can you dance?

Audio 3: Can you jump?

Audio 4: Can you drive?

Key:

1 Yes, I can 2 No, I can't 3 Yes, I can
4 No, I can't



After doing the task, ask *Can you ...?* questions and students answer *Yes, I can. / No, I can't.*

Their answers depend on the artwork that is enlarged.

Screen 6

Audio:

Can you dance?

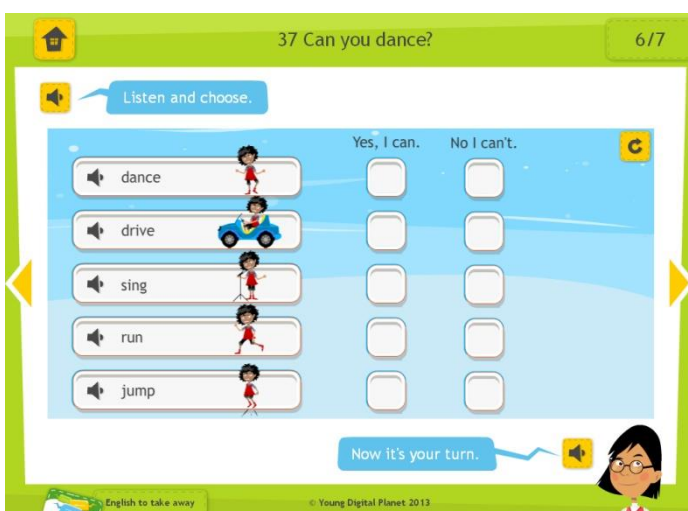
Can you sing?

Can you drive?

Can you run?

Can you jump?

Key: N/A



1. Let students play with the screen.
2. First they listen to the audio and then answer for themselves.

Now it's your turn.

This is a free practice stage. The aim is personalization. Tell Ss to work in pairs and ask and answer the questions.

Now it's your turn:

Students work in pairs and ask and answer the questions .

Additional activity: Handout

Handout

NAME			

Put students in pairs first, give out the Handout.

They need to ask students about their abilities (dancing, singing, painting), collect their answers in the table. Make sure students know the word *paint*.

When they are done, change pairs, so that everybody interviews at least four classmates. After the activity is done, ask a few random questions using students' names, they should check their answers in the table e.g. *Can Adam dance? No, he can't*. If the answer was written incorrectly, Adam should now shout: *I can dance!*

Handout

NAME			

Handout

NAME			

Friends 3 Lesson 50		<i>I can ride a bike.</i>		Grammar & Functions	
Aims	Talking about ability	Contents	Grammar Verb: <i>can</i> Pronouns: <i>I, you</i> Short answers	Checklist	1 master handout for each student (can/can't – practice)
	Asking and answering questions with <i>can</i>		Vocabulary <i>Ride a bike/bicycle/scooter, kick a ball</i> <i>I can kick a ball. I can't ride a scooter.</i> <i>Can you ...? Yes, I can. No, I can't.</i> <i>swim, drive, dance, jump, run, draw, sing</i>		A set of visuals (flashcards) to present vocabulary
Language Analysis					
<i>Can</i> – is one of modal verbs, used to talk about abilities. It can be used to talk about someone's skills or abilities in general. <i>Can</i> is followed by an infinitive (without <i>to</i>). <i>We can/can't ...</i> <i>Can you ... ? Yes, we can. No, we can't.</i> <i>can.</i> /kən/ <i>can't.</i> /kɑ:nt/ It is important to note that it is not the 't' sound that is so important when we pronounce the word <i>can't</i> as t often gets lost in a fast conversation. One should be careful about the vowel inside. In AmE the vowel is pronounced: /æ/, in BrE it is /a:/. <i>dance</i> is pronounced differently in BrE /da:ns/ and AmE /dæns/					

Procedure

Warm-up Off the screens

5. Ask students a few revision questions. Nominate students.
Can you dance?
Can you paint?
Can run?
Can you jump?
6. Remind students the two ways of answering: *Yes, I can. No, I can't.*

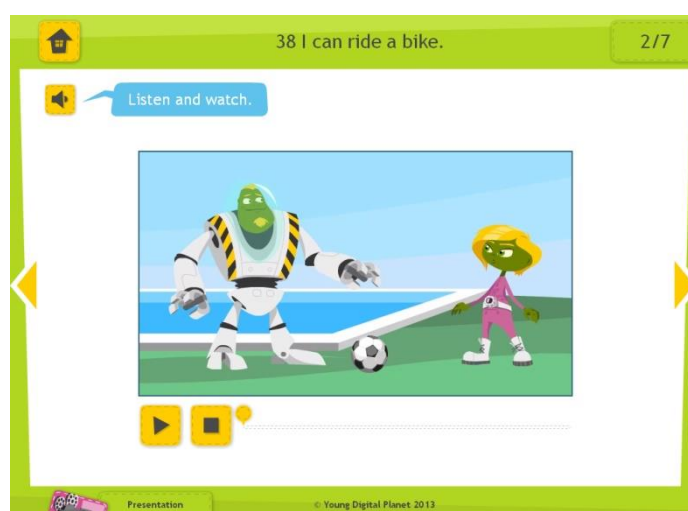
Screen 2

Boy alien [Spaceman]:

I can kick a ball.
I can ride a bike.
I can swim and I can run.
I can't draw.
I can't dance and I can't sing.

Girl alien [Tablet]:

I can draw.
I can sing and I can dance.
I can ride a scooter.
I can't kick a ball I can't swim.



Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

After watching it for the first time, play it again, mute the sound and ask students to chorally act out alien's sentences. You may help by writing a few verbs on the board they should use: kick, ride, swim, draw, dance, sing, run, ride.

Use visuals to practise vocabulary.

Screen 3

Audio 1:

Spaceman:

I can kick a ball.

I can ride a bike.

I can swim and I can run.

I can't draw.

I can't dance and I can't sing.

Audio 2:

Tablet:

I can draw.

I can sing and I can dance.

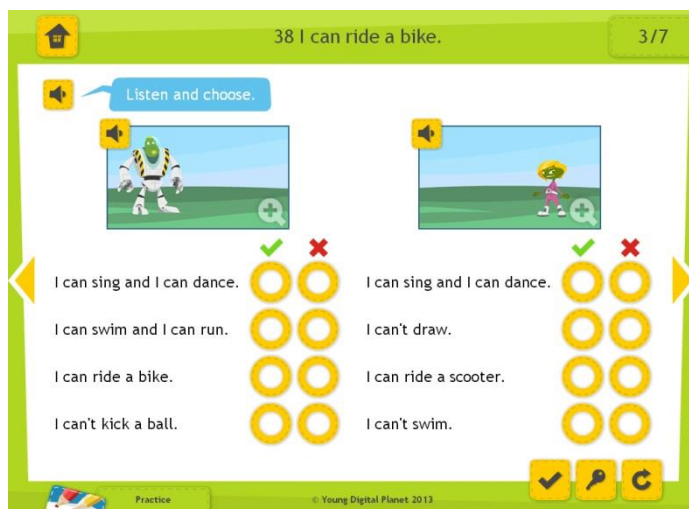
I can ride a scooter.

I can't kick a ball and I can't swim.

Key:

Servant 1 False 2 True 3 True 4 False

Tablet 1 True 2 False 3 True 4 True



38 I can ride a bike. 3/7

Listen and choose.

I can sing and I can dance. ☒ ☒

I can swim and I can run. ☐ ☐

I can ride a bike. ☐ ☐

I can't kick a ball. ☐ ☐

I can sing and I can dance. ☒ ☒

I can't draw. ☐ ☐

I can ride a scooter. ☐ ☐

I can't swim. ☐ ☐

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After doing the task, Ss take turns being the boy/girl alien and talking about what they can/can't do. Then they compare the aliens with themselves. Enlarge the pictures for this activity.

Screen 4

Lucy: Can you ride a scooter, Pat?

Pat: Yes, I can.

Lucy: Can you kick a ball?

Pat: No, I can't.

Lucy: Can you ride a bike?

Pat: Yes, I can.

Lucy: Can you dance?

Pat: No, I can't.

Lucy: Can you swim?

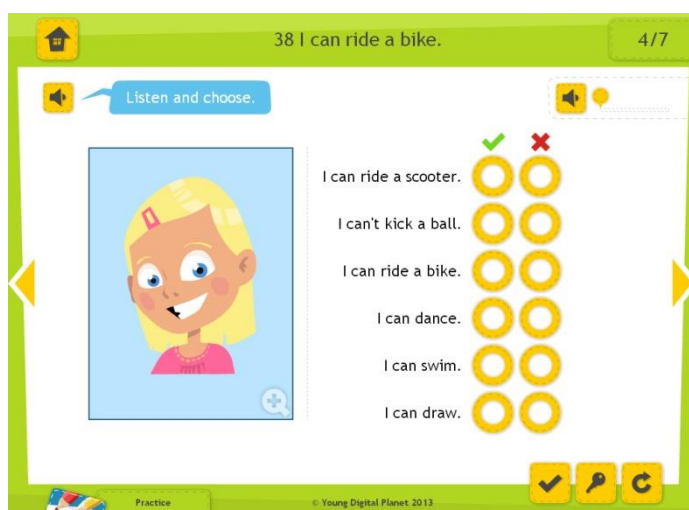
Pat: Yes, I can.

Lucy: Can you draw?

Pat: No, I can't.

Key: 1 True 2 True 3 True 4 False

5 True 6 False



38 I can ride a bike. 4/7

Listen and choose.

I can ride a scooter. ☒ ☒

I can't kick a ball. ☐ ☐

I can ride a bike. ☐ ☐

I can dance. ☐ ☐

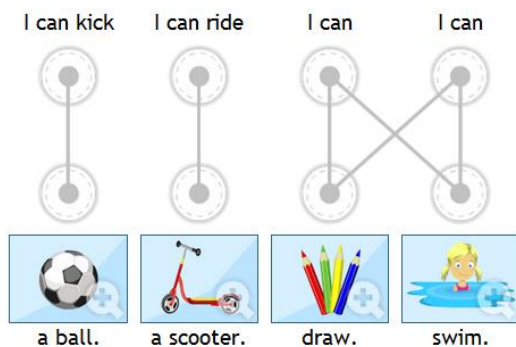
I can swim. ☐ ☐

I can draw. ☐ ☐

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Screen 5

Key:

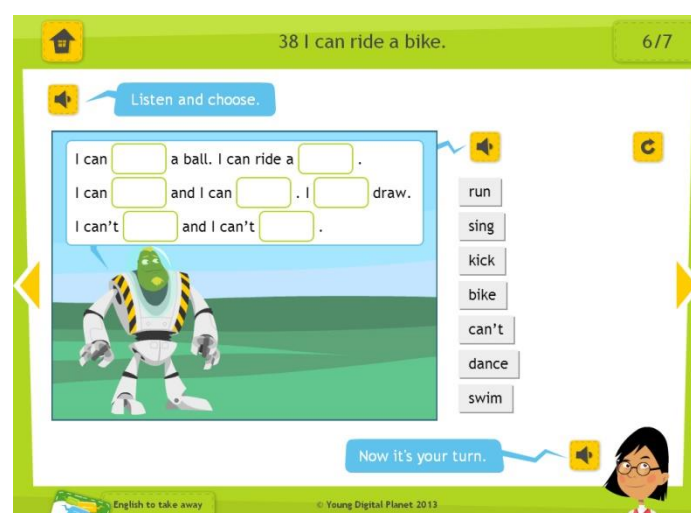


After they've done the task, children can say if the sentences are true/false for them.

Screen 6

Spaceman: *I can kick a ball. I can ride a bike. I can swim and I can run. I can't draw. I can't dance and I can't sing.*

Key: 1 kick 2 ball 3 swim 4 run 5 can't 6 dance 7 sing



Give Ss the instructions for the Listen and choose activity.

1. Look at the verbs on the right.
2. Listen and drag and drop the verbs into the speech bubbles.

Now it's your turn.

This is a free practice stage. The aim is personalization. Tell Ss to work in pairs and ask and answer the questions.

3. Listen and choose the best answer to complete each sentence.
4. Work in pairs – ask students to tell each other what they can and can't do.

Additional activity

Give out Handout 1 with 7 pictures. Ask students to colour the pictures that represent things they can do. After they are read ask them to work in pairs and tell their classmates what they can or can't do.

Handout 1



I can...
I can't ...

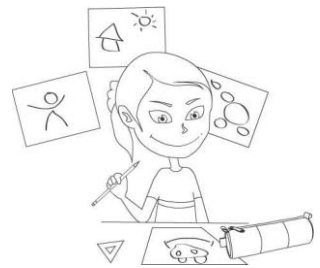


Handout 1

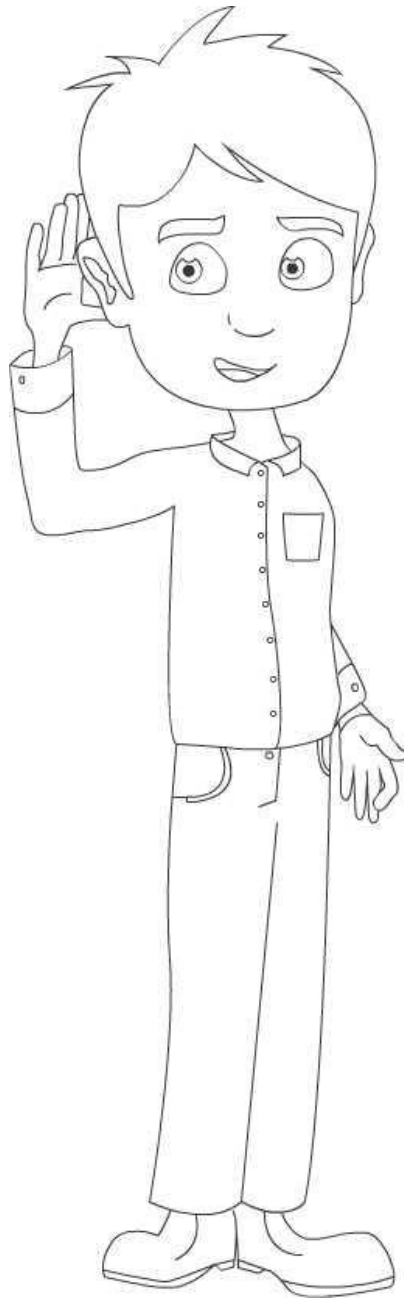


I can...

I can't ...

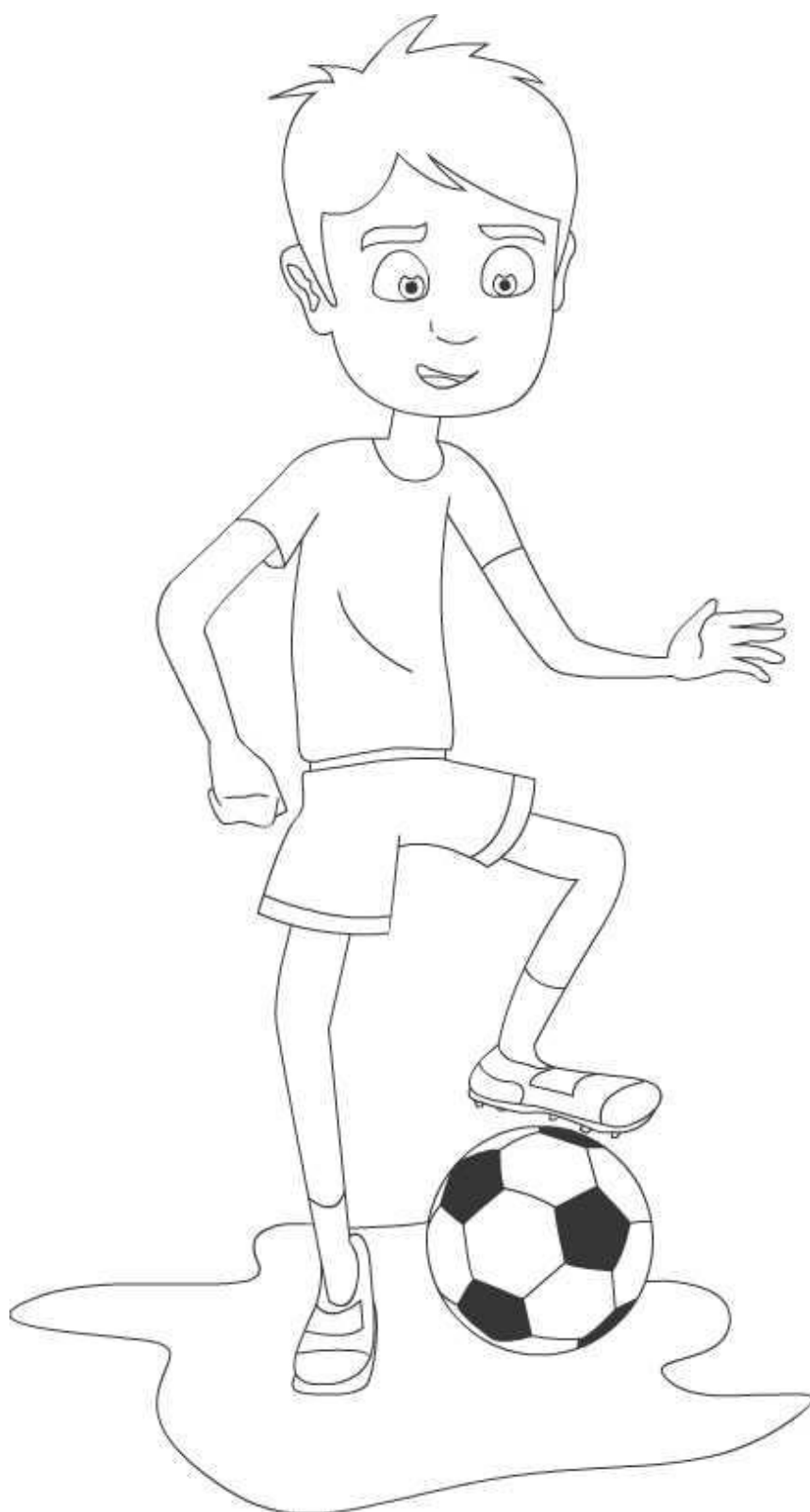


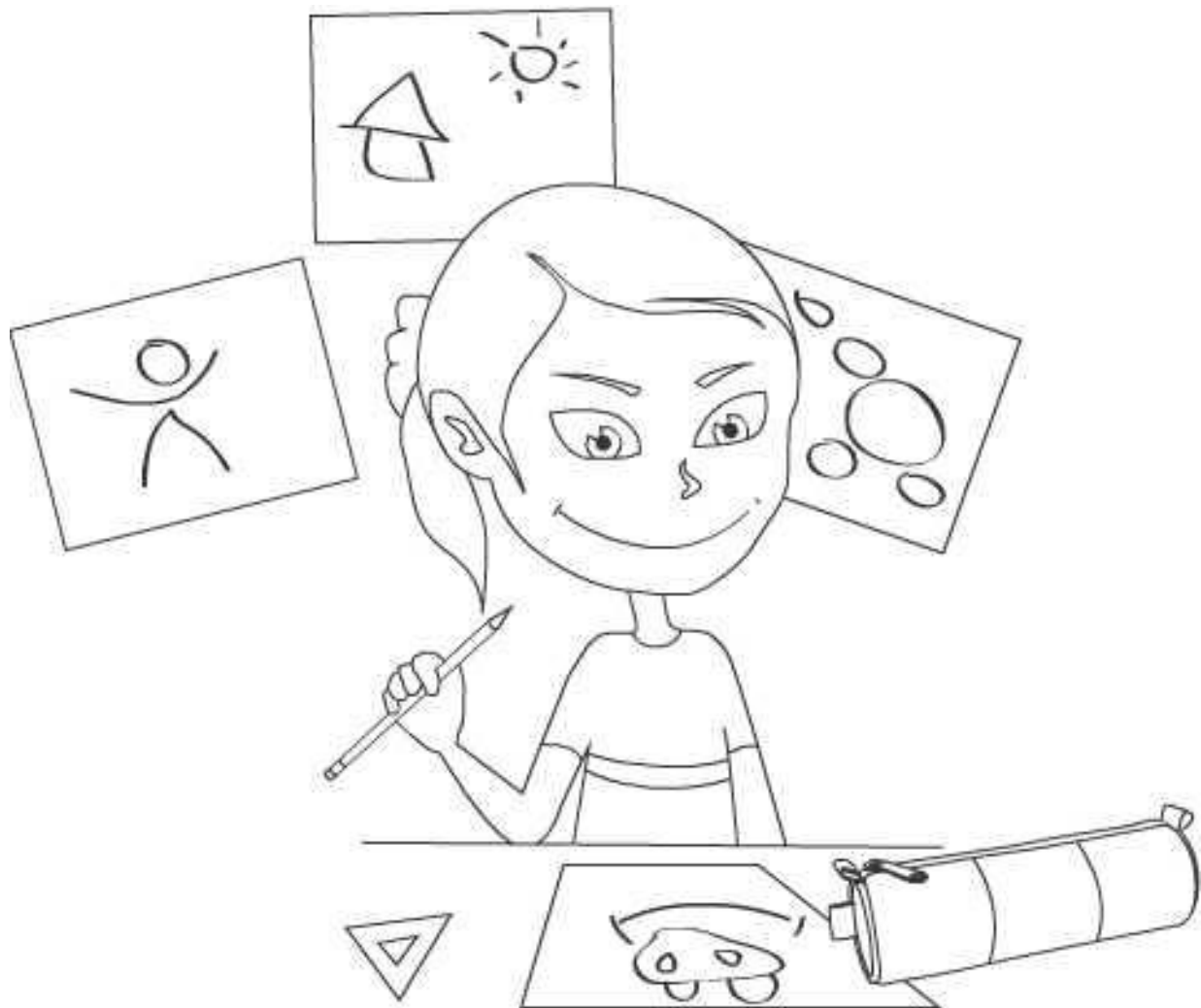
Visuals





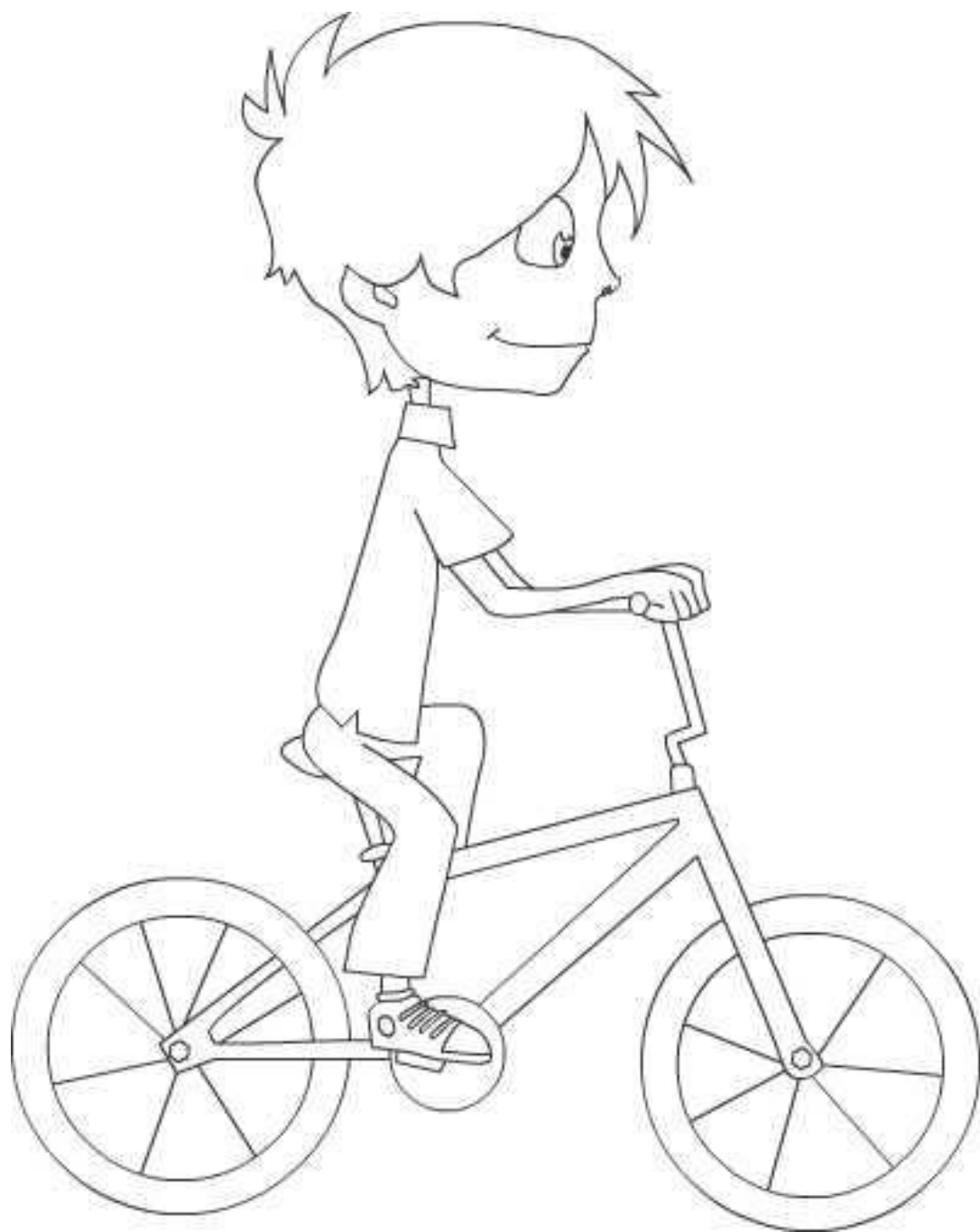












Friends 3 Lesson 51		Can he bounce a ball?		Grammar & Functions	
Aims	Talking about ability Asking and answering questions using the can and the 3rd person singular and 2nd person plural Asking and answering questions with <i>can</i> – consolidation	Contents	Grammar Verb: <i>can</i> Pronouns: <i>he, she, we, they</i> Transitive verbs + object <i>Can he/she/they ...?</i> <i>Yes, he/she/they can. No, he/she/they can't.</i>	Checklist	2 master handouts to practise vocabulary and <i>can</i> A small ball that students will be able to throw, could be e.g. a beach ball or tennis ball.
	Vocabulary <i>bounce/kick/catch/throw a ball</i>				
Language Analysis					
<i>Can</i> – is one of modal verbs, used to talk about abilities. It can be used to talk about someone's skills or abilities in general. <i>Can</i> is followed by an infinitive (without <i>to</i>). <i>We can/can't ...</i> <i>Can you ... ? Yes, we can. No, we can't.</i> <i>can.</i> /kən/ <i>can't</i> /kɑ:nt/ It is important to note that it is not the 't' sound that is so important when we pronounce the word <i>can't</i> as t often gets lost in a fast conversation. One should be careful about the vowel inside. In AmE the vowel is pronounced: /æ/, in BrE it is /ɑ:/. Bounce /baʊns/					

Procedure

Warm-up Off the screens

- Give out Handout 1

Handout 1

a	w	b	o	u	n	c	e	h	t
c	a	t	c	h	y	h	u	b	h
t	t	h	r	o	w	e	w	a	b
h	e	w	q	i	t	r	t	l	o
r	b	o	u	n	c	e	t	l	u
t	y	t	h	r	o	w	h	a	n
c	u	i	h	b	b	t	t	b	c
a	t	t	t	a	a	h	h	l	e
t	h	b	b	l	l	l	r	h	t
c	r	b	h	l	l	l	o	t	h
h	o	h	a	b	t	t	w	h	t
	w	t	c	a	t	c	h	l	
t	h	r	o	w	t	b	h	t	b

Bounce (x 3)
Catch (x 3)
Ball (x 3)
Throw (x 5)

- Ask students to find the words in the wordsearch. You may need to pre teach the word **bounce**. You can draw a simple picture on the ball showing a ball that bounces 8 (an arrow to show it).

From left to right, top do the bottom, never across.

bounce (3 times)

catch (3 times)

ball (3 times)

throw (5 times)

Key:

		b	o	u	n	c	e		
c	a	t	c	h				b	
	t	h	r	o	w			a	b
								l	o
	b	o	u	n	c	e		l	u
		t	h	r	o	w			n
c			b	b	t		c		
a	t		a	a	h		e		
t	h		l	l	r				
c	r		l	l	o				
h	o					w			
	w	c	a	t	c	h			
t	h	r	o	w					

Screen 2

Teacher: OK, everyone. Can you bounce the ball? Look – bounce .. bounce ... bounce the ball ..”

Teacher: ‘Now, Sam. Can you catch the ball? Good.’

Teacher:

‘Throw it to Alex, Sam – good, now can he catch it? Yes, well done Alex!’

Teacher: Now, Alex, bounce the ball and throw it to ...

Kim: Me! Me!

Alex: Can you catch it, Kim?

Teacher: Can she catch it? Yes! Of course she can! Go on Kim, catch the ball!

Teacher: Well done everyone!



Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

Listen and watch. Do it for a few times.

Ask students to stand up, take the ball and bounce the ball then throw it to one of the students. Act out the scene in the classroom. Repeat with as many students as you want so that everybody can take part.

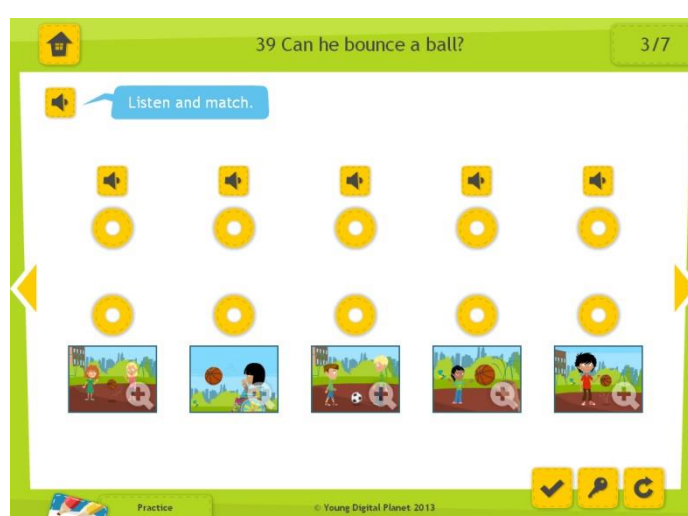
Screen 3



Audio 1:

Jill: Can he bounce a ball?

Sue: Yes, he can.





Audio 2:

Jill: *Can she throw a ball?*

Sue: *Yes, she can.*



Audio 3:

Jill: *Can they kick a ball?*

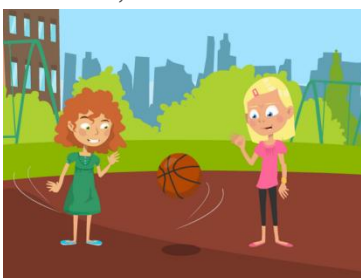
Sue: *Yes, they can.*



Audio 4:

Jill: *Can she catch a ball?*

Sue: *No, she can't.*



Audio 5:

Jill: *Can they bounce a ball?*

Sue: *No, they can't.*

Key:

See pictures above (random order)

Screen 4

Key:

- 1 Yes, they can.
- 2 No, she can't.
- 3 Yes, he can.
- 4 Yes, they can.
- 5 Yes, he can.
- 6 No, she can't.

39 Can he bounce a ball? 4/7

Read and choose.



Can they run? ☐

Can she throw a ball? ☐

Can he kick a ball? ☐

Can they catch a ball? ☐

Can he ride a bike? ☐

Can she bounce a ball? ☐

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Screen 5

Key:



Can they ride a scooter? Can he bounce the ball? Can she catch the ball? Can she jump? Can they kick a ball?

39 Can he bounce a ball? 5/7

Match.



Can she jump? Can they kick a ball? Can she catch the ball? Can he bounce the ball? Can they ride a scooter?

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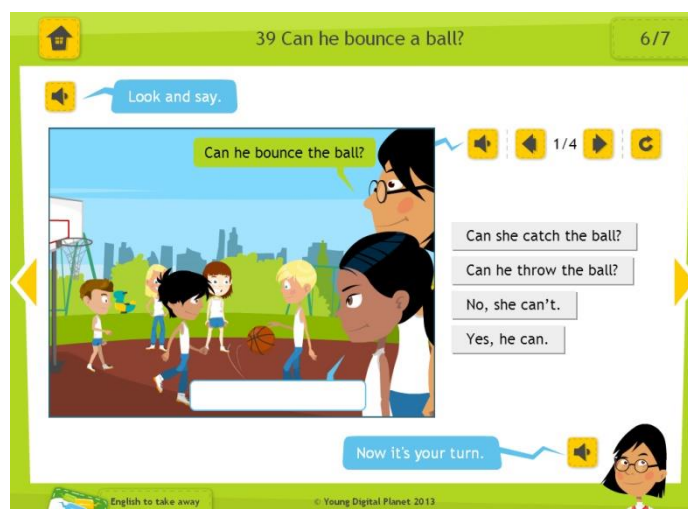
Screen 6

Teacher: *Can he bounce the ball?*
Yes, he can.

Teacher: *Can she catch the ball?*
No, she can't.

Teacher: *Can he throw the ball?*
Yes, he can.

Teacher: *Can she kick the ball?*
No, she can't.



Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

Give the Ss these instructions for the 'Look and say' activity. The aim is to practise a short natural dialogue.

5. Look at the picture and listen then drag and drop the phrases to the right place.
6. Repeat as many times as you want to.
7. Go to the next sub-slide.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation.

Students work in pairs and ask and answer *Can you / he / she + bounce / throw / catch / kick the ball. ...?* questions for all the pictures.

Additional activity: Handout 2

Handout 2



1. Can he _____ the ball? Yes, _____
2. Can he _____ the ball? Yes, _____
3. Can she _____ the ball? No, she _____

Give out Handout 2. Ask students to complete the sentences with the correct verb. Then to complete the answers. You may ask students to check their answers with a partner before doing a class feedback.

Key:

- 1 Can he bounce the ball? Yes, he can.
- 2 Can he kick the ball? Yes, he can.
- 3 Can she catch the ball? No, she can't.

Handout 1

a	w	b	o	u	n	c	e	h	t
c	a	t	c	h	y	h	u	b	h
t	t	h	r	o	w	e	w	a	b
h	e	w	q	i	t	r	t	l	o
r	b	o	u	n	c	e	t	l	u
t	y	t	h	r	o	w	h	a	n
c	u	i	h	b	b	t	t	b	c
a	t	t	t	a	a	h	h	l	e
t	h	b	b	l	l	l	r	h	t
c	r	b	h	l	l	l	o	t	h
h	o	h	a	b	t	t	w	h	t
	w	t	c	a	t	c	h	l	l
t	h	r	o	w	t	b	h	t	b

Bounce (x 3)
Catch (x 3)
Ball (x 3)
Throw (x 5)



Handout 2



1. Can he _____ the ball? Yes, _____
2. Can he _____ the ball? Yes, _____
3. Can she _____ the ball? No, she _____

Friends 3 Lesson 52		<i>We can speak English.</i>		Grammar & Functions	
Aims	Talking about ability using the 1st and 2nd person plural Asking and answering questions with <i>can</i>	Contents	Grammar Verb: <i>can</i> Questions and answers	Checklist	Handout 1 – for T only to introduce and practise vocabulary, alternatively a set for each group
	Vocabulary <i>bounce/kick/catch/throw a ball, ride a bike, drive, draw, read, speak English</i>				
Language Analysis					
<i>Can</i> – is one of modal verbs, used to talk about abilities. It can be used to talk about someone's skills or abilities in general. <i>Can</i> is followed by an infinitive (without <i>to</i>). <i>We can/can't ...</i> <i>Can you ... ? Yes, we can. No, we can't.</i> <i>can.</i> /kən/ <i>can't.</i> /kɑ:nt/ It is important to note that it is not the 't' sound that is so important when we pronounce the word <i>can't</i> as t often gets lost in a fast conversation. One should be careful about the vowel inside. In AmE the vowel is pronounced: /æ/, in BrE it is /ɑ:/.					

Procedure

Warm-up Off the screens

9. Ask a short question at the beginning: *Can you speak English? Elicit Yes, I can. OR Yes, we can.*
10. Write a few verbs on the boards: *dance, throw, paint, jump and drive.*
11. Put students in pairs and ask them to practise these sentences. You may start with a model dialogue – one pair should do it as a sample, then a few minutes to practise.
12. Check it with some pairs and ask them to act their Q/A out.

Screen 2

Sam: *Let's answer these questions. Number one – Can you draw?*
Alex: *Yes, I can.*
Lucy: *I can!*
Sam: *OK. So ...Yes, we can.*
Sam: *Now, here's a good question. Can you catch a ball?*
Sam/Kim and Alex: *Yes, of course we can.*
Lucy: *Wait ... I can't catch a ball.*
Sam: *OK, Lucy. you can't catch a ball..*
Alex: *Now, question 3 – Can you dance?*
Lucy: *I can, you can, he, can and she can so YES, we can dance!*
Alex: *And now, question 4. Can you speak English?*
All together: *Yes, we all can speak English!*



Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

Listen and watch then ask students to role play the dialogue. You will need four students in each group.

In weaker groups you may need to display a caption from the animation e.g. 0:45 where it shows the questions.

Screen 3

Sam: Let's answer these questions.

Number one - Can you draw?

Alex: Yes, I can.

Lucy: I can!

Sam: OK. So ... Yes, we can.

Sam: Now, here's a good question. Can you catch a ball?

Sam/Kim and Alex: Yes, of course we can.

Lucy: Wait ... I can't catch a ball.

Sam: OK, Lucy, you can't catch a ball..

Alex: Now, question 3 - Can you dance?

Lucy: I can, you can, he, can and she can so YES, we can dance!

Alex: And now, question 4. Can you speak English?

All together: Yes, we all can speak English!

Key:

1 Yes, I can. **2** No, you can't. **3** Yes, we can. **4** Yes, they can.



Listen again, ask students to choose the correct answer. Listen again to check the answers. Do a class feedback to double check their answers.

Screen 4

Audio 1:

Man: Can you kick a ball?

Pat/Alex together: No, we can't.

Audio 2:

Man: Can you dance?

Man/Woman: Yes, we can.

Audio 3:

Man: Can you drive?

Man/Woman: Yes, we can.

Audio 4:

Man: Can you speak English?

Man/Woman: Yes, we can!

Audio 5:



Man: *Can you draw?*
Man/Woman: *No, we can't.*

Key:

1 False **2** True **3** True **4** True **5** False

Additional activity

Display the enlarged picture again.



*Kick, dance,
drive, speak*

Write the following verbs on the board: *kick, dance, drive, speak*. Put students in pairs and ask them to practise the conversation.

Screen 5

Key: **1** kick **2** scooter **3** run **4** bounce



40 We can speak English. 5/7

Choose.

I can bounce / kick / throw a ball.

We can't ride a bike / scooter / car.

They can run / draw / speak English.

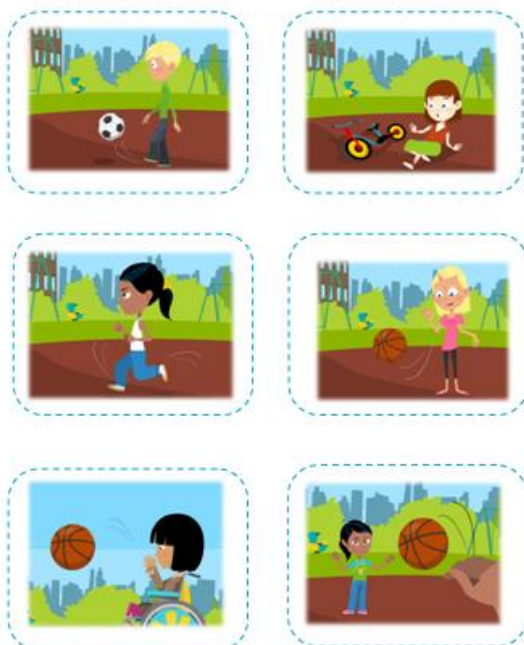
She can't catch / kick / bounce a ball.

Practice © Young Digital Planet 2013

Additional activity: Handout 1

Prepare six pictures as a teacher's set. Ask one of the students to come to you, show the picture, ask the student to mime/show so that the class get guess the word. The words are: *kick, scooter, run, bounce, catch, throw*.

Handout



In stronger groups you may wish to copy the set, put students into groups of four or five, and let them play with the cards, you then only need to monitor. They might also add their own cards to the game (draw them and put them all in the cap or bag) to make the game a bit more challenging.

Screen 6

Audio:

Can you draw?

Can you catch a ball?

Can you drive?

Can you speak English?

Can you sing?

Key:

1 Yes, we can. 2 No, we can't.

3 No, we can't. 4 Yes, we can.

5 Yes, we can.



Give the Ss these instructions for the 'Listen

	and say' activity. The aim is to practise a short natural dialogue. 8. Look at the picture and listen to the question, click one of the answers: Yes, we can. / No, we can't. 9. Repeat as many times as you want to. Now it's your turn. This is a 'free practice' stage. The aim is personalisation. 1. Students work in groups of four. 2. In pairs first they write Can you ...? questions in a notebook. 3. They ask the other pair their questions.
--	---

Handout



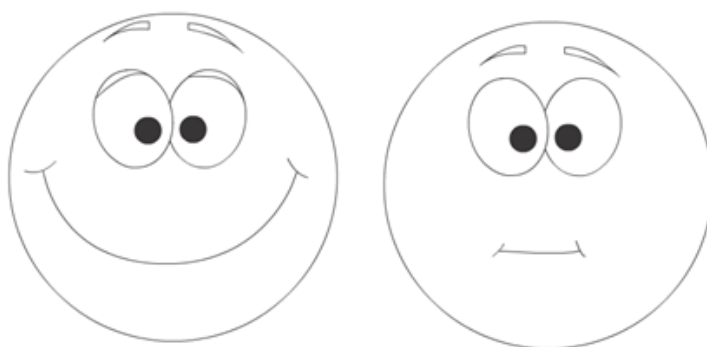
Friends 3 Lesson 53		<i>I can't swim but I can run.</i>		Pronunciation	
Aims	Speaking and pronunciation skills	Contents	Grammar Verb: <i>can / can't</i> Strong and weak sounds	Checklist	2 master handouts – one per pair or for individual work (can + everyday activities)
			Vocabulary Everyday English: <i>What can we do? I know!</i>		
Language Analysis					
<i>Can</i> – is one of modal verbs, used to talk about abilities. It can be used to talk about someone's skills or abilities in general. <i>Can</i> is followed by an infinitive (without <i>to</i>). <i>We can/can't ...</i> <i>Can you ... ? Yes, we can. No, we can't.</i> <i>can.</i> /kən/ <i>can't.</i> /kɑ:nt/ It is important to note that it is not the 't' sound that is so important when we pronounce the word <i>can't</i> as t often gets lost in a fast conversation. One should be careful about the vowel inside. In AmE the vowel is pronounced: /æ/, in BrE it is /ɑ:/.					

Procedure

Warm-up Off the screens

13. Put students in pairs and ask to do a quick quiz.
14. Give out Handout 1.

Handout 1



YOUR NAMES:		
draw		
paint		
run		
drive		
play football		
speak English		
ride a scooter		

15. They put ticks or crosses, then report to the class.

Ask a pair of students (but nominate one of them) *Can you... (dance).*
Yes, we can dance. / No, we can't dance.

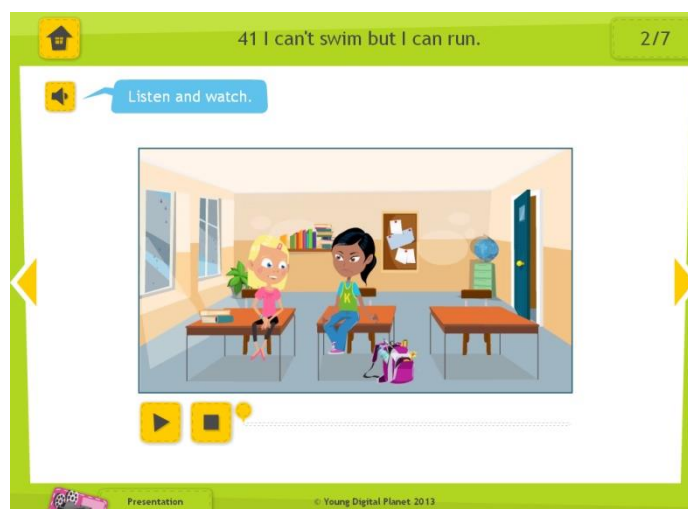
Screen 2

Pat: *We can't run and we can't jump.*

Kim: *No ... We can't ride our bikes and we can't play football.*

Pat: *What can we do?*

Kim: *I know! We can dance and we can sing.*



Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

Listen and watch.

Ask comprehension questions:

Can they run? No, they can't.

Can they jump? No, they can't.

Can they ride their bikes? No, they can't.

Can they dance? Yes, they can.

Can they sing? Yes, they can.

Screen 3

Audio 1:

We can't run.

Audio 2:

I can play football.

Audio 3:

He can swim.

Audio 4:

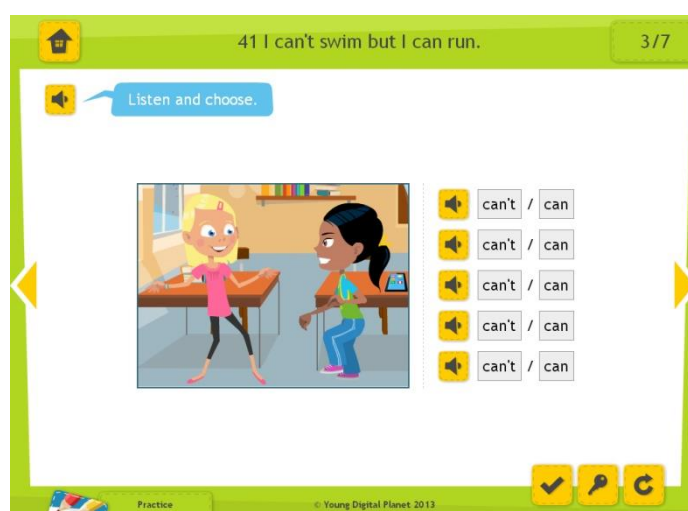
They can't dance.

Audio 5:

You can sing.

Key:

1 can't **2** can **3** can **4** can't **5** can



After doing the activity, ask students to listen

and repeat to the sentences.

Additional activity: Handout 2

Handout 2

Pat: *We can't* *and we can't* .

Kim: *No ... We can't* *our bikes and we can't*
 football.

Pat: *What* *we do?*

Kim: *I know! We can* *and we can* .

run, jump, ride, play, dance, sing, can

Give out Handout 2 – one for each student or pair. Complete the text of the first animation with the missing words. You can go back to the previous screen to check their answers. Then feed back as a class.

Key:

Pat: *We can't run and we can't jump.*

Kim: *No ... We can't ride our bikes and we can't play football.*

Pat: *What can we do?*

Kim: *I know! We can dance and we can sing.*

For weaker groups, give the set of words from the bottom of the handout, for stronger groups cut it off.

Screen 4

Audio 1:

Ms Black: *Can you sing?*

Sam: *Yes, I can. La la lalala*

Audio 2:

Woman: *Can you draw?*

Boy: *No, I can't.*

Audio 3:

Woman: *Can you ride a scooter?*

Boy: *No, I can't.*

Audio 4:

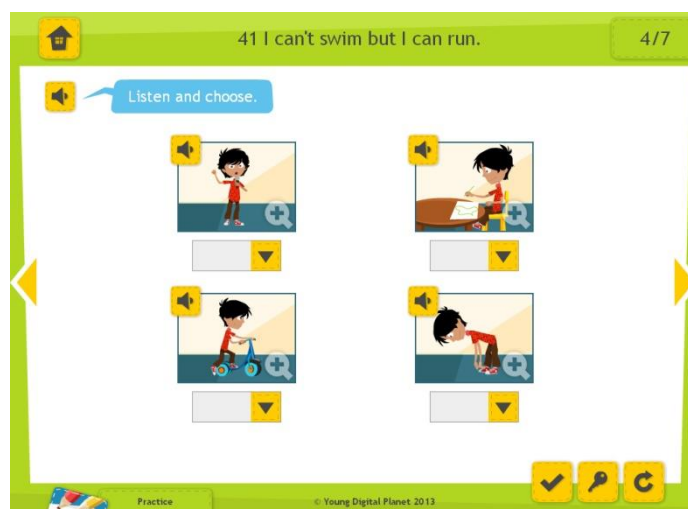
Woman: *Can you touch your toes?*

Boy: *Yes, I can.*

Key: from left to right

1 Yes, I can. **2** No, I can't. **3** No, I can't.

4 Yes, I can.



Screen 5

Audio 1:

We can't swim.

Audio 2:

They can kick a ball.

Audio 3:

She can't kick a ball.

Audio 4:

I can swim.

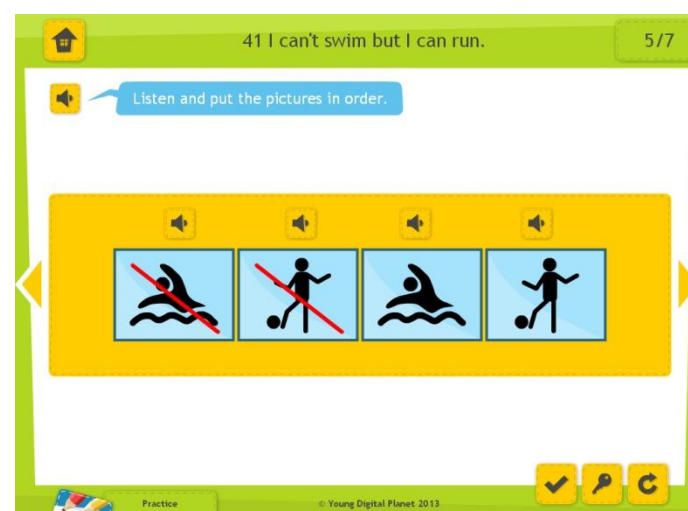
Key:

1 picture of 'can't swim'

2 picture of 'can kick a ball'

3 picture of 'can't kick a ball'

4 picture of 'can swim'



Screen 6

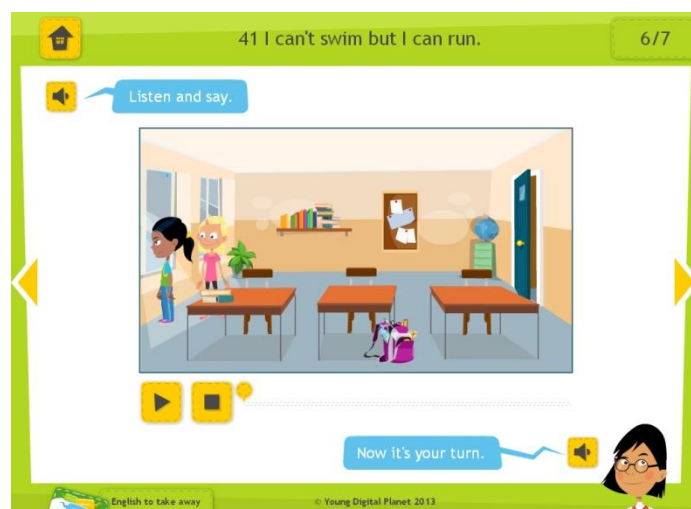
Pat: Yay! We can go out now.

Kim: Yes! We can run and jump.

Pat: We can play football!

Kim: And we can ride our bikes! But we can't sing in the rain.

Pat: Let's go! We can sing in the rain!



Give the Ss these instructions for the 'Listen and say' activity. The aim is to practise a short natural dialogue.

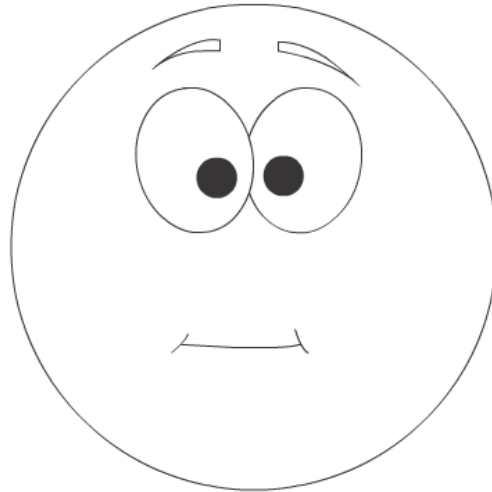
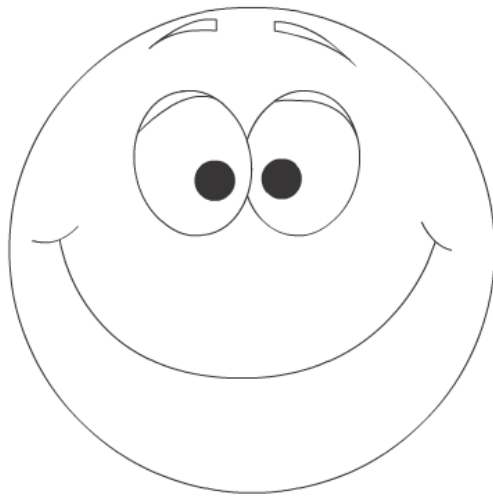
10. Look at the picture and listen to the dialogue.
11. Repeat as many times as you want to.

Now it's your turn.

Brainstorming sessions

1. Ask students to name as many things they can and can't do.
2. Ask them to work in pairs first. Then feedback as a class.
3. Put their answers on the board (you may draw a table or two mind maps).

Handout 1



YOUR NAMES:		
draw		
paint		
run		
drive		
play football		
speak English		
ride a scooter		

Handout 2

Pat: We can't and we can't .

Kim: No ... We can't our bikes and we can't football.

Pat: What we do?

Kim: I know! We can and we can .

run, jump, ride, play, dance, sing, can

Handout 2

Pat: We can't and we can't .

Kim: No ... We can't our bikes and we can't football.

Pat: What we do?

Kim: I know! We can and we can .

run, jump, ride, play, dance, sing, can

Friends 3 Lesson 54		You can do it!		Skills Listening	
Aims	Practising listening skills	Contents	Grammar <i>Can / can't practice</i>	Checklist	2 master handouts, one per pair to practise can
	Listening for gist and specific information		Vocabulary Everyday English: <i>Yes, you can! You can do it! Tell me about your family.</i>		
Language Analysis					
<i>Can</i> – is one of modal verbs, used to talk about abilities. It can be used to talk about someone's skills or abilities in general. <i>Can</i> is followed by an infinitive (without <i>to</i>). <i>We can/can't ...</i> <i>Can you ... ? Yes, we can. No, we can't.</i> <i>can.</i> /kən/ <i>can't.</i> /kɑ:nt/ It is important to note that it is not the 't' sound that is so important when we pronounce the word <i>can't</i> as t often gets lost in a fast conversation. One should be careful about the vowel inside. In AmE the vowel is pronounced: /æ/, in BrE it is /ɑ:/.					

Procedure

Warm-up Off the screens

16. Ask everybody to write down three things they think they *can* do.
17. Put them in pairs, ask them to have a chat about things they *can* do.
18. Encourage to ask additional questions: *Can you... Yes, I can. No, I can't.*

Screen 2

Jill: *I can't ride a scooter.*

Kim: *Yes, you can.*

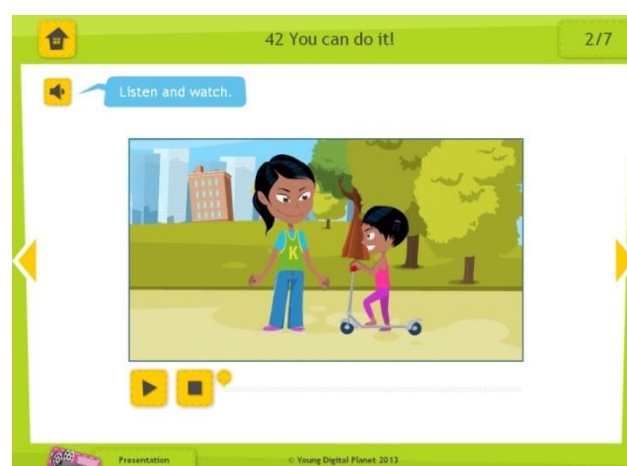
Kim: *You can do it!*

May: *I can't kick the ball.*

Alex: *Yes, you can.*

Alex: *Come on, May. You can do it!*

May: *I can kick the ball!*



Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning

Additional activity.

1. Give out Handout 1 and listen to the animation again.
2. Ask students to circle the words they hear.

Handout 1

ride paint drive run bike scooter kick ball
throw you can do it catch

3. Encourage students to listen and repeat all of the words.

Key: ride, scooter, kick, ball, you can do it!

Screen 3

Man: Hello, Lucy.

Lucy: Hi.

Man: Tell me about your family.

Lucy:

All right. This is my dad. He can play football.

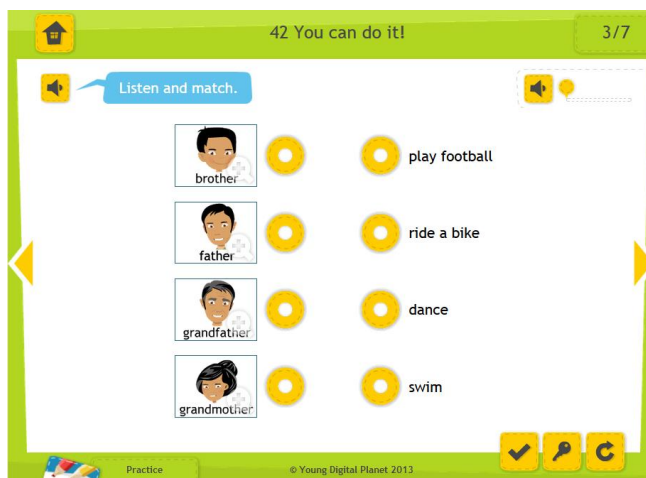
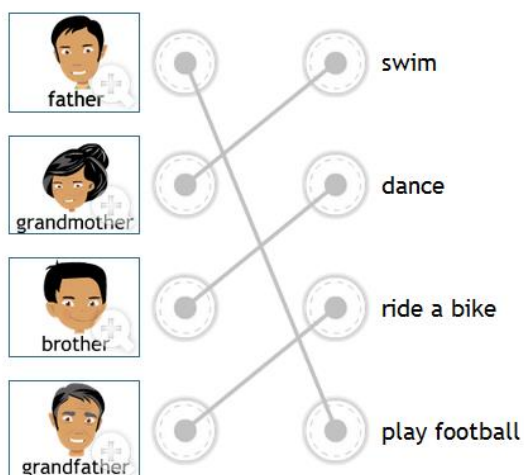
This is my grandfather. He can't ride a scooter, but he can ride a bike.

This is my brother, Ben. He can dance.

And this is my grandmother. She can swim!

Man: Thank you, Lucy.

Key:



After doing the activity, enlarge the pictures and ask students to tell as much as they remember about the characters, help them with verbs.

Screen 4

Audio 1:

Woman: Hello, Ben. Are they your friends?

Boy: Yes.

Woman: Can they sing?

Boy: No, they can't.

Audio 2:

Woman: Is she your sister?

Boy: No. She's my friend.

Woman: Can she play football?

Boy: Yes, she can.

Audio 3:

Woman: Is he your grandfather?

Boy: Yes, he is.

Woman: Can he swim?

Boy: No, he can't. But he can jump.

Audio 4:

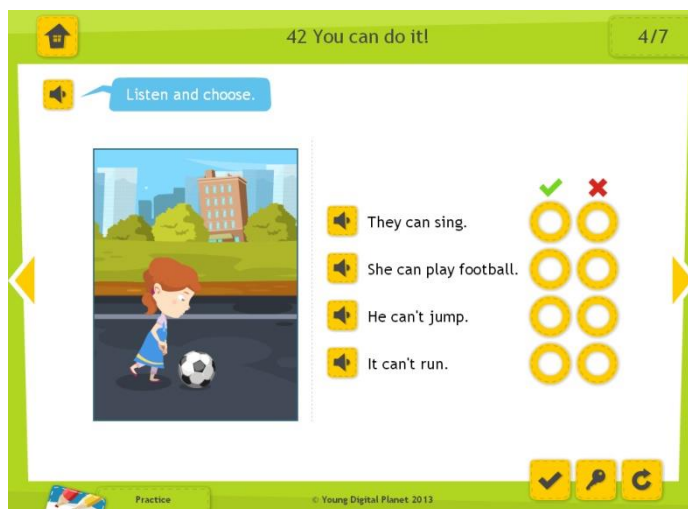
Boy: Look. This is my dog.

Woman: Oh! Can it run?

Boy: No, it can't. It's tired.

Key:

1 False 2 True 3 False 4 True



42 You can do it! 4/7

Listen and choose.

They can sing.

She can play football.

He can't jump.

It can't run.

Practice © Young Digital Planet 2013

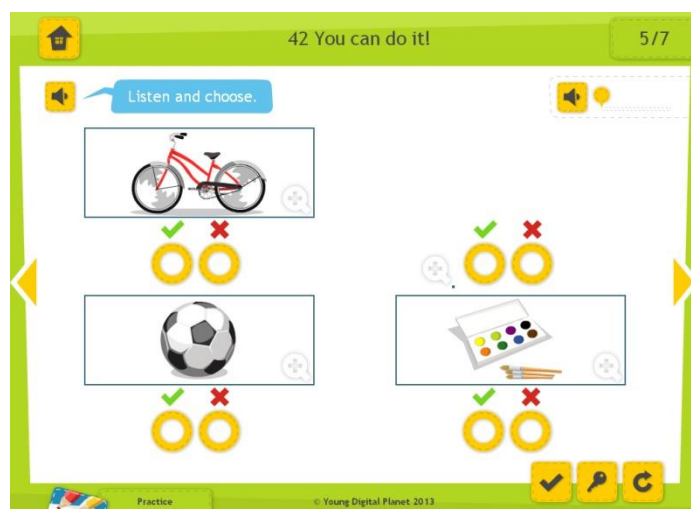
Screen 5

Audio:

*Hello. My name's Anna. I can kick the ball.
I like bicycles, but I can't ride a bicycle.
I can ride a scooter and I can speak English.
I can't draw or paint.*

Key: (from left to right)

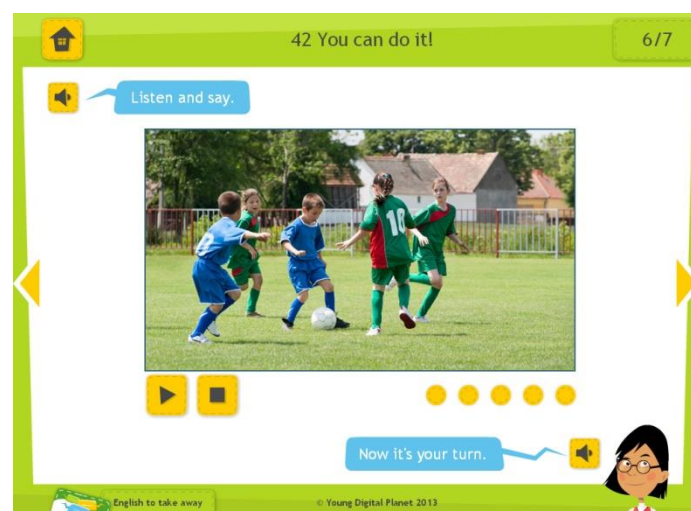
1 False 2 True 3 True 4 False



Screen 6

Audio:

*1 I can't play football. My friends can play football.
2 I can swim. My friends can swim too.
3 My sister and her friends can draw.
4 My grandmother can't jump. I can jump.
5 We can ride bicycles. What can you and your friends do?*



Give the Ss these instructions for the 'Listen and say' activity. The aim is to practise a short natural dialogue.

12. Look at the pictures and listen.
13. Repeat as many times as you want to.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation.

1. Students work in pairs.

2. In pairs first they write *Can you ...?* questions in a notebook.
3. They ask the other pair their questions. Give out Handout 2 to make sure they have enough ideas to ask about.

Handout 2

play football swim draw jump ride bikes paint
drive sing

Additional activity:

Play the slideshow from the last screen again, stop at each photo, mute the sound. Ask students to say what the children can or can't do.

Handout 1

ride paint drive run bike scooter kick ball
throw you can do it catch

Handout 2

play football swim draw jump ride bikes paint
drive sing

Handout 1

ride paint drive run bike scooter kick ball
throw you can do it catch

Handout 2

play football swim draw jump ride bikes paint
drive sing