

# MODULE 2 What can you do?

## UNIT 1

### I can play the piano.

#### Listening and vocabulary

##### Preparation

- Elicit activities and skills students already know, for example, ask students what they like doing in their free time. Write their answers on the board.

- Introduce the usage of “can” which represents a kind of ability. (e.g. Minghui likes playing football and she’s very good at it. So she can play football.)

- Ask if you can play football. Shake your head and say you are very bad at it.

- Point to and say what others like on the board and elicit “She/He can...”

- In pairs, students say what they like doing and their partners say what they can do.

#### 1. Match the words and expressions from the box with the pictures.

- Use pictures to show new vocabulary or mime actions (e.g. ride a bike, play the piano, play table tennis, dance).

- Ask students to repeat new words and expressions chorally paying attention to pronunciation.

- Tell students to look at the pictures and match them with the words and expressions from the box on their own, then check in pairs.

- Elicit answers from the whole class.

#### Answers

cook—4;  
dance—1;  
play table tennis—7;  
play the piano—2;  
ride a bike—6;  
sing—5;  
speak Chinese—3

#### 2. Listen and check (✓) the things in Activity 1 which Tony’s dad can do.

- Tell students to look at the pictures again and talk about them in pairs.

- Ask them to listen and check the things Tony’s dad can do.

- Play the recording through while they listen and then answer the question.

- Play it again for them to check, and then check their answer in pairs.

- Elicit the answer from the whole class.

#### Answer

He can ride a bike and cook.

#### Tapescript

**Tony:** Can you sing, Dad?

**Tony’s dad:** No, I can’t. Why do you ask?

**Tony:** Because we have singing today at school. Can you ride a bike, Dad?

**Tony’s dad:** Yes, I can.

**Tony:** Can you cook?

**Tony’s dad:** Yes, I can.

**Tony:** Can you speak Chinese?

**Tony’s dad:** No, I can’t. Can you teach me?

**Tony:** OK. I can teach you Chinese after school.

**Tony’s dad:** Thanks. Have a good day at school. And please be careful!

#### Extension

- Model the question “Can you play table tennis?” Ask students to repeat chorally paying attention to pronunciation.

- Ask students to ask you about things in the pictures and you answer, “Yes, I can. / No, I can’t.” Exaggerate the pronunciation and have students repeat chorally.

- Point to a picture and have a student ask another. Tell them to answer truthfully.

- Put them in pairs to ask and answer about the pictures.

### 3. Listen and read.

- Put Daming, Betty, Lingling and Tony's name on the board.
- Ask students to look at the pictures in Activity 1 and talk about what they think the four characters can do in pairs.
- Play the recording and ask students to listen and read.

### Now check (✓) the clubs they want to join.

- Ask students to cover the conversation in their books and listen only to what Daming, Betty, Tony and Lingling can do and check the clubs they want to join.
- Play the recording again. Then tell students to check in pairs.
- Elicit and check their answers.

#### Answers

Club Name	Music Club	Dance Club	Table Tennis Club	Food and Drink Club
Daming	✓			
Betty				✓
Lingling		✓		
Tony			✓	

### 4. Complete the passage with the correct form of the words from the box.

- Ask students to read the words in the box aloud.
- Tell them to complete the passage individually, then check with their partners.
- Check answers with the whole class.

#### Answers

1. club 2. Music 3. Choose 4. term 5. board

### Pronunciation and speaking

#### 5. Say the sentences aloud.

- Explain that "can" is pronounced in two different

ways depending on the stress in the sentence. If you wish at this point, you can read the *Learning to learn* to students and ask them to say the two ways of pronouncing "can" aloud, so they can hear the difference.

- Elicit which words are stressed in each sentence. In the sentence "I can play the piano." the stress is on "play" and "piano", and "can" is not stressed. We call this pronunciation of "can" a weak form.
- In the sentence "I can't speak Chinese very well." the stress is on "can't" and "Chinese". In the sentence "Can you cook?" the stress is on "can" and "cook".
- Explain that the stressed words are words that tell you something new, or important, and the unstressed words are not so important. They are usually grammar words.
- Ask students to look at the sentences and model the strong and weak forms of "can" and model "can't".

### Now listen and repeat.

- Play the recording once without stopping.
- Play the recording again and stop at the end of each line. Ask the whole class to repeat.
- Ask students to practise the sentences in pairs.

### Learning to learn

- Read the information in the box with the class. Explain the meaning.
- Tell students to think of some more examples. Elicit, write on the board and guess the stress with the class and the pronunciation of "can".

### 6. Listen and repeat.

- Explain that this activity is to focus on some English sounds that can be difficult to pronounce for Chinese speakers.
- Play the recording once without stopping.
- Play the recording again and stop at the end of each line. Ask the whole class to repeat.
- Ask students to practise the sounds in pairs.

**7. Work in pairs. Look at the information. Ask and answer.**

- Look at the information in the table. Elicit what Daming can and can't do. Then elicit a question about Daming and have another student answer it.
- Ask other students to make questions about Betty, Lingling and Tony and have others answer them.
- Ask students to ask and answer in pairs as in the examples.
- Elicit answers in open pairs.

## UNIT 2

### I can run really fast.

#### Reading and vocabulary

##### Preparation

- Tell students you are a good cook or something you do very well (e.g. draw). You say, "I can cook/draw very well. I'm good at cooking/drawing." Tell students they are too and repeat it chorally.
- Ask students what they can do very well and say, "He/She is good at..."
- Ask the students to model the question "What are you good at?" Ask them to interview six other students and make notes.
- Elicit examples from the class about each other.

##### 1. Work in pairs. Ask and answer the questions.

- Write the three monitor titles on the board. Ask the class what they are.
- Put students in pairs to ask each other both questions. Tell them to make a list of what they think each monitor does (e.g. help people).
- Point to one of the monitor titles and elicit an example of how they help.
- Elicit which monitors they would like to be. Tell students to look at their lists.
- Ask three students to come up to the board and

write one thing under one of the titles. Then give the chalks or pens to someone else.

- Correct mistakes as a class.

##### 2. Read the passage and check (✓) the true sentences.

- Tell students that Lingling, Daming and Tony want to be monitors. Ask students to read quickly to find which monitors they want to be.
- Ask students to read again. This time they can use their fingers to skim through and underline the things Lingling, Daming and Tony are good at.
- Ask students to check in pairs and elicit answers from the whole class.
- Now ask students to read the sentences on page 11, and talk about them in pairs and guess the answers.
- Ask students to read the passage again and decide if the sentences are true or false. If false, then say why.
- Ask students to check with their partners. If their answers are different, tell them to go back to the text, read again and check.
- Ask students to read out the sentences and say if they are true or not. If not, ask them to say why.

#### Answers

1. × 2. ✓ 3. ✓ 4. × 5. × 6. ✓

##### 3. Underline the correct words.

- Ask students to work in pairs. Tell them to read through the passage and choose the correct words.
- Check answers by reading the passage aloud and pausing to allow the whole class to complete it with the correct words.

#### Answers

1. everybody 2. likes 3. fit 4. basketball  
5. team 6. score 7. good 8. just

##### 4. Complete the sentences with the correct form of the expressions from the box.

- Ask students to look at the expressions in the box.
- Ask students to complete the sentences on their

own and be careful with the language forms.

- Check in pairs. Elicit answers from the whole class in full sentences.

### Answers

1. ready to 2. gets on well with 3. good at

### Writing

**5. Work in pairs. Choose the best people in your class to be the monitors in Activity 1. Say:**

- **who they are and what job they can do**
- **why they can do it**
- Write titles of the three monitors across the board.
- Ask the class for two volunteers for each monitor. Write their names underneath.
- Put volunteers in pairs to talk about what they are good at, can do well and how they can help.
- Ask the rest of the students to make a table as below with three questions about their abilities to ask the volunteers. Put it on the board.

Questions	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
Good at?						
Can do?						
Can help?						

- Tell students to mingle in pairs. Ask the volunteer pairs their questions and other pairs of students make notes on their table about the volunteers. (e.g. What are you good at?)
- Set a time limit. Monitor and keep them moving.
- Tell students to talk in groups about their notes, and decide who should be their monitors and say why.
- Ask students to report back to the class. Everyone in the group says something.

**6. Write a passage about one of the monitors in Activity 5. Use the passage in Activity 2 to help you.**

- Tell students to use the information in the table to write about one of the volunteers.

- Ask them to write who he/she is, what he/she wants to be and why he/she can do it or what he/she can do. They can use the vocabulary learnt in Activity 2.

- In pairs students read each other's passage and help correct mistakes.

- Ask some students to read out their passages. Tell the class to listen and say three things they remember about them.

### Possible answer

Sam would like to be the class monitor. He works hard and does well at school. He is kind and gets on well with everyone. He is always ready to help others. He promises to help his classmates and he can even help the teachers.

## UNIT 3

### Language in use

#### Language practice

##### Preparation

- Look at the language in the practice box with the students.
- Act out playing the piano and smile happily. Ask the class what you enjoy and can do.
- Act out playing football very badly. Shake your head. Ask students if you are good at playing football and elicit "I can't play football."
- Ask for some volunteers to come to the front one at a time. Whisper an activity in their ear and ask them to act it out.
- The class guess what the volunteer can/can't do (e.g. can sing, can't cook).
- After several examples, give a volunteer a piece of paper that says what they can do.
- Tell the class they have to ask questions to guess what the volunteer can do until they guess what he/she can do. (e.g. Can you...? No, I can't. / Yes, I can.)

### 1. Work in pairs. Add two or three more activities to the list.

- Ask students to read the list of activities. Tell students to talk about other activities in pairs and add them to their lists.
- Ask students to practise in pairs by asking about the activities on their lists.

### Now write questions for each activity.

- Tell students to look at the question in the language box and to make a similar question from the list.
- Tell students to write one question for each activity on the list.
- Circulate and monitor as they work.
- Ask students to practise in pairs by asking about the activities on their lists.

### 2. Work with another pair. Ask and answer the questions you wrote in Activity 1.

- Make groups of 4-6. Everyone in the group writes an example that the others tell them to write.
- Pass the paper to the next student and do the same until everyone has written about all of the activities.
- Ask students to go through the list and talk about how many students can and can't do things in the group. They can ask the questions and check (✓) if they can or cross (X) if they can't.

### Now give a report of your questions and answers to the rest of the class.

- Now ask some groups to give a report of their questions and answers to the rest of the class and some to report back the most interesting things in their groups.

#### Possible answers

In our group, four students can fly a kite, everyone can climb trees, three students can't ride a bicycle and two students can play *erhu*.

### 3. Complete the sentences with *can* or *can't*.

- Tell students to read the sentences and think carefully about whether to use "can" or "can't".
- Ask students to complete the sentences on their

own and then check in pairs.

- Ask pairs of students to read the dialogues aloud.

#### Answers

1. Can; can't
2. can't
3. can; can
4. Can; can't; can

### 4. Complete the passage with the correct form of the words from the box.

- Tell students to read the passage and decide if the student is tidy or untidy. Elicit the answer "Tidy."
- Then tell them to read again and try to guess the missing word. Then complete the passage with the words in the box individually.
- Check their answers in pairs.
- Ask students to read out each sentence.

#### Answers

1. piano
2. Chinese
3. tidy
4. monitor
5. beautiful

### Around the world: Languages

- Look at the different scripts. Ask students, "How many languages are there? What are they?"
- Answer any questions students may have.

#### Culture Box: Variations of English

There are many different variations of English around the world. It is possible to tell where they are from because of their accents and vocabulary. British, American, Australian, South African and Canadian accents are very different and some of their vocabulary and spelling are different too.

### Module task: Making a poster for a club

### 5. Work in groups of three or four. Talk about a new school club.

- Tell students they are going to set up a new school club. Ask them to look at the advert for the Music Club as an example.
- Elicit what information is given (e.g. the name, the time and where it is held). Ask how the club is advertised (e.g. questions that begin with "can").

- Put students in groups of 3-4. Tell them to choose the type of club they are going to set up, and where and when it is going to be held. They need to think of ideas to make the club interesting.

- Go around and help with ideas if necessary.

#### **6. Make a poster.**

- Tell students to be creative and say they can design it in any way they like to encourage people to join. They can draw pictures to show what type of club it is, e.g. musical instruments, cooking or a sport.

- Remind students to make sure the key information is clear, e.g. the name, time and place of the club.

- Circulate and monitor as they work.

#### **7. Show your poster to the whole class and talk about it.**

- Encourage students to put their posters on the wall or on the blackboard, and let them walk around and read the different posters.

- You may want to take a vote on the most popular new club.



外语教学与研究出版社  
<http://www.fltrp.com>



外语教学与研究出版社  
<http://www.fltrp.com>