

# 11 I Can Speak French

## Can—Ability & Possibility

**Target patterns:** I can play baseball.  
I can ski.  
I can play the piano.

**Communication skills:** Talking about abilities.  
Making suggestions  
Accepting/refusing suggestions

**Language sets:** Sports  
Musical instruments  
Abilities

### Warm Up Pairwork Questions

Ask the students questions they are able to answer. Slip “*What . . . can you . . . ?*” questions naturally into the conversation. The students can then do the activity in pairs or small groups, asking questions like “*What musical instruments can you play?*” “*What languages can you speak?*” etc.

### I Can't Swim

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*Do you think he can play a lot of sports?*  
*Can he swim?*

#### Follow-up questions

*What languages can he speak?*  
*What sports can he play?*  
*What sports can you play?*

#### Comprehension—Personalization

T: *Russian.*  
S1: *Can he speak Russian?*  
S2: *No, he can't.*  
*What languages can he speak?*  
S3: *He can speak French, German, Italian, and a little English.*  
T: *You.*  
S3: *What languages can you speak?*  
S4: *I can speak . . . .*

T: *Volleyball.*  
S4: *Can he play volleyball?*  
S5: *I don't know.*  
*What sports can he play?*  
S6: *He can play baseball, basketball, tennis,*

*badminton, and a lot of other sports.*  
*What sports can you play?*

S7: *I can play . . . .*

T: (the name of somebody all the students know, e.g. another teacher)

S7: *What sports can . . . play?*

S8: *I think he/she can play . . . .*

If necessary, do this for one or two other people the students know well, giving prompts like *sports, instruments, cook, etc.*

### Personalization

The students ask each other what friends or famous people can do. If a student doesn't know the answer to a question, encourage him to guess, using the pattern “*I think he/she can . . . .*”

### Warm Up Making Plans

Encourage the students to make suggestions to you about what to do later in the week, month, or year. Answer using the pattern “*I'm sorry, I can't . . . , but I can . . . .*” The students can then do the activity in pairs. Encourage them to make amusing suggestions.

### I'm Sorry, I Can't

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*Who are speaking on the telephone?*  
*How is Marc?*

#### Follow-up questions

*Can Marc go to a movie with Sachiko?*  
*Can Marc have dinner tonight?*  
*Can you go to a movie tonight?*

#### Comprehension—Personalization

T: *Can Marc go to a movie this afternoon?*  
S1: *No, he can't.*  
T: *You.*  
S1: *Can you go to a movie this afternoon?*  
S2: *Yes, I can. / No, I can't.*

- T: *Hawaii – Saturday.*  
 S2: *Can you go to Hawaii on Saturday?*  
 S3: *Yes, I can. / No, I can't.*
- T: *Can Marc meet Sachiko tonight?*  
 S4: *No, he can't.*  
 T: *You-me.*  
 S4: *Can you meet me tonight?*  
 S5: *Yes, I can. / No, I can't.*  
 T: *Do my homework – tonight.*  
 S5: *Can you do my homework tonight?*  
 S6: *Yes, I can. / No, I can't.*  
 T: *Wash my car – Saturday.*  
 S6: *Can you wash my car on Saturday?*  
 S7: *Yes I can. / No, I can't.*

The students ask and answer the same kind of questions in pairs.

## Personalization

In pairs, one student makes suggestions about what they can do together for each of the next seven days, using the pattern “Let’s . . . .” The other student refuses each time. They can then exchange roles.

## Word Building

### Can

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

#### Sample answers

- I can play the violin.*  
*A fish can swim.*  
*A parrot can speak.*

## Controlled Practice

### What Can They Do?

The students make sentences about each picture.

#### Sample answers

- She can ski.*
- He can play the saxophone.*
- He can ride a motorbike.*
- She can play the piano.*
- He can cook.*
- He can play soccer.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

#### Sample answers

- One of my friends can play baseball.*  
*Another friend can ski.*  
*My favorite musician can play the guitar.*

## Warm Up

### Stay in the Balloon

1. Draw a hot air balloon with a hole in it from which air is escaping. Draw about five stick figures in the basket and draw an arrow to show that the balloon is going down. Erase one of the figures and show him/her falling from the balloon, but draw the arrow again to show that the balloon is still going down. Repeat this until there are two figures in the balloon, and draw a horizontal arrow to show that the balloon is no longer going down.

2. Say to the students “*We are in the balloon. The air is escaping. Only two people can stay in the balloon. I think I can stay because I can teach English, I can play the piano, I can speak Chinese, I can . . . .*” etc. Then say “*How about you?*” to one of the students.

3. Each of the students makes “*I can . . . .*” sentences to justify staying in the balloon. The class then votes for who stays in the balloon (they can’t vote for themselves). If the class is too large, divide it into teams. Each team has to think of ten “*I can . . . .*” sentences, and only one team can stay in the balloon.

## Can You Play the Moonlight Sonata?

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

- Can he iron?*  
*Is the Moonlight Sonata by Mozart?*

#### Follow-up questions

- Can he swim?*  
*Can you swim?*
- Can he wash the dishes?*  
*Can you wash the dishes?*

- Can he play the piano?*  
*Can you play the piano?*

#### Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher’s Guide. For example, you can write the dialog on the board with words missing and get the students to act out the

dialog. Half the class can be one character, and the other half of the class can be the other character.

## Personalization

In pairs, one student is on the plank of a pirate ship and the other is the pirate captain. The student on the plank needs to try and persuade the captain that he/she shouldn't jump, using the pattern "*I can . . .*"

## Communication Activities

### A. Newspaper Reporters

In pairs, the students try to find out as much as they can about what each other can do. They then tell the whole class what they have found out.

### B. I Can See

One student thinks of something he/she can see in the room, through the window, or in a picture, and says the first letter. The others guess what it is.

### C. Survivors

The students imagine they are in a hot air balloon that is running out of air. There is only enough air to support two students, so the class needs to decide who should jump. They take turns to say all the things they can do to justify why they should stay in the balloon. If appropriate, the students can vote for who can stay and who has to jump.

## Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, groups, or as a class.

## Sample answers

### Mixed questions

1. *I like rock music.*
2. *There are about 15 students.*
3. *There are three cans of juice.*
4. *I'm answering this question.*
5. *Blue and green suit me.*

### Puzzle sentences

1. *The department store is on the right.*
2. *What kind of soup would you like?*
3. *Paula's apartment is on the second floor.*
4. *I'm sorry, she's out. Please call back later.*
5. *Marc's wearing a leather jacket and blue jeans.*

### You

1. *I think big cities are exciting.*
2. *I have a lot of plants.*
3. *I would like a new house.*
4. *My house is very small.*
5. *I'm wearing a blue blouse and a dark blue skirt.*

## Personal Record

### Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

### Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words/patterns into flash/flip card software or write them down on flash/flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words/patterns.