



LEVEL 1
LESSON 20
WHAT CAN YOU DO?

Topics

Saying the months of the year

Talking about seasons and activities

Prepare Before Class

Handout with jobs and workplaces

Sheet with graphics showing jobs

Learning Strategy

Identify Problems

Goals

Grammar: Expressing ability; 'can' & 'can't;' contractions

Speaking: Asking clarification questions

Pronunciation: Pronouncing 'can & can't

Day 1

Introduce the Lesson Topic

Say, "Today, we will learn about what happens when people do not understand each other. Imagine that you are talking with your friend. There is a loud noise, or your friend speaks quietly and you do not understand what he or she is saying. What do you do?"

Answers may include: "I ask them to repeat," "I ask them to talk louder" or "I try to guess their words."

Respond to students' answers positively. List the answers on the board.

Present the Conversation

Say, "The video will show Anna and Pete asking questions or saying when they do not

understand each other. There are many ways to do this in English. Listen for things they say or ask to help their understanding.”

Play the video or ask a few students to read the conversation.

Tell students to respond when there are pauses in the video or have them repeat the sentences below after the conversation.

Main Video Script – Lesson 20

1. Listen:

I can't hear you.

Speak:

I ___ hear you. (can't)

3. Listen:

No, I mean drive a bus.

Speak:

No, ___ ___ drive a bus. (I mean)

2. Listen:

Do you mean drive a race car?

Speak:

___ you ___ drive a race car? (Do, mean)

Teach Key Words

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

Tell students that many of today's words are about a person's occupation -- that is their job or profession. Say, "Let's look at some of them. See how many you can remember."

Write these words on the board:

occupations

teacher
driver
chef
writer
computer coder

actions or places of work

school, university
bus, taxi
restaurant
blog, website
website, phone apps

Ask students to match the occupations with their actions or places of work. Say, for example, "Where does a teacher work?" "What does a computer coder do?"

If needed, review the remaining vocabulary (beard, easy, and others).

Speaking Practice

The Speaking Practice video teaches a few ways to ask questions when you do not hear or understand someone clearly.

Speaking Practice Video Script – Lesson 20

1. When we cannot hear someone clearly, we may ask them to speak louder or to say something again.

Listen to Anna telling Pete that she cannot hear him:

Pete: I don't have a job.
Anna: Sorry, I can't hear you.

Pete speaks louder and more clearly:
Pete: I do not have a job!

2. A question that helps when you cannot understand is "Do you mean...?"

Listen to Pete ask Anna:

Pete: Do you mean drive a race car?

Now you try it.
Listen:
Can you code?

Speak:
Do you mean "cold"?

Learning Strategy

Tell students that, in today's lesson, they will learn to identify (or find) problems with understanding something.

Say, "When we are talking with someone in English, it helps to identify problems with understanding to get information we need."

Ask, "What does Anna say when she cannot hear Pete?"

Students should respond, "She says, 'Sorry, I can't hear you.'" Write on the board "identify problems." Continue, "She is identifying a problem, or showing she does not understand well."

Ask, "What does Pete do when Anna asks him about driving?" Students should respond, "He asks, 'Do you mean drive a race car?'" Say, "Pete is also identifying a problem. He is not sure why Anna is asking him this question."

Say, "We can identify problems when we use English or our first language."

Practice - Identifying Problems

Say, "Let's practice this now." Give each student a copy of Activity Sheet page 1 and page 2. (Handout 2 shows images for each occupation.)

Ask students to match the jobs with the places of work. Review the correct answers quickly as a whole class.

Bring two students to the front of the class to model the activity. Call one student Student A and the other Student B. Have Student A begin making a sentence with a job and a work place. Tell Student A to speak quietly.

Student A: Do you want to be a teacher in a school? (quietly)

Student B: I'm sorry, I can't hear you. Can you say it again?

Next, have the students show an example of making the wrong match:

Student B: Do you want to be a chef in a theater?

Student A: Sorry, do you mean a chef in a restaurant?

Have the other students form pairs and continue with the remaining jobs and work places. Walk around the class to remind students to identify problems in both ways: by asking the partner to speak louder and by asking "Do you mean...?"

Pronunciation Practice

The Pronunciation Practice video teaches about “can’t” (the shortened form of “cannot”). It also shows two ways to pronounce “can.”

Pronunciation Practice Video Script – Lesson 20

1. When Americans want to use the negative form of the verb “can” in slow speech, they say “cannot.”

Listen to Pete use “cannot”:

Anna: You can be a teacher in a school.

Pete: No, I cannot teach.

However, in fast speech, many Americans reduce “cannot” to “can’t.” Listen to Pete use the short form of “cannot” -- “can’t”:

Pete: No, I can’t code! I can’t teach! I can’t cook! Anna, I can’t do anything.

Now, you try it. Use “can’t” in a sentence.

Listen:

Can you cook?

Speak:

No, I can’t cook.

2. In slow speech, “can” sounds like /kæn/. In fast speech, it often sounds like /kən/. Listen to Anna talking to Pete about being a teacher.

Anna: Can /kaen/ you teach? You can like /kən/ be a teacher in a school.

Now, you try it. Say “can” like this: /kæn/.

Can /kæn/ you cook?

Say “can” like this: /kən/.

You can /ken/ be a chef in a restaurant.

Activity

Hand out Page 1 of the Activity Sheet. For this activity, students work in pairs to write the names of each job, match the skill with the job name, and identify where the people work.

Review the answers as a class. If students had difficulty with some words, write the words on the board.

Hand out Page 2 of the Activity Sheet. For the first part of the activity, ask students to list three of their skills. For the second part, ask students to walk around the class and ask three classmates questions. For example, if someone's skill is cooking, they can write "Tina can be a chef in a restaurant."

Ask each student to share one sentence about themselves or a classmate.

Day 4

Listening Quiz

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

If not using the video, read the sentences below aloud:

1. Anna says, "So, what's wrong? You look sad." Pete says, "I don't have a job." Anna says, "Sorry, I can't hear you." Pete says, "I do not have a job!"
2. Anna says, "Anna: Oh. I'm sorry to hear that, Pete." Pete says, "I don't have a skill." Anna says, "Everyone has a skill. You need to find yours."
3. Anna says, "Can you drive?" Pete says, "Do you mean drive a race car? It's really hard to be a race car driver. First, you need a race car."
4. Anna says, "Can you write code?" Pete says, "Sure, c-o-l-d. How is this going to help?" Anna says, "No, not 'cold.' Code; you know, for making phone apps, or websites."
5. Anna says, "No, I mean drive a taxi or drive a bus." Pete says, "No, I always fall asleep when I drive."
6. Anna asks, "You write a blog?" Pete says, "Yeah, I write a blog." Anna asks, "How many followers do you have?" Pete says, "I don't know ... 59,538."

Collect the papers or ask students to trade papers and check the answers together.

Writing

Discuss key words that may be used for the topic. Write some of them on the board for students to use in their written work.

Say, “In this lesson, Anna is helping her friend Pete. He needs to find a new job. There are many ways to help friends. How do you help your friends?”

Write the writing topic on the board:

How do you help your friends?”

Ask students to write a paragraph and give them time to write. If some students want to share, give them a chance to read their writing aloud or summarize it for the class.

Conversation

- Anna: Hi, there! Washington, D.C. is a great place to work. Many people here work in government and politics. But there are many other jobs. You can work at a hospital; a university. You can work in a coffee shop. Wait a minute, I think I see a friend of mine. Pete? Is that you?
- Pete: Hi, Anna.
- Anna: You look different. Your beard ... is really big.
- Pete: You don't like it, do you?
- Anna: No, no. You just look ... different.
(To server) Thank you. So, what's wrong? You look sad.
- Pete: I don't have a job.
- Anna: Sorry, I can't hear you.
- Pete: I do not have a job!
- Anna: Oh. I'm sorry to hear that, Pete.
- Pete: I don't have a skill.
- Anna: Everyone has a skill. You need to find yours.
- Pete: I don't know, Anna.
- Anna: Pete, I am good at asking questions. Let me ask you some.
- Pete: Really, Anna? Can you help me?
- Anna: Yes, I can. Let me help.
- Pete: Sure, Anna. Maybe you can help.
- Anna: Can you write code?
- Pete: Sure, c-o-l-d. How is this going to help?
- Anna: No, not "cold." Code; you know, for making phone apps, or websites. You can make tons of money writing code.
- Pete: Tons of money? But I can't code.
- Anna: Next question. Can you drive?
- Pete: Do you mean drive a race car? It's really hard to be a race car driver.
- Pete: First, you need a race car ...
- Anna: No, I mean drive a taxi or drive a bus.
- Pete: No, I always fall asleep when I drive.
- Anna: Oh, that's not good. Next question. Can you teach? You can be a teacher in a school.
- Pete: No, I cannot teach.
- Anna: Can you cook? You can be a chef in a restaurant.
- Pete: No, I can't code! I can't teach! I can't cook! Anna, I can't do anything. This is sad. I'm gonna write about my feelings in my blog.
- Anna: You write a blog?
- Pete: Yeah, I write a blog.

Anna: How many followers do you have?

Pete: I don't know ... 59,538.

Anna: Pete, that's a lot of followers! You can make money writing!

Pete: Writing is easy. Everyone can write.

Anna: Not everyone can write well. You can be a writer!

Pete: I can be a writer. I can be a writer! I can be a writer! Thanks, Anna.

Marsha: Hi, Pete. Hi, Anna.

Pete: Hi, Marsha. Excuse me, I have to go.

Marsha: Where are you going?

Pete: I'm going to be a writer!

Marsha: Good luck, Pete!

(To Anna) He does know that it's not easy to be a writer, doesn't he?

Anna: There are many different jobs you can have in Washington, D.C. Pete wants to be a writer. I wish him luck. Lots of luck. Until next time!

Key Words

app - *n.* a computer program that performs a particular task (such as word processing)

beard - *n.* the hair that grows on a man's cheeks and chin

blog - *n.* a Web site on which someone writes about personal opinions, activities, and experiences

chef - *n.* a professional cook who usually is in charge of a kitchen in a restaurant

code - *n.* - a set of instructions for a computer

code - *v.* to change (information) into a set of letters, numbers, or symbols that can be read by a computer

drive - *v.* to direct the movement of a vehicle such as a car, truck, or bus

easy - *adv.* not hard to do

follower - *n.* a person who likes and admires (someone or something) very much

good luck - *expression.* used to say that you hope someone will succeed

hard - *adv.* physically or mentally difficult

lot(s) or a lot (informal) - *n.* a large amount

hospital - *n.* a place where sick or injured people are given care or treatment and where children are often born

school - *n.* a place where children go to learn

taxi - *n.* a car that carries passengers to a place for an amount of money

teacher - *n.* a person or thing that teaches something

university - *n.* a school that offers courses leading to a degree and where research is done

website - *n.* a place on the World Wide Web that contains information about a person, organization, etc., and that usually consists of many Web pages joined by hyperlinks

well - *adv.* in a skillful way

Quiz - Level 1, Lesson 20 - What Can You Do?

Listen. Circle the letter of the correct answer.

1. What does Anna say to make Pete say his sentence again?

- a. "Sorry, I can't bear you."
- b. "Sorry, I can't hear you."
- c. "So, I can hear you."
- d. "So what did you say?"

4. What does Pete say to show he does not understand?

- a. Do I need a race car?
- b. Can you teach me how to drive?
- c. Do you mean drive a race car?
- d. Do you want me to drive a race car?

2. Why is Pete sad?

- a. Pete is sad because he does not have a skill.
- b. He is sad because he lost all of his money.
- c. Pete is sad because he does not have friends.
- d. He is sad because he failed at school.

5. Why can't Pete be a bus driver?

- a. He falls asleep when he drives.
- b. He does not have a driver's license.
- c. He does not know how to drive.
- d. He is not a good driver.

3. Why does Anna say "No, I mean code."?

















- a. Anna wants to say she is cold.
- b. She does not understand Pete.
- c. Anna said the wrong word.
- d. She sees that Pete does not understand.

6. How many followers does Pete have?

- a. Pete has 59,538 followers.
- b. He has 52,958 followers.
- c. Pete has 55,538 followers.
- d. He has 69,538 followers.









STEP 1

Fill in the blanks below to complete the names of each job. Then draw lines to match each job with the thing a person who has that job can do.

 1 <u>c</u> <u>h</u> <u>e</u> <u>f</u>	 build things	 grow things	 5 s__r__ta__y
 2 __o__t__r	 cook	 cut hair	 6 __a__er
 3 re_o_t_r	 read the news	 play music	 7 m_s_c_an
 4 __ns_ru_t__n wo__er	 help sick people	 organize files	 8 __t__l__t

STEP 2

Next, write the number for each job next to the place where people with that job work.

<input type="text"/>  construction site	<input type="text"/>  office	<input type="text"/>  hospital	<input type="text"/>  concert hall	<input type="text"/>  farm	<input type="text"/>  TV station	<input type="text"/>  salon	<input type="text" value="1"/>  restaurant
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STEP 3

Write three things you can do so you can tell your friends.

STEP 4

Ask three friends about what they can do.
Think about what each friend can do
and write some job advice for them.



Things your friend can do:	Advice for your friend:
cook food	Tina can be a chef in a restaurant.