



Lesson plan

Target: Use *can* to talk about permission and abilities.

Objectives:

1. Learning *can*.
2. Talk about fruits.

Vocabulary: rotting, raw, sewage, spiky, rind, odor, forbidden, numb.

Before watching

Warm up: Active prior knowledge

1. Say students that they are going to watch a video about a fruit that smell so bad that it is prohibited in a lot of places. Mention that the name of that fruit is
durian
and
write it
on the board :

You can eat durian but you can't eat it inside of many places.
2. Ask students if there is a fruit that they don't like and why, if it is because of its odor, texture, flavor, etc.
3. Model the activity using *can*, for example:
 - a. I can't eat guavas because I don't like its smell.

Tip:

Talking about likes and dislikes is something that makes students want to participate because they like to be listened. A lot of students might try to tell you about that one time when they tried that fruit for the first time and allow them to talk as long as they make an effort to do it in English and try not to leave anybody without talking.





Click on the opening question and read it out loud: what fruits do you think have a funny smell?

And make them answer the question and explain why.

1. Click on the glossary and read the words aloud. Have students repeat.
2. Explain the meaning of the vocabulary reading the meaning and giving examples.
3. Students will complete the exercise from the vocabulary.
4. Tell students they are going to watch a video about the fruit you previously mention, a fruit that smells very bad.

After watching:

1. Have students to pay attention to the things that people can or can't do with the durian fruit.
2. Have students describe some people's reaction to the durian fruit and also to the description that people in the video gave about the smelly fruit.
3. Ask students about the information on the video, if they knew about this fruit, if they are sensible to odors, if there is any kind of g=food that they found discussing, Etc.,
4. Have student to watch the video again and answer the video activity





Present

- Write on the board

You can't eat raw food you need to cook it.

I can eat a lot of apples in one day because apples are my favorite

- Direct the students to the grammar icon and explain students how to make sentences using can.
- Write some verbs on the board n make students to write their own sentences about what they can or can't eat, do or play.

Practice

- ***Make the following chart on the board and fill it with I can or I can't, make them walk around and fill with 2 classmates information,***

Statement	Me	Partner 1	Partner 2
<i>I can drink coffee</i>			
<i>I can't eat peanuts</i>			
<i>I can eat all the ice cream that I want.</i>			
<i>I can eat chicken everyday</i>			
<i>I can't seafood smell</i>			

- Have students to write 3 statemens more and ask them as well.

Extend

- Have students to make a poster about their favorite food writing sentences of what they can prepare with it or different ways of you can eat it.

