

Unit 11

Modal Verbs

Essential knowledge

Useful expressions: permission

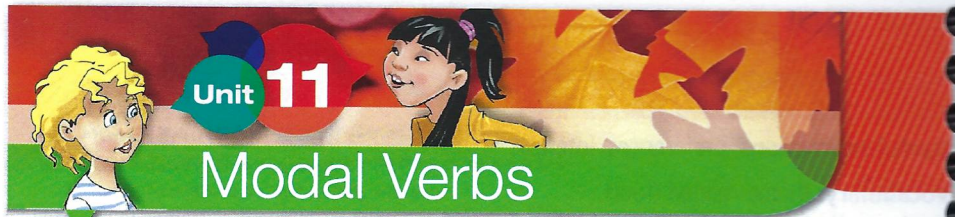
Vocabulary: action words, yes/no questions

Language conventions: word order in a sentence, verb tenses (present indicative)

MATERIALS NEEDED

Highlighter

L1 RS 31



1 Can I...?

G Can: permission

We use **can** to talk about permission.

► Highlight the main verbs in these sentences.

• Place **can** before the main verb for the affirmative.

I **can** go to the computer lab at recess.

• Use **can't** for the negative.

We **can't** have a snack before supper.

• Place **can** before the subject for the interrogative.

Can we play basketball after school?



A People, places and permission

► Complete the sentences with appropriate verbs.

► Identify the context: **A** at school, **B** at home, **C** with friends.

Example: Can I have another brownie, please?

- We can't chew gum in the classroom.
- My sister says I can ride her bike.
- Can I sharpen my pencil please?
- Ben says I can borrow his skateboard.
- We can watch TV if our homework is finished.
- Can you come to the mall with me?
- The kindergarten class can play on the swings.
- Can you lend me \$5?
- Can I sleep over at Karen's house tonight?
- We can do our homework in the library.

- B
- A
- B
- A
- C
- B
- C
- A
- C
- B
- A



148 one hundred and forty-eight

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1 Can I...?

Activate prior knowledge by having the students give examples of how they ask for permission to do certain things in the classroom: *Can I please open a window? Can I go see the secretary, please? Can we go to the lab now?* Write their ideas on the board and ask what verb is used in each example. Underline or highlight the word *can*.

Note: *May* is used in more formal and written situations; *can* is more common in spoken English and informal situations.

Brainstorm for other ideas of what is and is not permitted in various school situations. Write the students'

suggestions in two columns on the board: *We can* and *We can't*. Go over the information in the *Grammar* box.

1A People, places and permission

Explain that students are to find the correct verbs and to also identify the situation.

L1 Students use *RS 31* to complete Activity 1A.

L2 Students complete the activity cooperatively by pooling their personal knowledge and resources.

Note: The answers provided correspond to *RS 31*.

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Modal Verbs

Essential knowledge

Useful expressions: permission

Vocabulary: action words

Language conventions: word order in a sentence, verb tenses (present indicative), capital letters, spelling, punctuation (periods)

MATERIALS NEEDED

33

EXTENSION MATERIALS

32

B Signs

Signs tell us what we can and can't do.

Example: You can't fish.

Write the message each sign illustrates.

1	2	3	4
5	6	7	8

- You can cross the street.*
- You can't turn left.*
- You can ride your bicycle.*
- You can't take pictures.*
- You can't enter.*
- You can drive your snowmobile.*
- You can't swim.*
- You can't make noise.*

C My sign

Invent a sign for something you can or can't do.



You can't chew gum.



You can play punch ball.

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1B Signs

The notion of permission is extended here using common signs. Explain the activity using the example, then have the students write down the message each illustration conveys. Coach L1 students, making sure they use the modal *can*.

Extension

For further practice, use RS 32 for more signs and messages of permission or prohibition.

1C My sign

Have the students observe the two signs and read the messages they convey. Ask the class for ideas to create their own signs. The content can be realistic and closely connected to everyday situations (*You can't bring food inside. You can't run in the hall.*). Or it can be funny and more personal (*I can't eat cookies with my braces. We can't have food fights in the cafeteria.*). Students can use RS 33 to draw their signs. When the signs are complete, have the students share their pictures. Instead of having the students explain their own signs, make it the observer's task to interpret the picture. The artist helps and corrects as needed.

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Essential knowledge

Useful expressions: capabilities

Vocabulary: action words, theme-related (animals), cardinal numbers

EXTENSION MATERIALS



Half sheets of letter-sized paper

B Animal facts

- ▶ Identify the pictures.
- ▶ Use the words in the *Info* box to complete the sentences below.

i **Animals**

bat	chameleon	hummingbird
ostrich	sloth	

1	2	3	4	5
				
<i>hummingbird</i>	<i>sloth</i>	<i>chameleon</i>	<i>bat</i>	<i>ostrich</i>

1. An ostrich can run 74 km per hour.
2. A sloth can sleep 20 hours a day.
3. A bat can eat 1000 mosquitoes in one hour.
4. A chameleon can change its skin colour.
5. A hummingbird can fly backward.

C Rock, Paper, Scissors

- ▶ Play Rock, Paper, Scissors with your classmates.
- ▶ Write the name of the winner for each match.
- ▶ Say why you win before you mark your point.

i **Rock, Paper, Scissors**

		
A rock can smash scissors.	Paper can cover a rock.	Scissors can cut paper.

Match 1	Me	You
Game 1	<input type="checkbox"/>	<input type="checkbox"/>
Game 2	<input type="checkbox"/>	<input type="checkbox"/>
Game 3	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL	<input type="checkbox"/>	<input type="checkbox"/>
Winner: _____		

Match 2	Me	You
Game 1	<input type="checkbox"/>	<input type="checkbox"/>
Game 2	<input type="checkbox"/>	<input type="checkbox"/>
Game 3	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL	<input type="checkbox"/>	<input type="checkbox"/>
Winner: _____		

Match 3	Me	You
Game 1	<input type="checkbox"/>	<input type="checkbox"/>
Game 2	<input type="checkbox"/>	<input type="checkbox"/>
Game 3	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL	<input type="checkbox"/>	<input type="checkbox"/>
Winner: _____		

2B Animal facts

Ask the class what different animals can do, and write their answers on the board: *A dog can catch a frisbee. A horse can jump over a fence.* Explain that they will do an activity to discover what exploits other animals can do. First the students identify the animal pictures using the *Info* box, then they use these animal names to complete the descriptive sentences. Depending on student ability, this activity can be done with teacher guidance, in pairs, in teams or for homework.

Extension

Ask the class what talents they have and invite them to share their ideas. This

can be done informally in a team or whole-class exchange, or it can be a more formal assignment where the students draw a picture and write a short sentence describing their special talent (on small sheets half the size of letter-sized paper). The results can be compiled, published in a mini-book and kept in the class library.

2C Rock, Paper, Scissors

Play *Rock, Paper, Scissors* to reinforce the use of *can* in a whole-group interactive game. Students play one match with each partner. A match consists of three games. The student who wins two or all three games wins the match. Remind the class that they

can't declare themselves the winner for a game until they have explained to their partner why they won, referring to the language in the *Info* box. Play a demonstration game if necessary or have two volunteers play in front of the class. Show the students how to mark their score sheets. Checks are placed in the game boxes, the points are tallied, and finally the name of the winner (or *me*) is written on the bottom line.

Extension

Students who have won all three matches are invited to participate in a playoff to determine the class champion. Proceed as in an elimination series to declare the winner.

Essential knowledge

Useful expressions: suggestions, recommendations

Vocabulary: theme-related (health, well-being and safety)

Language conventions: word order in a sentence

MATERIALS NEEDED

Highlighter

4 You should

G Should: suggestions

We use **should** to make recommendations or suggestions.

► Highlight the main verbs in these sentences.

- Place **should** before the main verb for the affirmative.
You **should** wear rubber boots when it's muddy outside.
- Place **shouldn't** before the main verb for the negative.
If you feel sick, you **shouldn't** go to school.



A Match

► Match each situation with a logical suggestion.

- | | | |
|----------------------------------|--------------------------------|---|
| 1. When it's freezing outside, | <input type="text" value="D"/> | <input type="text" value="A"/> shouldn't forget their helmets. |
| 2. Video games are great, but | <input type="text" value="G"/> | <input type="text" value="B"/> should clean up the kitchen too. |
| 3. Cyclists or skateboarders | <input type="text" value="A"/> | <input type="text" value="C"/> You should see it! |
| 4. If it's a snow day, | <input type="text" value="H"/> | <input type="text" value="D"/> you should wear a toque. |
| 5. When somebody is sleeping, | <input type="text" value="F"/> | <input type="text" value="E"/> shouldn't watch scary TV programs. |
| 6. A good cook | <input type="text" value="B"/> | <input type="text" value="F"/> you shouldn't make a lot of noise. |
| 7. The new 3D movie is exciting. | <input type="text" value="C"/> | <input type="text" value="G"/> you shouldn't play for hours. |
| 8. Young children | <input type="text" value="E"/> | <input type="text" value="H"/> you should just have fun! |

B What do you suggest?

► Work with a partner to make recommendations for these situations.

► Share your suggestions with your classmates.

- When it's a beautiful summer day,
Answers will vary. _____
- When you lose your house key,

- If somebody is being bullied,

4 You should

Explain how to give advice using the modal verb *should*, as outlined in the Grammar box. This includes making recommendations or suggestions. Have the students highlight the main verbs to help them understand the sentence structure.

4A Match

Have the students scan the activity to identify any unfamiliar words. Record their responses and explain the new vocabulary. Show the class how to complete the activity by doing the first match-up. They may continue with a partner or in teams. Correct together.

4B What do you suggest?

Students use the language models provided in the previous activity and in the Grammar box to write their advice for three new situations. Go over sentence structure and word order as needed. Ask the class to volunteer answers and note all their ideas to encourage participation. Explain that there are several suggestions possible for each situation.

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