1. Number of students and duration of class:
   30 students (12-13 years old, 1st-year junior high school students, beginners),
   50 minutes
2. Textbook and Teaching material: **NEW CROWN ENGLISH SERIES** / a handout
3. Aims of this lesson: The students will
   (1) be able to use negative sentence “I can’t...”
   (2) be able to use interrogative sentence “Can ...?” and answer “Yes,... can. / No,... can’t.”
   (3) develop their reading skill.
4. Evaluation criteria of this lesson
   (1) Interest, willingness, and a positive attitude towards communicating in English
      ① to try to understand new words, sentences, and grammar
      ② to participate actively in conversation activities
   (2) Ability to express themselves in English
      ① to be able to speak accurately about their thoughts and ideas using “can”
      ② to be able to ask and answer in conversation with friends
   (3) Ability to understand English
      ① to be able to understand sentences of the lesson
   (4) Knowledge and understanding of language and culture
      ① appropriate knowledge of English grammar, usage, words, etc
6. Allotment: **Lesson 7**
   1st period part 1: Meaning of “can”,
   2nd period part 2 (this lesson): Interrogative and negative sentences of “can”
   3rd period Read-1: Read long sentences including “can” (part 1)
   4th period Read-2: Read long sentences including “can” (part 2)
7. Aims of this period: The students are expected to
   (1) understand interrogative and negative sentences of “can”
   (2) make conversation using interrogative and negative sentences of “can”
8. Teaching Procedure

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<th>Procedure</th>
<th>Students' Activities</th>
<th>Teachers' Assistance</th>
<th>Evaluation</th>
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</table>
| Review grammar form of the previous lesson (5min.) | Students preview about part 1. They will add "can" verbally and answer "She can play the piano."  
If students answer "She can play the piano", teacher remind them to not use 3rd person 's'. | Teacher will write the sentence "She plays the piano." Ask students "How do you add the auxiliary verb can to the sentence?" |            |
| Presentation of new material (20min.)  | Open p. 80.  
Check new words.  
Answer Japanese meaning of the new words in the new lesson.  
Pronounce new words.  
Listen to teachers reading.  
Read the dialogue repeating after teacher.  
Students take turn reading Kumi's part and Bob's part.  
Read the sentences again, answer the meaning of the sentences. | Have students answer Japanese meaning of new words of the new lesson.  
Have students pronounce new words after teacher.  
Read the dialogue of the lesson.  
Have students read the dialogue after teacher.  
Have students read the sentences in pair.  
Teach the meaning of the sentences one by one. | (4) 1  
(1) 1  
(1) 1  
(1) 1  
(3) 1 |
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<tr>
<th>Activities: handout (20min.)</th>
<th>After students watch an example, first they make a conversation in a pair. Second they make next conversation in a vertical pair. Finally students walk in a room to find a new partner, and make a conversation. After a conversation, they write sentences &quot;... can / can't ..... Students speak what they write and read the sentences.</th>
<th>Give students a handout. Show an example of part 1 with a student. Have students make conversations. Have students write sentences about three friends alone. Have some students share their answers, and have them read the sentences.</th>
<th>(1) (1) (2) (1)</th>
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<tr>
<td>Consolidation (5min.)</td>
<td>Read &quot;Can you play the piano?&quot; &quot;Yes, I can.&quot; &quot;No, I can't.&quot;</td>
<td>Have students read target sentences together.</td>
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Lesson 7  Wheelchair Basketball

Verbs

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<th>play soccer</th>
<th>cook curry</th>
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<tbody>
<tr>
<td>drink coffee</td>
<td>use a computer</td>
</tr>
<tr>
<td>play baseball</td>
<td>play the guitar</td>
</tr>
<tr>
<td>play the piano</td>
<td>sing well</td>
</tr>
<tr>
<td>swim 100 meters</td>
<td>draw pictures</td>
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Part 1
Choose a verb from the list and make conversation with your partner.

Ex
A: Can you play soccer?
B: Yes, I can. I can play soccer.
A: Oh, cool / good / great.
B: How about you? Can you play soccer?
A: No, I can't. I can't play soccer.
(Switch)
B: Can you draw pictures?
A: No, I can't. I can't draw pictures.
B: I see.
A: How about you? Can you draw pictures?
B: Yes, I can. I can draw pictures.

Part 2
Write sentences about your friend.

(Ex) Ken can play soccer.

1

2

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