

Vocabulary:

storm, thunder, lightning, rain, rainbow

Structure:

Can you hear the _____? Yes, I can.

Can you see the _____? Yes, I can.

Review

1. Write the vocabulary from the previous lesson on the board.
2. Have students read the words on the board.
3. Write the structure from the previous lesson on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

A Listen, point and say.



1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.

Track 97

1. M: Storm.
2. M: Thunder.
3. M: Lightning.
4. M: Rain.
5. M: Rainbow.

B 1. Listen and read.



1. Review the story from the previous lesson "It was the weekend..."
2. Now introduce the situation "Tom and Alfie are going home..."
3. Have students call out the objects and people they can see.
4. Have students listen and read.

2. Listen and circle.

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and circle.
3. Play audio again and check answers as a whole class.

3. Practice the structure.

1. Draw students' attention to the structure box.
2. Play audio and have students listen.
3. Play audio again and have students listen and repeat.

4. Play the "Guess" game.

5. Arrange the flashcards on the board and write a number under each card.
6. Have students look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.
7. Call out a number and have students take turns to guess the face down card. Turn the flashcard over after each guess.

Track 98 - 99

Narrator: Tom and Alfie are going home...

Narrator: Look at the pictures. Listen. There is one example.

1. Alfie: Tom, can you see the rain?

Tom: Yes, I can.

Narrator: Can you see the circle? This is an example. Now listen and circle.

2. Tom: Alfie, can you see the lightning? (scared voice)

Alfie: Yes, I can. Are you OK, Tom?

Tom: I'm fine. (uncertain voice)

3. (sound of loud thunder)

Tom: Can you hear the thunder?

Alfie: Yes, I can. Wow!

4. Alfie: No more rain. Hey, Tom, look! What's that? (surprised)

Tom: Oh, it's a rainbow.

Alfie: Wow! A rainbow. It's beautiful.

STRUCTURE

Can you **see** the **lightning**? Yes, I can.

Can you **hear** the **thunder**? Yes, I can.

Track 100

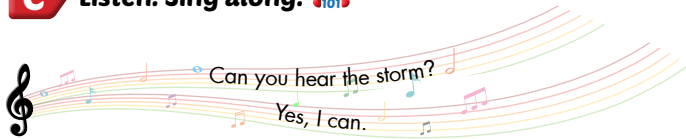
M: Can you hear the thunder?

W: Yes, I can.

M: Can you see the lightning?

W: Yes, I can.

C Listen. Sing along. 



1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.
3. Play audio and have students sing the song as the whole class.

Track 101 

Can you hear the storm? thunder, lightning, rain,
Yes, I can. rainbow

4. Divide class into two groups. Group A: sing the questions/ first part; group B: sing the answers/second part.
5. Swap roles and repeat.

Pronunciation tip 

1. Focus attention on the example sentence, and briefly explain the focus.
2. Tell students they must listen and notice the pronunciation feature.
3. Play the audio once, and draw attention to the pronunciation feature.
4. Play the audio again. Have students listen and repeat with a focus on the feature.

Track 102 

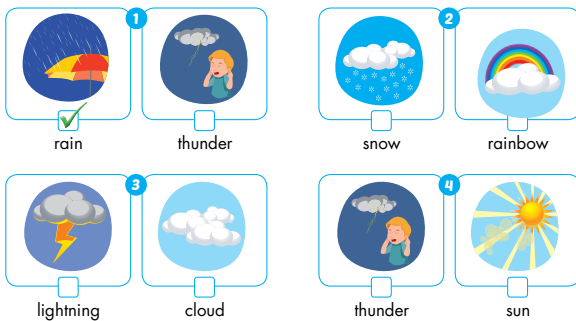
G: Can you see the rainbow?
B: Can you see the rainbow?
M: Can you see the rainbow?

PRONUNCIATION TIP 

"Can you..."  "Kanya..."

D Listen and tick (✓) the box. Practice. Ask and answer. 

Can you see the rain? Yes, I can.



Listen and tick (✓).

1. Have students call out the objects and people they can see.
2. Play audio and demonstrate the activity using the example.
3. Play audio again and have students tick the correct answers.
4. Play audio again and check answers as a whole class.

Practice.

5. T: I say "thunder" and "hear". You say, "Can you hear the thunder?"
T: I say "rainbow" and "see". You say, "Can you see the rainbow?"
OK?
T(to whole class): Thunder - hear
Whole class: Can you hear the thunder?
T(to whole class): Rainbow - see
Whole class: Can you see the rainbow?
T(to class): How's the weather?/cloudy.

Track 103 

Narrator: Look at the pictures. Listen. There is one example.

1. (sound of rain)
M: Can you see the rain?
W: Yes, I can.

Narrator: Can you see the tick? This is an example. Now listen and tick the box.

2. *W: Wow, can you see the rainbow?*
M: Yes, I can. It's beautiful.
3. (sound of lightning)
M: Can you see the lightning?
W: Yes, I can.
4. (sound of a strong wind)
M: Can you hear the thunder?
W: Yes, I can. It's loud.

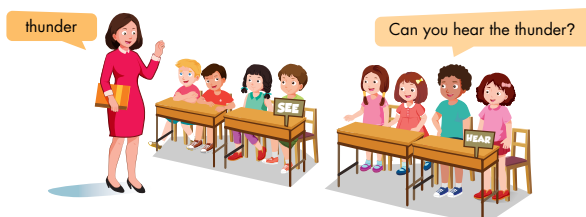
Continue whole class/group/individual drills, with:

- storm/hear • lightning/see • rain/see

Ask and answer.

6. Divide students into pairs.
7. Have student say "Can you _____ the _____?" and have student B respond with "Yes, I can."
8. Swap roles and repeat.
9. Afterwards, have some pairs demonstrate in front of the class.

E Play the "Word up" game.



1. Divide the class into two groups.
2. Label group A with "see," group B with "hear."
3. Have group A stand up when something they can see is called out e.g. Rainbow, say "Can you see _____?"
4. Have group B stand up when something they can hear is called out e.g. Thunder, say "Can you hear _____?"
5. If a group stands up when it is not their turn, minus 1 point.