Students Can't Cook!

I’m Damien. I live with my friends in an apartment in Dublin City Centre. Two months ago, I lived with my parents at home. My mother cooked for me, washed my clothes, made my bed and also gave me pocket money. Now, she doesn’t!

Now, I have to do everything myself. But there are a few small problems. I can’t use the washing machine, I can’t iron my clothes, I can’t make my bed and the biggest problem I have is that I CAN’T COOK!

Every evening, I go out with my friends to an Italian restaurant, look at the menu for a minute and choose a pizza because none of us can use the oven at home. The restaurant is very cheap so it’s ok! I don’t have much money but I can sing and I can also play the guitar so I make money singing Irish songs in pubs at night. I can’t use a computer very well so I can’t look for an office job.

My parents think that I can cook meat, vegetables and potatoes but I can’t. They think I eat healthily. But I can only make toast. And I can make a nice cup of tea….and ……that’s it! Maybe one day in the future, when I can cook, I will become a famous chef.

Questions:

1. What did Damien’s mother do for him?
2. What problems does Damien have?
3. Why does Damien and his friends go to a restaurant every evening?
4. Why can’t Damien look for an office job?
5. What can Damien make?
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tr>
<td>Can you write with your left hand?</td>
<td>No, I’m right-handed.</td>
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<td>Can you play football?</td>
<td>No, but I can play basketball very well.</td>
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<td>Can you speak another language?</td>
<td>Yes, I can speak many languages.</td>
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<tr>
<td>Can you play a musical instrument?</td>
<td>Yes, I can play the guitar.</td>
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<td>Can you understand English grammar?</td>
<td>Yes, I can but my problem is with vocabulary.</td>
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<td>Can you dance?</td>
<td>No but I can sing very well.</td>
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### Teachers Notes:

<table>
<thead>
<tr>
<th>Level:</th>
<th>A1– Elementary</th>
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<tbody>
<tr>
<td>Topic:</td>
<td>Irish Student Can’t Cook</td>
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<tr>
<td>Author:</td>
<td>Aoife McLoughlin</td>
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</table>
| Lesson Aim:    | To Introduce students to the **modal verb ‘can’ for ability** and use it to create personalised sentences with their partner.  
To practise skim reading – students predict the context of the text from the picture and unjumble the words in the title.  
To practise scan reading – students answer the questions in groups, locating specific information within the text |
| CEFR Student Learning Outcomes: | **Reading:**  
I can very slowly read simple texts by understanding familiar names, words and basic phrases.  
**Spoken Interaction:**  
I can ask and answer simple questions and respond to simple statements on very familiar topics.  
**Writing:**  
I can write simple sentences about myself |
| Lexical Aim:   | Vocabulary related to housework such as:  
To cook the dinner, to make the bed, to iron clothes, use the washing machine, make a cup of tea, make toast. |
| Interaction Patterns: | Pair work  
Group work  
Whole class |
Lead in:

Before handing out the text, draw students’ attention to the picture on your handout / project image on the whiteboard and ask them what they think the text is about. Give students two minutes with their partner and get feedback.

Pre-Reading Task:

Write the following on the whiteboard:

‘Students cook can’t’

Explain to students that the words are not in the correct place. Instruct students to work with their partners to correct the sentence. Concept check understanding of ‘Can’ before moving on. Can students now use their imaginations to tell you what the text might be about?

Reading Task:

Students now scan read the text and with their partners, answer the questions at the bottom.

Matching Task:

Hand out the cards to small groups and instruct them to match the question to the correct answer. Monitor and support students where needed.

Communicative Task:

Afterwards, pair students together and ask them to take turns to ask each other three of the questions and give personalised answers.

Writing Task:

In groups of three, students should work together to write three new questions to ask the other groups. Monitor here and listen for errors. When each group is ready, students should pass their questions to the next group to answer.