

Vocabulary

Write the verbs below each picture.



1



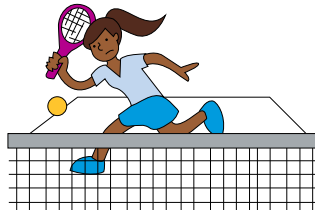
2



3



4



5



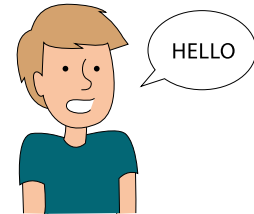
6



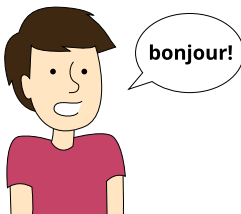
7



8



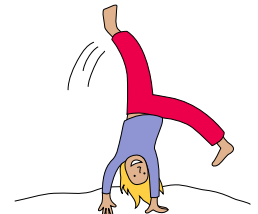
9



10




11




12

Target Structure

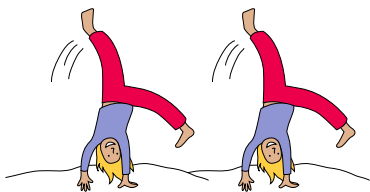
Using today's target structure, write one question and two answers for each image below.

1.  Q: (you) Can you skate?
A: (yes) Yes, I can.
A: (no) No, I can't.

2.  Q: (he) _____
A: (yes) _____
A: (no) _____

3.  Q: (she) _____
A: (yes) _____
A: (no) _____

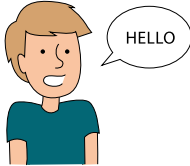



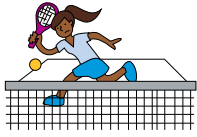

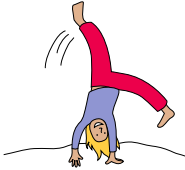


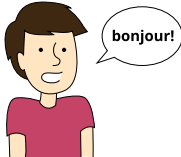
4.  Q: (Jon) _____
A: (yes) _____
A: (no) _____

5.  Q: (we) _____
A: (yes) _____
A: (no) _____

6.  Q: (they) _____
A: (yes) _____
A: (no) _____

Work in Pairs (Partner A)

Find out what Jon and Sara can do.
Ask your partner to get the missing information.

Jon					
	✓		✗		✓
Sara					
		✗		✓	

Now Work Alone

After you've finished the pair work above,
try answering the questions below on your own.

- Can Jon speak English?

- Can Sara cook?

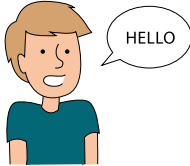



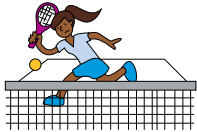

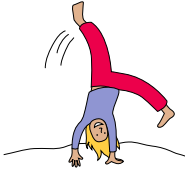



- Can Sara do a cartwheel?

- _____ Jon _____ the guitar?
No, he can't.
- _____ Sara _____ French?
Yes, she can.
- Can you skate?

- Can you cook?

Work in Pairs (Partner B)

Find out what Jon and Sara can do.
Ask your partner to get the missing information.

Jon					
		X		X	
Sara					
	✓		X		✓

Now Work Alone

After you've finished the pair work above,
try answering the questions below on your own.

- Can Jon speak English?

- Can Sara cook?

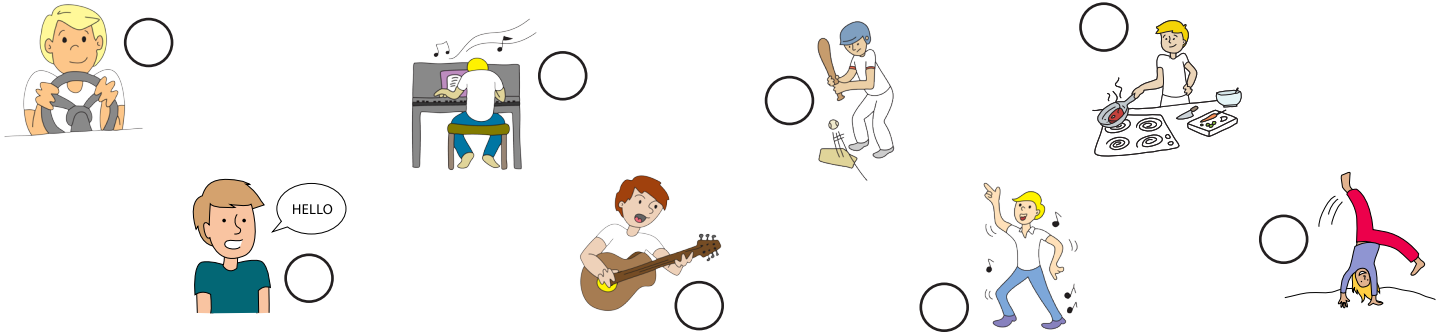
- Can Sara do a cartwheel?

- _____ Jon _____ the guitar?
No, he can't.
- _____ Sara _____ French?
Yes, she can.
- Can you skate?

- Can you cook?

Listening

Listen to what Chris can do. Put a check mark (✓) in the circle next to the image to indicate the things he can do, and an x (✗) for the things he can't.



Now write three sentences from your answers above.
Example: *Chris can't speak French.*

Group Work

Make your own survey. In boxes A, B, and C, write three verbs from today's lesson, or choose your own. Then walk around the class and ask five different students whether they can or can't do those things.

Name	A	B	C

Review and Fun

A. Sorting

Write the words from the list below in the correct boxes.

Word List:

- English
- karate
- the drums
- soccer
- a cartwheel
- drive
- the piano
- dance
- a handstand
- ski
- cook
- tennis
- Spanish
- the guitar
- Japanese
- skate

<p>do...</p>	<p>play...</p>
<p>speak...</p> <p>English</p>	<p>-</p> <p>skate</p>

B. Questions

Answer these questions about yourself. Write full sentences.

1. Can you speak English?

2. Can you play the guitar?

3. Can you do tae kwon do?

4. Can you do karate?

5. Can you do a handstand?

Teachers' Notes

Aim

The aim of this lesson is for students to learn how to talk about ability using the simple present.

New Vocabulary

Verbs:

skate, dance, cook, drive, play tennis, play baseball, play the guitar, play the piano, speak English, speak French, do a cartwheel, do a handstand

Target Structure

Examples:

Can you skate? Yes, I can. / No, I can't.

Teaching the Class (before the handouts)

It's fun to introduce this target structure by showing the students some kind of physical movement you can do with your body. For example, make one eyebrow raise, wink with either eye, move your fingers into a double-jointed position, etc. As you do these things, ask the students, "Can you do this?" and get them to try. Ask if any of your students can do any other funny or interesting things with their bodies, while asking other students, "Can you do that?"

Once the students have gotten the idea that you're on the topic of ability, show them the flashcards one by one, and elicit the verb on each card. After the students have said the word, make a statement and ask a question to the class. For example: "I can skate. Can you skate?" or "I can't dance. Can you dance?" After you've gone through all the flashcards, put them up on the board and write the verb under each image. Have your students copy them down below each image on page 1.

Next, draw a circle around the things you can do, and put an X through the ones you can't. Ask students to do the same on their papers. Once they're finished, individually ask some students "can you" questions. Then have students ask other students one or two questions across the class. And finally, have all of the students ask one "can you" question to a person close to them. Continue with the lesson on page 2.

Work in Pairs

Put the students in pairs and have them ask each other about what Jon and Sara can and cannot do. Model the first question if necessary.

Now Work Alone

When they are finished the pair work, have your students try the follow-up activity to review their writing skills for this structure. (Make sure they are not doing the follow-up activity and pair work activity at the same time. These are meant to be done separately.)

Listening

Tell your students you're going to tell them about what Chris can and cannot do. It's up to you to decide what he can do. As you make the statements, students should be marking which things he can or cannot do. Then have students write three follow-up sentences about things he can or cannot do.

Group Work

Ask your students to try the survey. As a follow-up, you can ask students to write full statements from their survey or have them make statements to the class.

Answer Key

Vocabulary

- | | |
|------------------|--------------------|
| 1. skate | 7. play the guitar |
| 2. dance | 8. play the piano |
| 3. cook | 9. speak English |
| 4. drive | 10. speak French |
| 5. play tennis | 11. do a handstand |
| 6. play baseball | 12. do a cartwheel |

Target Structure

- Can you skate? Yes, I can. No, I can't.
- Can he play the guitar? Yes, he can. No, he can't.
- Can she play tennis? Yes, she can. No, she can't.
- Can Jon cook? Yes, he can. No, he can't.
- Can we do a cartwheel? Yes, we can. No, we can't.
- Can they dance? Yes, they can. No, they can't.

Work in Pairs

Jon...

- ...can speak English.
- ...can't dance.
- ...can't play the guitar.
- ...can't skate.
- ...can play tennis.

Sara...

- ...can do a handstand.
- ...can't do a cartwheel.
- ...can't cook.
- ...can drive.
- ...can speak French.

Now Work Alone

- Yes, he can.
- No, she can't.
- No, she can't.
- Can Jon play the guitar?
- Can Sara speak French?
- 6-7. Individual answers.

Listening

Answers will vary.

Group Work

Answers will vary.

Review and Fun

A. SORTING

do: karate, a cartwheel, a handstand

play: the drums, soccer, the piano, tennis, the guitar

speak: English, Spanish, Japanese

-: skate, drive, dance, ski, cook

B. QUESTIONS

Individual answers.

