

Activity Type

Speaking Activity: asking and answering questions from prompts, controlled practice (group work)

Focus

Can you...?

Yes, I can. / No, I can't.

Yes, he/she can.

No, he/she can't.

Aim

To try to complete tasks with your left hand and to ask and answer questions about your classmates' left-handed abilities using *can* and *can't*

Preparation

Make one copy of the worksheet for each student.

Each group of four will also need some sellotape, scissors, a ruler, an eraser and an envelope.

Level

Pre-intermediate (A2)

Time

30 minutes

Introduction

In this modal verbs of ability activity, students try completing certain tasks with their left hand. Students then ask and answer questions about their left-handed abilities using *can* and *can't*.

Procedure

Divide the class into groups of four.

Tell the students to pack their books in their bags. If a student doesn't have a bag or notebook, they can share with a group member who has.

Give each student a copy of the worksheet.

Hand out the items the students will need for the activity (sellotape, scissors, rulers, erasers and envelopes).

Tell the students to imagine that they are in the Leftorium with Ned Flanders from the Simpsons.

Explain that they have been given some tasks to do using only their left hand.

For each task on the worksheet, students put their right hand behind their back and then attempt the task.

For left-handed students, they use their right hand.

If students are able to do the task with their left hand, they write 'Yes, I can' next to the task in the column marked 'You'.

If students are unable to do the task, they write 'No, I can't'.

Next, students write the names of their group members at the top of the columns on their worksheet.

Students then ask and answer questions about their ability to do the tasks using *can* and *can't*.

Example:

A: Can you open your bag and put your books on the table?

B: Yes, I can. / No, I can't.

Students write their classmates' answers on the worksheet using the third-person singular, e.g. 'Yes, he/she can'.

When the students have finished, they give feedback to the class on the tasks they can and can't do.

A. Imagine you are left-handed. Below are some tasks for you to complete but can you do them?

Put your right hand behind your back and attempt each task. If you are able to do the task with just your left hand, write 'Yes, I can' next to the task. If you are unable to do the task, write 'No, I can't'.

If you are left-handed, use your right hand.



Tasks	You			
Open your bag and put your books on the table.				
Take a piece of paper from your notebook.				
Write your name on the paper.				
Use a ruler to draw a line across the paper.				
Cut along the line with a pair of scissors.				
Stick the two halves of paper together again with sellotape.				
Draw a circle on the piece of paper.				
Rub out the circle with an eraser.				
Fold the paper in half.				
Put the paper into an envelope.				

B. Now, interview the other students in your group and ask if they can do the tasks, e.g. 'Can you open your bag and put your books on the table?' Write their answers in the table using the third-person singular, e.g. 'Yes, he/she can'. 'No, he/she can't'.