

Name of activity: Modals ‘can’ and ‘can’t’ game

Short description: Students practice modals ‘can’ or ‘can’t’ to talk about abilities in the present.

Link to curriculum: Grade 7; Unit 3.introduction (page 40)

Difficulty level: easy/medium

Time: 35 minutes

Learning outcomes: by the end of the lesson:

- Students will have practiced using modals ‘can’ or ‘can’t’ to talk about abilities.

(Competency 6; Grammar)

Option 1	Option 2	Option 3
Lesson plan with: ✓ Worksheet ✓ Cut ups	Lesson plan with: ✓ Worksheets to project (data projector)	Lesson plan with: ✓ Activities for a Computer Room

Links to material:

<http://learnenglishkids.britishcouncil.org/en/grammar-games/modals-can-and-cant>

Option 1: Worksheet

Preparation:

- Make copies of worksheet 1 (1 per group) and cut the activity into 8 strips of paper, so each sentence is on a strip of paper.
- Colour the sentences that belong to each group with a different colour or number each sentence according to the group (so that you will be able to identify which set belongs to each group)
- Make copies of Worksheets 2 & 3 (1 per student)

Stage / Time	Procedure
Warmer 10 minutes	<ol style="list-style-type: none">1. Arrange the sets of scrambled sentences on your desk and appoint a runner and a writer for each team.2. Explain to students that the runner must collect a sentence and take it to the group. The group then unscramble the sentence.3. The writer writes the corrected sentence on the same piece of paper and hands it back to the runner, who takes it back to the teacher.4. If the sentence is correct the runner is given another sentence. If it's incorrect they have to go back and retry.5. The first group to finish their whole set are the winners!
Practice 1 15 minutes	<ol style="list-style-type: none">1. Give each student a copy of worksheet 2 'find someone who'.2. Go through the sentences in the worksheet and help with any difficulties students might have.3. Tell students that they have to walk around the class and get information about their classmates.4. Elicit that they have to ask the question form of the sentences.5. Demonstrate an example or two so that they understand how its done. (<i>You may find it useful to put up any process language they need on the board so that they can refer it if they have difficulty during the activity</i>)6. Students complete the task.7. Conduct all class feedback.

Writing 15 minutes	<ol style="list-style-type: none"> 1. Hand out worksheet 3. Get students to work alone and give them plenty of time to write sentences, try about themselves (e.g. I can drive a car OR I can't drive a car) 2. Monitor as students write the sentences. 3. Put students in pairs to tell each other their sentences.
Variation	<ol style="list-style-type: none"> 1. Writing can be done at home if timing is a problem.



Worksheet 1

Speak / can / English. / they

a / can / ride / she / bike.

We / bake / can't / cake. / a

can't / understand / He / Russian.

swim. / can / I

I / this / play / game. / can

he / in / 100 / ten seconds ? / Can / run / metres

I / can't / a / car. / drive

cricket? / play/ Can / you

Can / knit?/ she

Worksheet 2

Find someone who...

1. can speak Tamil.
2. can play the piano.
3. can't cook.
4. can jump really high.
5. can ride a bike.
6. can't play the guitar.
7. can play chess.
8. can't run fast.

Worksheet 3

Make sentences which are true for you. Write two extra sentences with your own ideas!



- a. speak English: I can speak English.
- b. drive a car: I can't drive a car.
- c. swim: _____
- d. play tennis: _____
- e. ride a bike: _____
- f. play chess: _____
- g. make a cake: _____
- h. _____
- i. _____

Option 2: Data Projector

Preparation:

- Make copies of worksheets 2 & 3 (1 per student)
- Click on the following link to access the games

<http://learnenglishkids.britishcouncil.org/en/grammar-games/modals-can-and-cant>

Stage / Time	Procedure
Practice 1 10 mins	<ol style="list-style-type: none">1. Divide students into groups.2. Give each group 10 large pieces of paper and a marker.3. Appoint a writer for each team4. Click on the link above and focus on game 1.5. Explain to students that they have to do <u>3 things</u>. They have to unscramble the sentence. Write it in the correct order and hold it up.6. The first team to hold up the correct version gets a point.
Practice 2 10 minutes	<ol style="list-style-type: none">1. Give each student a copy of worksheet 2 'find someone who'.2. Go through the sentences in the worksheet and help with any difficulties students might have.3. Tell students that they have to walk around the class and get information about their classmates.4. Elicit that they have to ask the question form of the sentences.5. Demonstrate an example or two so that they understand how its done. (<i>You may find it useful to put up any process language they need on the board so that they can refer it if they have difficulty during the activity</i>)6. Students complete the task.7. Conduct all class feedback.

Writing 15 minutes	<ol style="list-style-type: none"> 1. Hand out worksheet 3. Get students to work alone and give them plenty of time to write sentences, try about themselves (e.g. I can drive a car OR I can't drive a car) 2. Monitor as students write the sentences. 3. Put students in pairs to tell each other their sentences.
Variation	<ol style="list-style-type: none"> 1. Writing can be done at home if timing is a problem.



Option 3: Computer lab

Preparation:

- Make copies of **Activity 3** (1 per student)
- Click on the following link to access the games

<http://learnenglishkids.britishcouncil.org/en/grammar-games/modals-can-and-cant>

Stage / Time	Procedure
Practice 1 10 mins	1. Students sit in pairs and click on the link above. 2. They take turns to play game 1 and unscramble the sentences
Practice 2 10 minutes	1. Students take turns to play game 2 and unscramble the sentences 2. The student with the best timing wins
Writing 15 minutes	1. Hand out worksheet 3. Get students to work alone and give them plenty of time to write sentences, try about themselves (e.g. I can drive a car OR I can't drive a car) 2. Monitor as students write the sentences. 3. Put students in pairs to tell each other their sentences.
Variation	1. Writing can be done at home if timing is a problem.