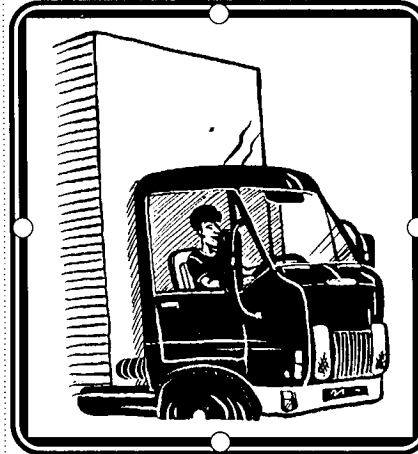
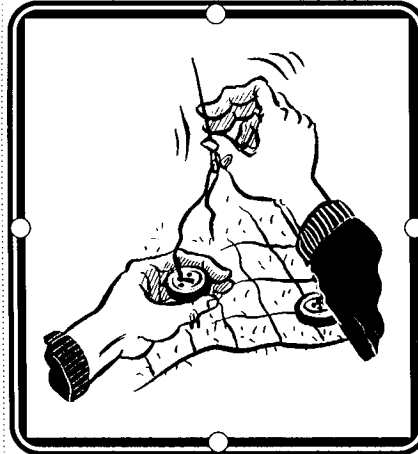
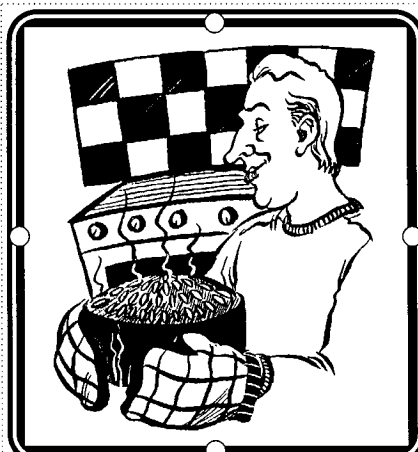


13

Can you make a cake?



Can you make a cake? Worksheet 13

ACTIVITY

Whole class: speaking

Mill drill (For detailed instructions and advice on using mill drills, see the notes for teachers at the beginning of the Resource Pack.)

AIM

To speak to as many partners as possible, asking and answering questions about abilities.

GRAMMAR AND FUNCTIONS

Can you ...?

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

VOCABULARY

Everyday and leisure activities

PREPARATION

Make one copy of the worksheet for each group of up to 12 students. Cut the worksheet up into cards as indicated. You will need to keep one card for yourself to demonstrate the activity.

TIME

15 minutes

PROCEDURE

- 1 If there are more than 12 students in the class, divide them into groups. Give one picture card to each student in the class. Keep one for yourself.
- 2 Tell the students that they are going to ask and answer questions using the pictures on their cards as prompts. Write an example dialogue on the board, indicating the language the students should use.
For example:
Student A: *Can you make a cake?*
Student B: *No, I can't. Can you play the piano?*
Student A: *Yes, I can.*
- 3 Demonstrate the activity with individual students, using the card you kept for yourself. Tell the students to hold their cards so that the side with the picture on is facing them. Students ask the questions using their picture cards as prompts and answer the questions honestly.
- 4 Ask several pairs of students to demonstrate the activity to the whole class, using their cards as prompts and taking it in turns to ask and answer questions.
- 5 Now ask the students to go round the class or group asking and answering questions with as many different partners as possible, using their picture cards as prompts. In this part of the activity, the students repeat the same question several times but practise different answers each time they change partner.
- 6 When the students have spoken to several different partners, ask them to exchange cards and go round the class again, this time holding their cards the other way round so the picture is facing their partner. The students take it in turns to ask questions using the pictures on their partners' cards as prompts. In this part of the activity, the students ask a different question each time they change partner.

OPTION

In procedure point 2 above, it is a good idea to introduce the natural responses *So can I / I can't / Neither can I / I can* and to extend the sample dialogue.

For example:

Student A: *Can you make a cake?*

Student B: *Yes, I can.*

Student A: *So can I. / I can't!*

Student B: *Can you play the guitar?*

Student A: *No, I can't.*

Student B: *Neither can I. / I can!*