



<b>NAME</b>	<b>CAN</b>	<b>CAN'T</b>	<b>say the English alphabet in 15 seconds.</b>
1 _____	<input type="checkbox"/>	<input type="checkbox"/>	
2 _____	<input type="checkbox"/>	<input type="checkbox"/>	
3 _____	<input type="checkbox"/>	<input type="checkbox"/>	
<b>NAME</b>	<b>CAN</b>	<b>CAN'T</b>	<b>say the months of the year backwards in English without making a mistake.</b>
1 _____	<input type="checkbox"/>	<input type="checkbox"/>	
2 _____	<input type="checkbox"/>	<input type="checkbox"/>	
3 _____	<input type="checkbox"/>	<input type="checkbox"/>	
<b>NAME</b>	<b>CAN</b>	<b>CAN'T</b>	<b>spell their own name backwards without making a mistake.</b>
1 _____	<input type="checkbox"/>	<input type="checkbox"/>	
2 _____	<input type="checkbox"/>	<input type="checkbox"/>	
3 _____	<input type="checkbox"/>	<input type="checkbox"/>	
<b>NAME</b>	<b>CAN</b>	<b>CAN'T</b>	<b>remember five things they did last Sunday.</b>
1 _____	<input type="checkbox"/>	<input type="checkbox"/>	
2 _____	<input type="checkbox"/>	<input type="checkbox"/>	
3 _____	<input type="checkbox"/>	<input type="checkbox"/>	
<b>NAME</b>	<b>CAN</b>	<b>CAN'T</b>	<b>close their eyes and describe what the person next to them is wearing.</b>
1 _____	<input type="checkbox"/>	<input type="checkbox"/>	
2 _____	<input type="checkbox"/>	<input type="checkbox"/>	
3 _____	<input type="checkbox"/>	<input type="checkbox"/>	
<b>NAME</b>	<b>CAN</b>	<b>CAN'T</b>	<b>write down five English verbs beginning with 's' in 10 seconds.</b>
1 _____	<input type="checkbox"/>	<input type="checkbox"/>	
2 _____	<input type="checkbox"/>	<input type="checkbox"/>	
3 _____	<input type="checkbox"/>	<input type="checkbox"/>	
<b>NAME</b>	<b>CAN</b>	<b>CAN'T</b>	<b>count to 20 in English in 10 seconds.</b>
1 _____	<input type="checkbox"/>	<input type="checkbox"/>	
2 _____	<input type="checkbox"/>	<input type="checkbox"/>	
3 _____	<input type="checkbox"/>	<input type="checkbox"/>	

# Challenges

## Worksheet

### 7

#### ACTIVITY

Groupwork: speaking

#### AIM

To try out challenges in teams and fill in a chart to show what members of the team can and can't do.

#### GRAMMAR AND FUNCTIONS

*Can* and *could* for ability

#### VOCABULARY

General

#### PREPARATION

Make one copy of the worksheet for every three students in the class.

#### TIME

40 minutes

#### PROCEDURE

1. Ask the students to work in groups of three.
2. Give one copy of the worksheet to each group.
3. Ask the three members of each group to write their names next to the first challenge on the worksheet.
4. In their groups, the students take turns trying out the challenge and then check the "can" or "can't" column next to their name according to whether they completed the task successfully or not.
5. The students repeat the procedure for all challenges in their groups, and complete the chart.
6. If one group finishes their challenges before the rest of the class, ask them to think of new challenges.
7. When the groups have completed their worksheets, ask the students to **either**:
  - a. write a summary of what they could and couldn't do.
  - or
  - b. take turns telling the class one thing they could do and one thing they couldn't do.