

Talking about ability and asking for permission

I can talk about ability and ask for permission.

1 Label the instruments with the words below.

clarinet drums flute guitar piano saxophone trumpet violin



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

2 Look at the table. Then write sentences with *can* or *can't*.

Ted	✓	✓	✗	✗
Marie	✗	✓	✗	✓
Mason	✗	✓	✓	✓
Sophie	✓	✓	✗	✓

1 Ted / the violin
Ted can't play the violin.

2 Marie / Chinese

3 Mason / a bike

4 Ted and Sophie / football

5 Marie and Sophie / the violin

6 Ted / Chinese

3 Write questions with *Can ... ?* and the information in brackets. Then write answers using the table in exercise 2.

1 (Ted / football) *Can Ted play football? Yes, he can.*

2 (Marie / violin) _____

3 (Sophie and Mason / bike) _____

4 (Marie and Mason / Chinese) _____

5 (Mason / football) _____

4 Put the words in the correct order to ask for permission. Then add them to the correct mini-dialogues (1–6).

- a question / ask / I / can / a *Can I ask a question?*
- b borrow / pencil / can / a / I _____?
- c book / share / I / your / can _____?
- d copy / answer / I / can / your _____?
- e use / dictionary / can / your / I _____?
- f borrow / can / I / £1 _____?

- 1 A *Can I ask a question?*
B Yes, of course. What is it?
- 2 A Write your name here, please.
B OK. _____
- 3 A Have you got money for the bus?
B No, I haven't. _____
- 4 A I don't understand question 3. _____
B No, you can't!
- 5 A Turn to page 56.
B Oh no! My book is at home. _____
- 6 A How do you spell 'clarinet'?
B I'm not sure. _____

5 Write true sentences about your abilities using *can* / *can't* and the verbs in brackets.

- 1 (swim) *I can swim. / I can't swim.*
- 2 (sing) _____
- 3 (dance) _____
- 4 (ski) _____
- 5 (ride a horse) _____
- 6 (speak French) _____

6 Now write five sentences about what your friends and family can or can't do.

- 1 *My friend Adam can speak Russian.*
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____