

Can Roles

Keep ability, permission and request separate

Who decides

Prerequisite: can/could + base verb; questions invert can/could. Ability answers repeat can; permission answers grant, request answers respond, not merely repeat could. Keep helper, actor, action and condition stable by role.

I checked role, helper, actor and condition.

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Model: Ben can swim. Can Ben dive? No, he can't. Miss Lane, can we enter after break? Control: role first.

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A Ability evidence

Use can with bare verbs.

Sara can juggle three balls and balance a book. Draft: Sara cans juggle and balances. Write one can-sentence with both facts; control.

1

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A Ability evidence

Use can with bare verbs.

Evidence: Leo can repair a puncture; he cannot mend a frame. Ask only about the puncture; answer; control short answer.

2

I checked role, helper, actor and condition.

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B Permission paths

Name controller and condition.

Rule: class 6B may use the hall after 3:30; Mr Ford controls the door. As class 6B, ask him; keep the time.

3

I checked role, helper, actor and condition.

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B Permission paths

Name controller and condition.

Rule: visitors can enter after signing. Reply said: No, visitors can to enter after signing. Correct reply and condition.

4

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C Requests, not abilities

Match wording to purpose.

Maps: Year 6 labels them. Helper: Ms Iqbal. Required action only: write the date on the map. Request that politely.

5

I checked role, helper, actor and condition.

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C Requests, not abilities

Match wording to purpose.

Sam can carry two trays. Need Ana to open the door now. Write the ability sentence and the request; explain the function change.

6

I checked role, helper, actor and condition.

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