

5.3

PRIMARY ACTIVITY

They can do it

ACTIVITY TYPE

pairwork information gap

LANGUAGE FOCUS

can/can't: question forms and short answers

LEVEL

2

AGE RANGE

8–11

SKILLS

speaking, listening for information, reading, writing (optional)

TIME

20–30 minutes

MATERIALS

a copy of the *They can do it* worksheet per pair of pupils

Before class

Make a copy of the *They can do it* worksheet for every two pupils. Cut each copy in two parts: A and B.

In class

- 1 Revise or pre-teach *can* and the verbs used in the activity.
- 2 Copy the chart from the activity onto the board, substituting three of your pupils' names in the left-hand column. Ask individual pupils questions to check that they understand the procedure:
Petra, can you sing? Yes, I can.
Juan, can you swim? No, I can't.
- 3 Complete the chart with the answers they give you. Use ✓ for yes, and ✗ for no. Point to the *I* under the first three names and explain by demonstration that they must complete their own information. Say *I can sing. I can't swim.* and put a tick and a cross in the appropriate boxes. Draw their attention to the row with *you*, and explain that they ask their partners the questions using *Can you sing? Can you swim?* etc.
- 4 Arrange the class in pairs: A and B. Give pupils their section of the worksheet, A or B, and ask them to face their partners. Explain that the information on their photocopy is 'secret' and pupils can only look at their own piece of paper. Let them read their sheet.
- 5 Pupils first complete the information for themselves (in the *I* row) then ask and answer questions to complete the sheet.
- 6 Circulate to monitor and correct.

Optional written work



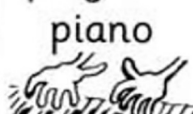





- 1 Using the information in the chart pupils write sentences about each character. This is particularly effective as a graded completion exercise used to practise conjunctions *and*, *but* and *or*. Write the example on the board: *Simon can sing, swim **and** climb trees, **but** he can't play the piano **or** ride a bike.*
- 2 Ask pupils to use this model to make up similar sentences and say them aloud to the teacher and class. They also make sentences about 'My friend'. Insist on the use of *and*, *but* and *or*.
- 3 Once they have done the exercise orally they can proceed to write the sentences.

For more practice on *can* see **6.4 Sentence Bingo** **9.2 Where are they sitting?**

A

Ask questions with *can*.



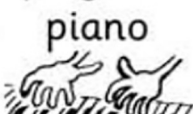





Example: Can Simon climb trees? Yes, he can.
Can Julie play the piano? No, she can't.

		sing 	swim 	play the piano 	climb trees 	ride a bike 
Simon			x	✓	✓	
Julie		x		x	✓	
Mrs Lee		✓	x			✓
I						
You						

B

Ask questions with *can*.

Example: Can Simon climb trees? Yes, he can.
Can Julie play the piano? No, she can't.

		sing 	swim 	play the piano 	climb trees 	ride a bike 
Simon		x			✓	✓
Julie			✓	x		x
Mrs Lee				✓	x	
I						
You						

Mystery animals



ACTIVITY TYPE

TPR whole class game, small group game

LANGUAGE FOCUS

verbs: *be, can, have got*
physical description
animals

verbs: *climb trees, fly, jump, run, sing, swim*

parts of the body: *body, ears, legs, mouth, nose, tail, teeth*

adjectives: *big, small, long, short*

LEVEL

1

AGE RANGE

7-8

TIME

30 minutes

MATERIALS

a copy of the *Mystery animals* worksheet per group of three or four pupils

Before class

Make one copy of the *Mystery animals* worksheet for each group of three to four pupils and cut them into sets of 10 animal cards.

In class

- Pre-teach or revise the animals either by miming them (e.g. an elephant with a long swinging trunk) or by making their sound and asking pupils to name the animals.
- Play a whole class TPR game:
 - Place the animal cards in a pile on a table at the front of the class.
 - Demonstrate the game. Pick up a card (e.g. crocodile) and look at it. Mime the animal (e.g. arms extended opening and closing in front of you). Ask pupils *What am I?* to elicit *You're a crocodile.*
 - Ask a pupil to come to the front of the class and give him or her an animal card. The pupil mimes the animal or makes the animal noise for the class to guess.
 - The first pupil to put up his or her hand and give the correct answer, using *You're a ...*, comes to the front of the class and has a turn.
- Pre-teach or revise the target structures, e.g.

Can a tiger climb trees? to elicit *Yes, it can.*
Can an elephant jump? to elicit *No, it can't.*
Is a crocodile big? to elicit *Yes, it is.*
Has it got a big mouth? to elicit *Yes, it has.*
Has a duck got four legs? to elicit *No, it hasn't.*

Practise different question forms and include the adjectives *big, small, long, short*, and colours. Use the following verbs: *swim, run, jump, fly, climb trees, sing*, and the following body parts: *body, legs, nose, tail, mouth, teeth, ears.*
- Divide the class into small groups of three or four pupils. Each group works around a table with a set of animal cards.
- Demonstrate the game to the class with yourself as one of the players and three more pupils.
 - One pupil turns over a card and looks at it in secret.
 - The other pupils take it in turns to ask questions in order to guess what the mystery animal is: *What colour is it? Is it big? Is it small? Has it got a big nose? Has it got a long tail? Has it got four legs? Can it swim? Can it run? Can it jump? Can it climb trees? Can it fly?*
 - The pupil who guesses the animal correctly, using the question *Is it a ...?* gets the card. Each pupil may only try and guess the animal once. If a pupil guesses incorrectly, he or she can continue to ask general questions, but not the question that wins the card.
 - If the group cannot guess the animal in eight questions then the player keeps the card.
 - At the end of the game the player with the most cards wins.
- Circulate as they play to monitor and check.

Extension

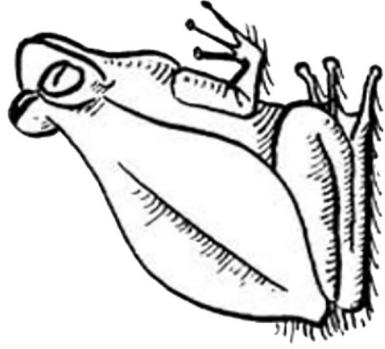
Pupils can write a short description of a mystery animal, e.g. *It's small. It's green and red. It's got small black eyes. It hasn't got ears. It's got a long tail and it's got two short legs. It can fly and it can sing. What is it? (It's a parrot/bird.)* Each pupil can read his or her animal description aloud for the class to guess.



tiger



snake



frog



monkey



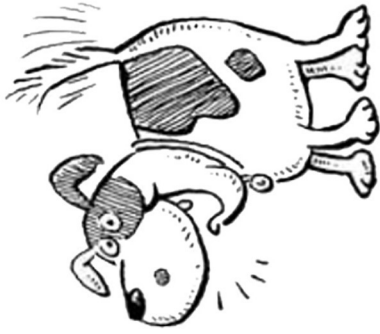
duck



elephant



cat



dog



bird



crocodile

You can ask me!

ACTIVITY TYPE

pairwork information gap,
individual writing, class
survey

LANGUAGE FOCUS

can/can't question forms and
short answers

verbs: climb trees, cook, play
tennis, play the guitar, ride a
bike, skate, ski, swim

LEVEL

1

AGE RANGE

7-8

TIME

30 minutes

MATERIALS

a copy of the *You can ask me!*
worksheet per pupil; for the
extension activity: an
enlarged copy of the *Graph*
template at the back of the
book, a copy of the *Graph*
template per six to eight
pupils, crayons

Before class

Make a copy of the *You can ask me!* worksheet for each pupil. For the extension activity make an enlarged copy of the *Graph template* at the back of the book and a copy of the *Graph template* for each group of six to eight pupils.









In class

- 1 Revise or pre-teach *can* with the verbs on the worksheet by using mime or pictures. Mime swimming and say *I can swim* (nodding your head). Say *I can't ski* (shaking your head). Ask individual pupils questions, e.g. (Judy), *can you swim?* to elicit *Yes, I can.* (Ross), *can you cook?* to elicit *No, I can't.*
- 2 Copy the *ride a bike*, *swim* and *climb trees* part of the chart from section 1 of the worksheet onto the board. Write one pupil's name in the box and ask him or her questions, e.g. *Olga, can you ride a bike?* to elicit the answer *Yes, I can* or *No, I can't*. Put a tick in the box for *Yes*, and a cross for *No*. Do the same for *swim* and *climb trees*. Ask another pupil *Can Olga swim?* If necessary provide the answers *Yes, she can* and *No, she can't* and write them on the board. Ask other pupils questions about Olga using the information from the chart.
- 3 Arrange the class in pairs: A and B. Give pupils their worksheets, and refer them to the first section. Ask them to write their partner's name in the appropriate box.
- 4 Tell pupils to ask and answer questions to complete the information in the first section. Circulate to monitor and correct.
- 5 Refer your class to section 2 of the worksheet and ask a pupil the first question: *Can your friend ride a bike?* By demonstration explain that pupils answer the questions in section 2 using the answers their friend has given them in section 1. Circulate to monitor and correct.
- 6 Refer your class to section 3 of the worksheet and tell them to answer the questions. Circulate to monitor and correct.

Extension

- Arrange the class in groups of six to eight pupils and give them each a copy of the *Graph template*.
- One person in each group writes the verbs in the boxes at the bottom of each column and another pupil acts as interviewer, asking each of the others in the group the relevant questions. Pupils then colour in a box in each verb column for a positive answer.
- When they have finished, ask each group to report their results to you by asking *How many children can ride a bike? How many children can swim?* etc. as you shade in the boxes on the enlarged copy of the graph. This can be displayed in the classroom.

1 Ask your friend *Can you ...?* and write ✓ (Yes) or X (No).

								
name	ride a bike	swim	climb trees	play tennis	ski	cook	play the guitar	skate

2 Write the answers: *Yes, he can, Yes, she can, No, he can't or No, she can't.*

- Can your friend ride a bike? _____
- Can your friend swim? _____
- Can your friend climb trees? _____
- Can your friend play tennis? _____
- Can your friend ski? _____
- Can your friend cook? _____
- Can your friend play the guitar? _____
- Can your friend skate? _____

3 What about you? Write the answers: *Yes, I can or No, I can't.*

- Can you ride a bike? _____
- Can you swim? _____
- Can you climb trees? _____
- Can you play tennis? _____
- Can you ski? _____
- Can you cook? _____
- Can you play the guitar? _____
- Can you skate? _____

Can cards



ACTIVITY TYPE

whole class matching activity
(mingle)

LANGUAGE FOCUS

can/can't

activities: climb trees, play football, play the guitar, ride a bike, skate, speak English, swim, use a computer

LEVEL

2

AGE RANGE

9-10

TIME

20 minutes

MATERIALS

an enlarged copy of the Can cards worksheet for demonstration, two copies of the Can cards worksheet per class

Before class

Make an enlarged copy of the Can cards worksheet and cut it into cards. Make two copies of the Can cards worksheet. Select and cut up the appropriate number of cards according to the number of pupils in the class. Ensure that there are two of the same card in each class set, and that there are enough for every pupil to have a card. (Each card has two pictures.)

In class

- 1 Pre-teach or revise *can/can't*. Say *I can speak English* (nodding your head). Say *I can't play football* (shaking your head).
Ask individual pupils questions, e.g.
Judy, can you speak English? to elicit *Yes, I can.*
Ross, can you play the guitar? to elicit *No, I can't*, etc. Weave different questions around the class. (Pablo ask Mark, Mark ask Susie, etc.)
- 2 The activity consists in pupils asking and answering questions to find their 'partner' (another pupil with exactly the same card). Explain by demonstration. Ask three pupils to come to the front of the class and give them an enlarged card each, making sure that one of them has the same card as you. Explain that the words on their card are 'secret' and pupils can only look at their own card. Say that the cards show activities they *can* do. If a pupil asks about an activity that is not depicted on the card, it is something they *can't* do. Ask one of the pupils about the activity on your card, saying *Can you (climb trees)?* When the pupil has answered, gesture for the others to ask and answer each other until you 'find' your partner.
- 3 Give a card to each pupil. Ensure that pairs of the same cards are given out randomly. If you have an odd number of pupils, give one card to two less confident learners to work together, or give a more confident pupil two cards to work with.
- 4 Pupils mingle, asking and answering questions to form pairs.
- 5 Circulate to monitor and correct. Make sure that pupils are taking it in turns to both ask and answer questions.
- 6 When pupils think they have found their partner, they compare their cards to check.
- 7 Fast finishers can invent five different 'can' questions to ask their partner.



swim



play football



use a computer



play football



swim



ride a bike



skate



use a computer



ride a bike



play football



climb trees



ride a bike



skate



play the guitar



play the guitar



swim



play the guitar



speak English



play the guitar



ride a bike



speak English



climb trees



play football



speak English



climb trees



skate



speak English



skate



use a computer



swim



use a computer



climb trees

2.6

PRIMARY PRONUNCIATION
BOX

I can



ACTIVITY TYPE

whole class TPR, individual
cloze poem

PRONUNCIATION
FOCUS

word and sentence stress,
weak form of can /kən/

TIME

30 minutes

MATERIALS

a copy of the *I can* worksheet
per pupil, scissors, glue
(optional). Recording

Before class

- Make a copy of the *I can* worksheet for each pupil.

In class

- 1 Pre-teach and practise key vocabulary: verbs – tie, comb, wash, dry, brush, say, put on; nouns – shoe lace, hair, hands, face, teeth, jeans, greens (green vegetables).
- 2 Say, Listen. Play the recording or read the tapescript.



Tapescript

I can **tie** my **shoe** lace
I can **comb** my **hair**
I can **wash** my **hands** and **face**
And **dry** myself with **care**
I can **brush** my **teeth**, too,
And **put** on my blue **jeans**
I can **say** 'How are you?'
And **eat** up all my **greens**

Actions

pupils mime tying their shoe laces
pupils mime combing their hair
pupils mime wash my hands and face
pupils mime drying themselves
pupils mime brushing their teeth
pupils mime pulling on trousers
pupils mime shaking hands and greeting each other
pupils mime eating



- 3 Pupils listen and repeat line by line. Check for pronunciation difficulties, especially the weak form of can /kən/. Pay special attention to the rhythm and stress (stressed syllables in **bold**).
- 4 Demonstrate the actions to the rhyme as you say it aloud. Ask the class to repeat the poem with the accompanying action while you circulate to help, monitor and correct pronunciation.
- 5 Play the recording again for pupils to chant, concentrating on fluency.
- 6 Give out the worksheet and ask pupils to cut out the boxes.
- 7 They must put the boxes in the correct place in the poem. Give them a time limit (five minutes) and if they cannot remember the order, play the recording again for them to listen and place the words.
- 8 Correct the exercise collectively. Write the poem on the board.
- 9 Pupils can either glue the boxes in the correct place or copy the complete poem into their notebooks.

1 Listen and repeat

I can tie my shoe lace



I can comb



I can wash my



And dry myself



I can brush my teeth, too,



And put on my



I can say



And eat up



2 Cut out the boxes and put them in the poem

all my greens

hands and face

my hair

'How are you?'

blue jeans

with care



Look what we can do!

ACTIVITY TYPE

small group and class survey

LANGUAGE FOCUS

can/can't: question forms
and short answers
verbs: draw, cook, skate,
speak English, ride a bike

LEVEL

1

AGE RANGE

7-8

SKILLS

speaking, listening for
information, reading, writing

TIME

45 minutes

MATERIALS

a copy of the *Look what we
can do!* worksheet per pupil,
crayons

Before class

Make a copy of the *Look what we can do!* worksheet for each pupil.






In class

- 1 Revise or pre-teach *can* using gestures and miming the actions from the activity if necessary. Say *I can speak English* (nodding your head). Say *I can't speak German* (shaking your head).
Ask individual pupils questions, e.g.
(Judy), *can you speak English?* to elicit *Yes, I can.*
Can you cook? to elicit *No, I can't.*
- 2 Copy the chart from the first section of the worksheet onto the board, writing different pupils' names in the appropriate boxes.
- 3 Ask individual pupils questions (as above) and complete the chart with the answers they give you. Use ✓ for yes, and ✗ for no. Continue until pupils understand the procedure.
- 4 Arrange the class in groups of three to six pupils. Give them their worksheets, and refer them to the first section. Ask them to write the names of the other group members in the appropriate boxes.
- 5 Pupils ask and answer questions to complete the information in the first section.
- 6 Circulate to monitor and correct.
- 7 Ask the class to focus their attention on one of the groups. Ask each member in turn *Can you draw?* and count each positive answer. Refer your class to the second section of their worksheet and read the first sentence aloud, using the appropriate number, e.g. *In my group (three) of us can draw.* Write the sentence on the board, using a word, not a figure, for the number.
- 8 By demonstration show pupils how to colour the first column of the chart in the third section. Take a yellow crayon and mime colouring the first three boxes above *can draw*.
- 9 Ask pupils to complete the sentences in the second section and colour the chart in the third section using their answers from the first section.

Extension

You can collate the information from the groups to complete a larger chart for the whole class to display in the classroom.

Ask questions and write the answers. ✓ yes X no

Can you ...?	name	name	name	name	name
draw 					
cook 					
skate 					
speak English 					
ride a bike 					

Complete the sentences.

In my group _____ of us can draw.

In my group _____ of us can _____

In my group _____ of us _____

In my group _____

In my group _____

Colour the chart.

6					
5					
4					
3					
2					
1					
	can draw	can cook	can skate	can speak English	can ride a bike
	yellow	blue	green	red	orange

3B Can you ...? (30 minutes)

Pairwork; *can* + activities

Each student will need one copy of either A or B worksheet.

- Revise *can* questions and positive/negative answers. Use the activities like those on the worksheet so students are reminded of the correct verbs, *play, do, ride*.
- Divide students into A and B and give them the appropriate worksheet.
- Students complete column 1 for themselves.
- In pairs students ask and answer questions until they have completed the table. Then they check their work by comparing worksheets.
- Students write sentences using the information in the table.







Options

If you are short of time or have a weaker class, use only Student A worksheet. Change *Student B* to *Your teacher* before you make the copies. Students complete column 1 for themselves then ask you for the information they need for columns 2, 3 and 4.

Can you ...?

STUDENT A

- 1 Look at the table. What can you do? Yes, I can. = ✓ No, I can't. = X

	you	Molly 	Rob 	Student B
swim 			X	
karate 		✓		
piano 		X		
bike 			✓	

- 2 Work with Student B and find out what Rob and Molly can do.

Example A Can Rob do karate? B Yes, he can.

- 3 Ask Student B what he/she can do.

Example A Can you swim? B Yes, I can.

- 4 Write sentences about the people in the table with **and** and **but**.







Molly and Rob can do karate. I can swim but Rob can't swim.



Can you ...?

STUDENT B

- 1 Look at the table. What can you do? Yes, I can. = ✓ No, I can't. = X

	you	Molly 	Rob 	Student B
swim 		✓		
karate 			✓	
piano 			X	
bike 		X		

- 2 Work with Student A and find out what Rob and Molly can do.

Example A Can Molly do karate? B Yes, she can.

- 3 Ask Student B what he/she can do.

Example A Can you swim? B Yes, I can.

- 4 Write sentences about the people in the table with **and** and **but**.

Molly and Rob can do karate. I can swim but Rob can't swim.

Resource M (Lesson 21)

Classroom arrangement: groups of four to six






Objective: to practise talking about what people can do

- Photocopy and cut out one table card for each S. Ss write the names of the other members of their group in the numbered boxes.
- Explain they must interview all the Ss in their group, asking what they can do and note down their answers with a tick (✓) or a cross (X) in the boxes.
A: *Can you play the guitar?*
B: *Yes, I can./No, I can't.*
- Ss interview each other.
- When they have finished, Ss can write sentences about their groups e.g. *Three people can play the guitar.*

Resource M (Lesson 21)








What can you do?

	1	2	3	4	5
					
					
					
					
					

Resource M (Lesson 21)



What can you do?

	1	2	3	4	5
					
					
					
					
					

ELIMINATION

Teacher's Notes

Aim

Expressing ability.

Materials

One copy of Worksheet 1 per two children.

Duration

20 minutes.

Language focus

He or she can/can't play football, play the guitar, play the piano, swim, ride a bike, sing, skateboard, play table tennis, paint, drive a car, dance, play basketball.

Aim of the game

To guess your opponent's secret actions as quickly as possible.

Introduction

Do a class survey to find out who can/can't do the actions in Language focus above, by asking the class to go round and find out information about each other. Ask the children to report back about each other using *He/She can/can't...*

Playing the game

- 1 Give out one copy of Worksheet 1 to each pair of children. This should be positioned in the centre of the table between the two children. Ideally the two children should sit opposite each other.
- 2 Ask one child (Child A) in each pair to think of someone they both know (this could be someone in the class or in the school etc.). Child A begins by taking a small piece of paper, folding it in half and drawing four pictures in a row, representing actions on Worksheet 1 that he or she thinks this person can definitely do. The identity of the person remains a secret.
- 3 Child B has to try and guess the four actions in exactly the same order. To do this he or she draws four pictures on Row number 1 of the grid on Worksheet 1. Child A indicates whether the person can or can't do the actions, by giving an answer out loud and entering a symbol in each of the boxes next to Row 1, so that by process of elimination the four actions will eventually be guessed.
- 4 For example, Child A may begin by drawing the following four actions:



- 5 Child B draws the following four actions on Row number 1 of the grid.



Child A then says He *can't dance. He can drive; wrong place. He can't play the guitar. He can play basketball; right place*, and enters the following symbols into the boxes:

X	Δ	X	✓	

- 6** Child B tries again in Row number 2, working with the information given by Child A. For example, if Child A gave a tick to any of the previous actions, Child B will draw that same action again in the same place.

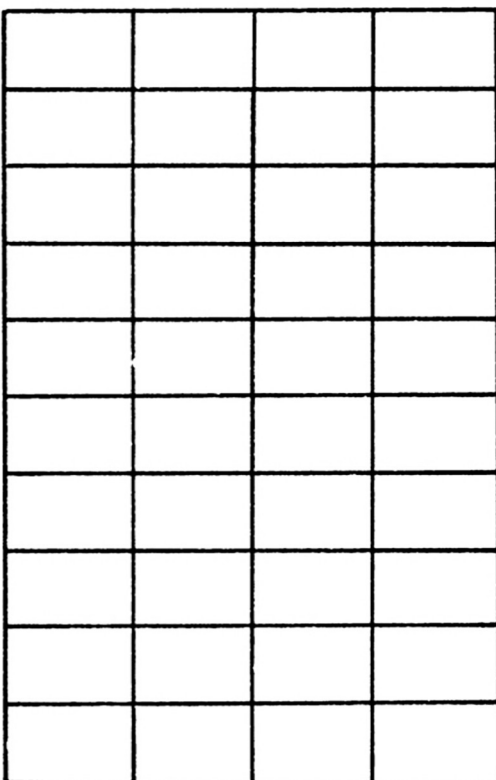
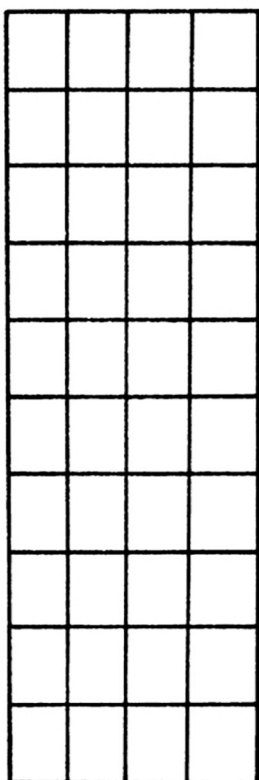
Key

X = The person can't.

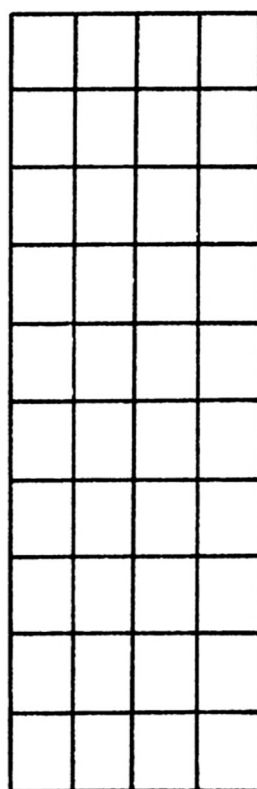
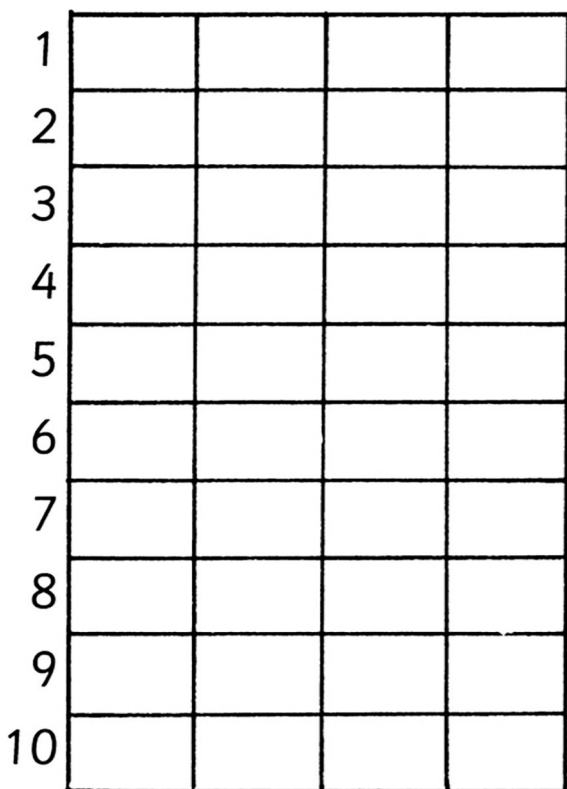
Δ = The person can. Wrong place.

✓ = The person can. Right place.

- 7** The game continues until, by process of elimination, Child B has guessed the four actions correctly and has them in the right places. The children then change roles and it is Child B's turn to think of four actions while Child A guesses.
- 8** The child in each pair that guesses the four secret actions in fewer lines is the winner.
- 9** The children can also try to guess the people if they want to and discuss whether they agree with what they can or can't do.

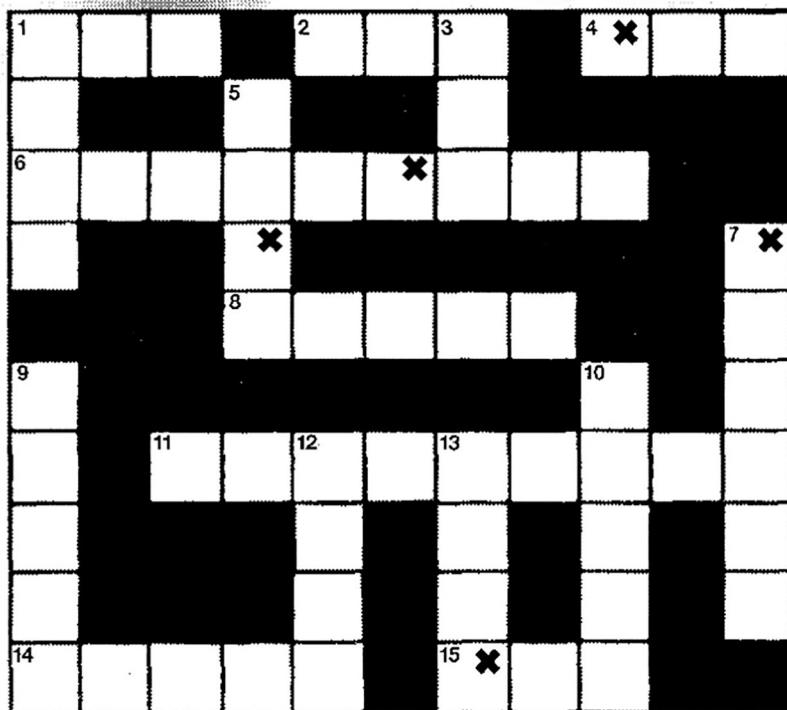


10
9
8
7
6
5
4
3
2
1



10
9
8
7
6
5
4
3
2
1

Things



Can you find all the missing things? Take the letters from the squares marked X.
You can find the thing which you need to help you get to school on time.

ACROSS

- 1 You can sleep in it (3)
- 2 You can wear it on your head (3)
- 4 You can drive to town in it (3)
- 6 You can fly to America in it (9)
- 8 You can cut things with it (5)
- 11 You can talk to your friends in other towns with it (9)
- 14 You can send a letter with this (5)
- 15 You can open a door with this (3)

DOWN

- 1 You can cross the river with this (4)
 - 1 You can drink this in England (3)
 - 5 You can read it (4)
 - 7 You can take photos with it (6)
 - 9 You can wear them on your feet (5)
 - 10 You can buy things with it (5)
 - 12 You can see in the dark with it (4)
 - 13 You can go for a walk in it (4)
- The mystery thing is a _____

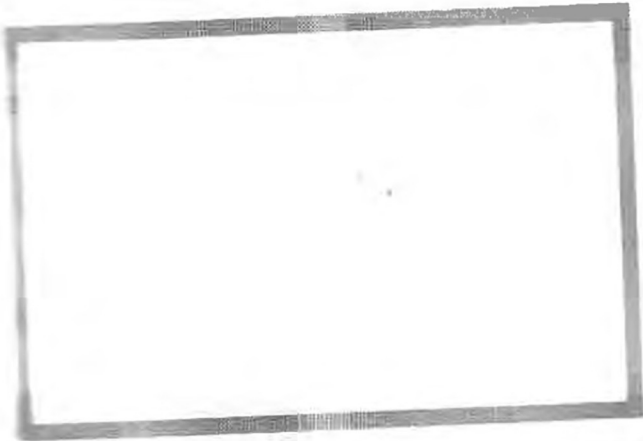
My country!

Name:

Date:

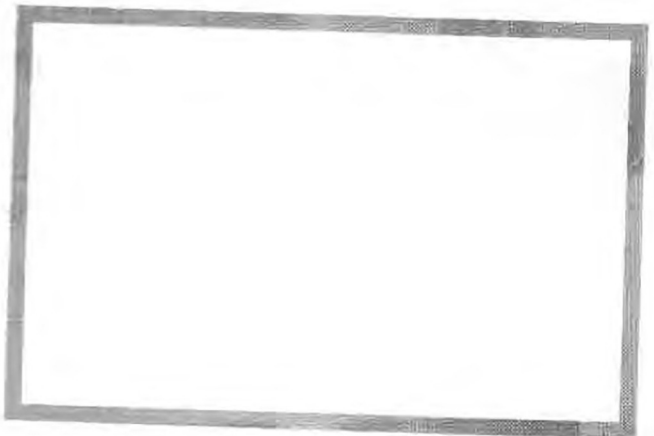
Class:

Find pictures and make a leaflet presenting **some of your favourite places** in your country.
Write what visitors can do there.

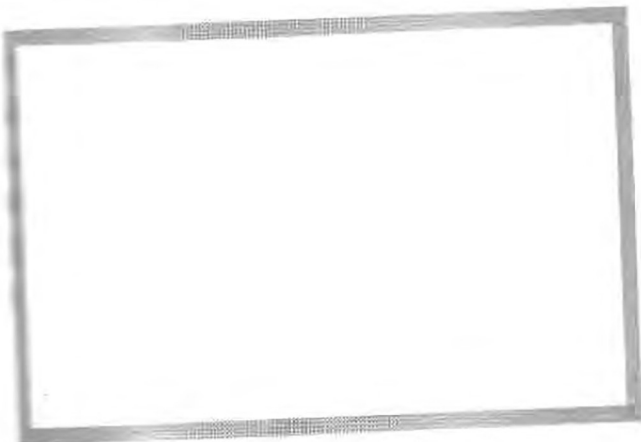


1
.....
.....
.....
.....
.....
.....
.....

2
.....
.....
.....
.....
.....
.....
.....



3
.....
.....
.....
.....
.....
.....
.....



The Pet Game

How to play

- The game is for 2– 4 players.
- Cut out the numbers and put them in a bag or an envelope.
- In turns, players take a number from the bag and read the sentence in the game with that number.
- The sentences are all **wrong** and the player has got to make the sentences negative.

Use *isn't*, *aren't*, *don't*, *doesn't* or *can't*.

- If the player says the sentence correctly, he/she keeps the number.
- If the player is wrong, he/she puts the number back in the bag.
- The player with the most numbers at the end of the game wins.

1 A mouse is a very large pet.	2 Cats drink lemonade.	3 Tortoises are more playful than dogs.
4 A tortoise can run very fast.	5 A hamster eats eggs.	6 Birds sing at night.
7 People take their cats for walks.	8 Cats can speak English.	9 Dogs can fly.
10 Snakes play with dogs.	11 Snakes can hop.	12 Fish are noisy pets.
13 Spiders eat dogs.	14 Horses eat meat.	15 Rabbits can swim.
16 Pets always sleep in the house.	17 Dogs wear a coat in winter.	18 A pet goes to hospital to have a baby.

1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18