

## 2.3

## PRIMARY COMMUNICATION BOX

## 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


















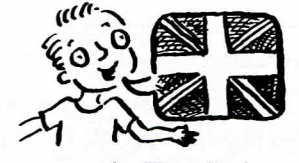





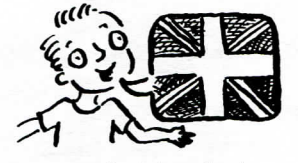








an enlarged copy of the Can cards worksheet for demonstration, two copies of the Can cards worksheet per class

## 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