Vibenglish

A1 MOVERS · 8–10 AÑOS

Can / can't

Name: ..... **Date:** .....

¿Qué vamos a aprender?

Usamos **can** para decir lo que sabemos o podemos hacer, y **can't** (cannot) para lo que no. **Can** es igual para todas las personas: *I can, she can, they can*. ¡Nunca *cans*! Después de **can** va el verbo sin *to*: *She can swim*. Para preguntar: *Can you dance? — Yes, I can. / No, I can't.*

1 Look at the chart and write sentences.

	swim	ride a bike	play the guitar	cook
Anna	✓	✓	✗	✓
Ben	✗	✓	✓	✗
Lucy	✓	✗	✓	✓

Anna / swim → *Anna can swim.*

Anna / play the guitar → .....

Ben / swim → .....

Ben / play the guitar → .....

Lucy / ride a bike → .....

Lucy / cook → .....

2 Animals! Complete with *can* or *can't*.

1. Fish ..... swim, but they ..... walk.

2. Birds ..... fly.

3. Penguins ..... fly, but they ..... swim.

4. Elephants ..... jump.

5. Monkeys ..... climb trees.

3 Put the words in order.

1. dance / can / she / ? → *Can she dance?*

2. you / can / sing / ? → .....

3. can't / he / skate / . → .....

4. football / we / play / can / . → .....

4 Write about you.

I can .....

I can't .....

SOLUCIONARIO

Can / can't

1 Anna can't play the guitar.
Ben can't swim.
Ben can play the guitar.
Lucy can't ride a bike.
Lucy can cook.

2 1. can / can't · 2. can · 3. can't / can · 4. can't · 5. can

3 2. Can you sing?
3. He can't skate.
4. We can play football.

4 Respuesta libre. Ejemplo: *I can ride a bike. I can't play the piano.*

Ideas para el aula

Errores frecuentes: *She cans swim* y *I can to swim*. Insistid en que **can** no cambia y va sin *to*.

Encuesta en clase: cada alumno pregunta *Can you...?* a cinco compañeros y completa su propia tabla como la del ejercicio 1.

Pronunciación: en la frase, *can* suena débil (/kən/) y *can't* fuerte (/kɑ:nt/). Es la pista para distinguirlas al escuchar.