**Can you play soccer ?**

**O: Yes, I can**

**X: No, I can’t**

Start



play tennis

speak Korean

cook





swim

play piano

play baseball





run fast

ski

speak English

Finish!

**What can you do?**

**Write about your friend.**

れい。 Richard **can** play soccer .

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.　\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

れい。Richard **can't** speak Korean .

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Write about you.**

れい。 I **can** play soccer .

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

れい。 I **can't** read kanji .

7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

JHS 1 year “Can you ------?” pg. 80-83

First Activity: Evolution Janken

1. Everyone starts at the first question (Can you play tennis?)
	1. Both partners ask their question, answer, then janken
2. If you win, you level up to the next question (Can you speak Korean?)
3. The winner is the first to get to the Finish.

I usually do a couple of examples with the HRT, then practice all the questions together before starting. I then give stickers to the 5 fastest people.

Second Activity: Interview

1. First have the students choose two more “Can you ----?” questions and write them on the sheet.
2. Interview with the person next to them, writing a O for yes I can, or an X for no I can’t.
3. Have every other column move up one seat so they have new partners.
4. Repeat 4 times.

Some students are not creative and may need some help coming up with the questions.

Third Activity: Writing Activity

1. Students use the results of the second activity to write about their friends. Then they write about what they can and can’t do.