



Can you...?

A: Can you dance?

B: No, not really.

A: What do you mean?

B: Well, I can dance but not very well. Can you?

A: Yeah! It's so much fun. I love it.

B: Ok. So ... what kind of music do you listen to?

Can you . . .

play guitar?

ride a motorcycle?

play poker?

run 5K?

make coffee?

sing?

cook?

use a computer well?

take good pictures?

Using the Worksheet

This is a fun icebreaker for group classes especially big ones who don't really know each other yet.

1. Elicit some examples from the group. If you can do something cool like moonwalk (oh my god I'm getting old) or something like that, go for it!
2. Do the conversation as listening practice.
3. Elicit questions from students on the board. Try to eliminate questions that seem unrealistic and try to demonstrate why. "Can you run a marathon?" Might be a pretty unrealistic first question. But if you notice someone likes running or is wearing cool running shoes, asking if they can run 5K is a lot more realistic. Things like "Can you eat a butterfly?" or "Can you kill a zombie?" are completely ridiculous and serve no helpful purpose whatsoever.
4. Students circulate and mingle, the teacher wanders the room giving feedback and collecting examples of success and errors to correct.

NOTE: I highly recommend that you the teacher decide a time limit that keeps people talking for a given amount of time. 3 to 5 minutes is good depending on the level of the students.

About the worksheet

You don't really need it.

Look at the lesson above. I never even mentioned the worksheet or using it except for the conversation which you can make up or invent on your own.

Lots of horrible books have little "find someone who" charts like this in them and they always put me off. Students do need a little kick to get them going sometimes but filling in a chart of five people and ten things they can do isn't natural communication.

First of all half the students will be running around asking one question to each person getting a one-word answer and then zipping off to the next person. (Hence my **NOTE** above.) The other half will be trying to get lots of information from each person and filling in their little chart with lots of useless notes. Do you do that in real conversations? No? Then students shouldn't either. Plus when would you ever ask that many "can" questions in a real conversation? Never. Limit it to one or two max.

Try to keep the mood positive and fun but don't fall into the trap of thinking that because the room is noisy the students are actually learning.

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