

## can can't

Ask the student: 'Can you say your name?' When s/he says it, say 'Great - you can!'

Ask: 'Can you count to 10 in English?' Again, say 'Oh! You can!'

Think of a few more things that the student can do and demonstrate the meaning this way.

Then think of some other things s/he can't possibly do (e.g. 'Can you jump onto the ceiling?' (indicate where the ceiling is but don't let him/her try!) or 'Can you eat the table?' and when s/he says 'no' or looks confused just say 'No, we can't. I can't, you can't. We can't.'

Make sure the student recognises that can't is the same as can not. Use minibboards if necessary to demonstrate how the o disappears and becomes an apostrophe.

Make sure that s/he can hear and produce the difference between /kæn/ vs /ka:nt/ - really emphasise how short the vowel is in the positive and how long this vowel is in the negative form.

(NB in American English the vowel is very different from British English, and there is not so much difference between the positive and negative forms. If you are teaching American English, make sure that the final /t/ is emphasised in the negative in order to make the distinction.)

Using the examples below, make sure that the student can tell the difference between 'can' and 'can't'. When s/he has been through and chosen the correct answer, ask him/her to read out the sentence to you. Then use the examples to generate more questions, for example 'Can you knit?' 'Can your mother knit?'. Encourage students to ask you questions too, when they are able to.

can 😊 or can't ? (can't = can not)

I ~~can~~ / can't sing 😞 but my brother can / ~~can't~~. 😊

This nut can / ~~can't~~ jump onto a house! I ~~can~~ / can't. 😞

My mum can / can't make muffins. 😊

My grandmother can / can't put her teeth in a box. 😊

My brother can / can't find his jeans. 😞

The giant giraffe can / can't eat the tree. 😊

The crazy zebra can / can't find the treasure. 😞