



# 11

## We can do it!

can/can't · Requests and offers · Verbs and nouns that go together · What's the problem?

### STARTER



#### 1 Do you have a computer?

Do you use it for ...

- homework?
- emails?
- shopping?
- computer games?
- the Internet?

#### 2 Talk to a partner. Tell the class.

*I don't have a computer at home but I use the computer at work.*

*I have a computer. I use it for shopping and I play computer games.*

### WHAT CAN THEY DO?

can/can't

#### 1 Match the words and photos.

farmer	athlete	architect
interpreter	<del>schoolboy</del>	grandmother

#### 2 Complete the sentences with *a* or *an* and a word from exercise 1.

- Josh is a schoolboy. He can use a computer.
- Sharon is \_\_\_\_\_. She can run fast.
- Lucy is \_\_\_\_\_. She can draw well.
- Ted is \_\_\_\_\_. He can speak French and German.
- Archie is \_\_\_\_\_. He can drive a tractor.
- Mabel is \_\_\_\_\_. She can make cakes.

**TIP** Listen and check. Practise the sentences.

#### 3 Tell a partner what you can do from exercise 2.

*I can use a computer and I can make cakes.*



## Questions and negatives

### 4 T 11.2 Listen and repeat the questions and answers.

Can Josh use a computer? Yes, he can.

Can you use a computer? Yes, I can.

Can Lucy draw well? Yes, she can.

Can you draw well? No, I can't. I can't draw at all!

### 5 Ask and answer more questions with a partner. First ask about the people, then ask about your partner.

Can Sharon run fast?

Yes, she can.

Can you run fast?

No, I can't.

## GRAMMAR SPOT

1 **Can/can't** have the same form for all persons.  
I/You/He/She/It/We/They **can** draw.  
**can't** *can't = can not = negative*

2 There is no **do/does** in the question.  
I **can** speak French. **Can** you speak French?

3 **T 11.3** Listen and repeat the different pronunciations of **can**.  
He can /kən/ speak Spanish. They can't /kɑ:nt/ speak Spanish.  
Can /kən/ you speak Spanish? Yes, I can /kæn/.

▶▶ Grammar Reference 11.1 p126

### 6 T 11.4 Read and listen to Josh and Tessa. Complete the conversation.



T Can you use a computer, Josh?

J Yes, of course I **can** . All my friends \_\_\_\_\_ . I use a computer at school and at \_\_\_\_\_ .

T That's very good. What other things can you do?

J Well, I can \_\_\_\_\_ fast, very fast, and I can draw a bit. I can draw planes and \_\_\_\_\_ very well but I can't drive a car of course. When I'm big I want to be a farmer and \_\_\_\_\_ a tractor.

T And I know you can speak French.

J Yes, I can. I \_\_\_\_\_ speak French very well because my dad's French. We sometimes \_\_\_\_\_ French at home.

T Can you speak any other languages?

J No, I \_\_\_\_\_ . I can't speak German or Spanish, just French – and English of course! And I can cook! I can \_\_\_\_\_ cakes. My grandma makes lovely cakes and I sometimes help her. Yesterday we made a big chocolate cake.

Practise the conversation with a partner.

### 7 Answer the questions about Josh.

- 1 What can Josh do?
- 2 What can't Josh do?
- 3 Does he use a computer at school?
- 4 What does he want to be when he's big?
- 5 Why can he speak French well?
- 6 What did he do yesterday?

5 Archie



6 Mabel

## PRACTICE

### Pronunciation

- 1 **TITO** Listen and underline what you hear, *can* or *can't*.
- 1 I can / can't use a computer.
  - 2 She can / can't speak German.
  - 3 He can / can't speak English very well.
  - 4 Why can / can't you come to my party?
  - 5 We can / can't understand our teacher.
  - 6 They can / can't read music.
  - 7 Can / Can't we have an ice-cream?
  - 8 Can / Can't cats swim?
- Listen again and repeat.

### Can you or can't you?

- 2 **TITO** Listen to Tito. Tick (✓) the things he can do.

Can ... ?	Tito	You	T	S
speak Spanish	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
speak French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
speak English very well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
drive a car	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ride a horse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ski	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
play the piano	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
play the guitar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Listen again and check.

- 3 Complete the chart about you. Then ask and answer the questions with the teacher and another student.

Can you speak Spanish?

No, I can't. Can you?

I can understand it but I can't speak it.

- 4 Compare yourself with the teacher and other students.

Isabel and I can speak French. She can speak Spanish too, but I can't.

Tito

## Requests and offers

5 Use the words to write questions with *Can*.

me tell time you the please

1 Can you tell me the time, please \_\_\_\_\_?

speak you slowly more please

2 Can \_\_\_\_\_?

come to my you party

3 Can \_\_\_\_\_?

help I you

4 Can \_\_\_\_\_?

have a cold I drink please

5 Can \_\_\_\_\_?



6 Match questions in exercise 5 with these answers.

- a Yes, of course. Do you want Coca-Cola or orange juice?
- b Yes, please. I want to buy this postcard.
- c It's about three thirty.
- d I am sorry. Can you understand now?
- e I'm sorry. I can't. It's my grandma's birthday.

**T 11.7** Listen and check. Practise the sentences with a partner. Continue the conversations.

Can you tell me the time please?

It's about three thirty.

Thank you.

You're welcome.

## Check it

7 Tick (✓) the correct sentence.

- 1  I no can understand.
- I can't understand.
- 2  He can speak three languages.
- He cans speak three languages.
- 3  What you can see?
- What can you see?
- 4  Can you swim fast?
- Do you can swim fast?
- 5  'Can they come to the party?'
- 'They no can.'
- 'Can they come to the party?'
- 'No, they can't.'
- 6  Does she can play tennis?
- Can she play tennis?

## READING AND LISTENING

### The things you can do on the Internet!

1 Match the verbs and nouns.

Verbs	Nouns
listen to	a hotel
watch	a CD
play	a magazine
read	a video
chat to	a friend
book	chess

2 Where do you find these addresses?  
What does 'www' mean?

[www.shopping.co.uk](http://www.shopping.co.uk)

[www.bbc.co.uk](http://www.bbc.co.uk)

[www.chatshop.com](http://www.chatshop.com)

[www.weatherpage.vancouver.bc.ca](http://www.weatherpage.vancouver.bc.ca)

3 What do you know about the Internet?  
Discuss these questions.

- When did the Internet start?
- Why did it start?
- What can you do on the Internet?

*You can get a weather forecast.*

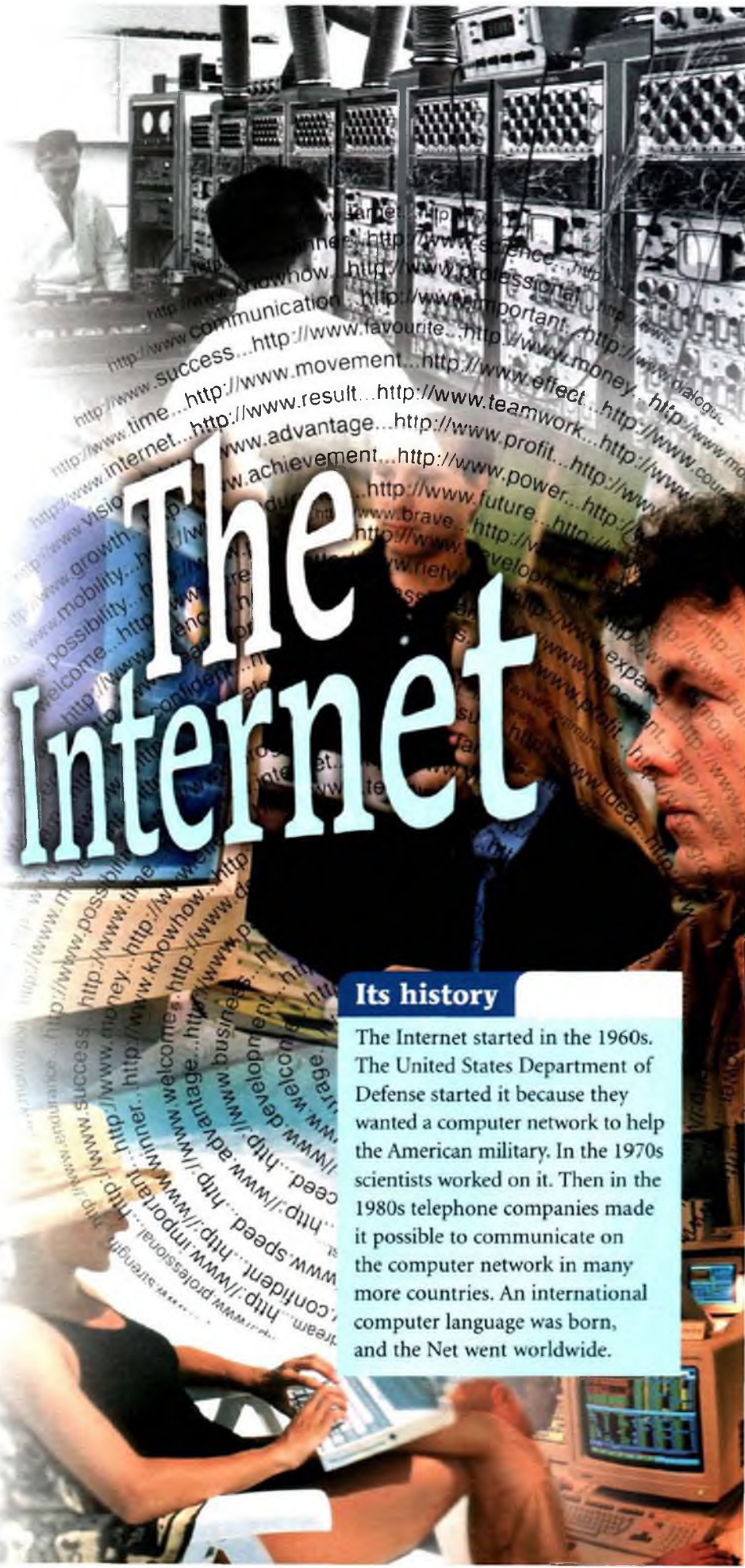
4 **1 1 1 3** Read and listen to the text about the Internet. Answer the questions in exercise 3.

5 Are the sentences true (✓) or false (✗)?  
Correct the false (✗) sentences.

- 1 The Internet started in the 1980s.
- 2 Telephone companies started it.
- 3 It started in America.
- 4 There is an international computer language.

6 'The list is endless!'

Work in groups. Do you know any good websites? Tell the class.



### Its history

The Internet started in the 1960s. The United States Department of Defense started it because they wanted a computer network to help the American military. In the 1970s scientists worked on it. Then in the 1980s telephone companies made it possible to communicate on the computer network in many more countries. An international computer language was born, and the Net went worldwide.



### What can it do?

You can use the Internet for many things. You can buy a car or a house; you can book a holiday; you can watch a video; you can read an Australian newspaper or a Japanese magazine; you can buy books and CDs from North and South America; you can play chess with a partner in Moscow; or you can just chat to people from all over the world. The list is endless!

7 **T 11.9** Listen to the people. When and why do they use the Internet? Complete the chart.

	When?	Why?
Fleur	<i>every day</i>	<i>help with homework</i>
Anya		
Tito		
Henry		
Tommy		
Iris		



**T 11.9** Listen again and check.

## EVERYDAY ENGLISH

### What's the problem?

1 Here are some problems. Check that you understand them.

*'I don't understand this word.'*

*'The TV's broken.'*

*'This ticket machine doesn't work.'*

*'I'm lost.'*

2 Complete the conversations with the problems from exercise 1.



- 1 A Come on! It's time to go to the airport.  
 B But \_\_\_\_\_.  
 A You put it in your bag.  
 B Did I? Oh, yes. Here it is! Phew!



- 2 A Excuse me!  
 B Yes?  
 A \_\_\_\_\_.  
 I put in two pounds, but I didn't get a ticket.  
 B Did you push this button?  
 A Oh! No, I didn't.  
 B Ah, well. Here you are.  
 A Thank you very much.



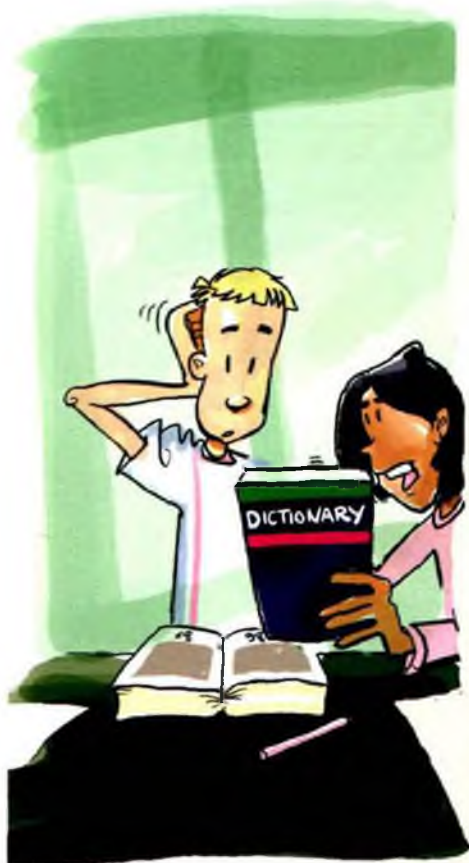
- 3 A Excuse me.  
 B Yes?  
 A Can you help me?  
 \_\_\_\_\_.  
 B Where do you want to go?  
 A To the railway station.  
 B Go straight on. About two hundred metres. It's on your left.

**T 11.10** Listen and check.

3 Practise the conversations with a partner. Learn two conversations and act them to the class.

'I can't find my passport.'

'I forgot your birthday.'



- 4 A \_\_\_\_\_.  
B Check it in your dictionary.  
A My dictionary's at home. Can I borrow yours?  
B OK. No problem. Here you are.

- 5 A Oh no!  
B What's the matter?  
A \_\_\_\_\_.  
B Good! Perhaps we can talk this evening.  
A But I want to watch a film.  
B Go to the cinema, then.

- 6 A I'm really sorry.  
\_\_\_\_\_  
B It doesn't matter.  
A It was on the tenth, wasn't it?  
B Yes, it was.  
A Well, here are some flowers.  
B Oh, thank you very much. They're beautiful.