

# 11

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

**We can do it!**

## Introduction to the unit

The title of this unit is 'We can do it!' and it introduces *can* for ability. The positive, negative, and question forms are introduced and practised. The focus on *can* is extended to cover requests and offers. There is a *Reading and vocabulary* section with a text on the Internet, and a focus on verb and noun collocations. The *Everyday English* section focuses on basic problems.

## Language aims

**Grammar – *can/can't*** *Can* for ability is introduced in all forms. It is presented and practised with key verbs and the adverbs *well* and *fast*. There is also a pronunciation focus highlighting the different sounds in *can/can't*. Students are given both receptive and productive practice in the different forms.

### POSSIBLE PROBLEMS

- After having practised the Present Simple, students can sometimes want to use the auxiliaries *do/does* and *don't/doesn't* to form negatives and questions with *can*:
  - \* *We don't can run fast.*
  - \* *Do you can swim?*
- The pronunciation of *can/can't* needs careful presentation and practice. Students often have problems with the different vowel sounds (weak form /ə/ and strong form /æ/ in *can*, and /ɑ:/ in *can't*). Students can also have problems distinguishing positive from negative forms, as the final *t* in *can't* is often not fully pronounced.

I can swim. /aɪ kən swɪm/

Can you swim? /kən ju: swɪm/

Yes, I can. /jes aɪ kən/

I can't swim. /aɪ kɑ:nt swɪm/

The pronunciation is highlighted as part of the Grammar Spot and students are given both receptive and productive practice.

**Requests and offers** Requests and offers with *can* are presented and practised.

**Vocabulary** There is a focus on key noun–verb collocations as an introduction to a text about what you can do on the Internet.

**Everyday English** The language associated with describing and solving basic problems is introduced and practised.

**Workbook** The vocabulary and collocations syllabus is extended with a focus on activities. Vocabulary from previous units is also reviewed in an 'odd one out' exercise.

*can/can't* is consolidated in a range of exercises.

A listening exercise gives further practice of *have* and *can*.

There is a pronunciation exercise on *can*.

Requests and offers with *can* are further practised.

The *Everyday English* focus on problems is consolidated.

# Notes on the unit

## STARTER (SB p80)

### NOTE

In *New Headway*, we have chosen to spell *email* without a hyphen. Students may have seen the hyphenated form *e-mail* and both are acceptable in current usage.

- 1 This *Starter* section focuses on possible uses of a computer and provides a useful introduction to the overall topic of computing and the Internet. Pre-teach/check the language in the list of questions. Drill the pronunciation as necessary.
- 2 Focus attention on the examples in the speech bubbles. Highlight the contrastive stress in the first speech bubble (*don't, home, use, work*). Check that students understand what *it* refers back to in the second sentence of the second speech bubble (a computer). Give an example of how you use a computer.  
Elicit one or two more examples from the students and then get them to continue in closed pairs. Monitor and check.  
Elicit a few more examples in a short class feedback session.

## WHAT CAN THEY DO? (SB p80)

### can/can't

- 1 This section presents different people and their skills and so highlights the use of the positive form *can*. It also reviews the use of *a/an* with jobs/roles.  
Focus attention on the photos and on the example. Students continue matching the words and photos, working in pairs. Check the answers with the whole class.

#### Answers

- |               |               |
|---------------|---------------|
| 2 athlete     | 5 farmer      |
| 3 architect   | 6 grandmother |
| 4 interpreter |               |

- 2 Pre-teach/check *run fast, draw well, drive a tractor, and make cakes*, using the information in the photos. Focus attention on the example, highlighting the use of *a*. Students complete the rest of the sentences with *a* or *an*.

**T 11.1** Play the recording and let students check their answers.

#### Answers and tapescript

- 1 Josh is a **schoolboy**. He can use a computer.
- 2 Sharon is an **athlete**. She can run fast.
- 3 Lucy is an **architect**. She can draw well.

- 4 Ted is an **interpreter**. He can speak French and German.
- 5 Archie is a **farmer**. He can drive a tractor.
- 6 Mabel is a **grandmother**. She can make cakes.

Play the recording again line by line and get students to repeat. Encourage them to reproduce the weak form in the positive form of *can* /kən/. If students find this hard, get them to highlight the main stresses in each sentence and then practise the sentences again. Students practise in closed pairs. Monitor and check for correct pronunciation of *can*.

- 3 Focus attention on the language in the speech bubble. Drill the example chorally and individually. Give another example about yourself and elicit one or two more examples from the class. Students then continue in closed pairs. Monitor and check for correct use and pronunciation of *can*. Do not overdo the practise of the weak form /kən/, as students will have the opportunity to review this in contrast with the other forms at various points in the unit.

## Questions and negatives

- 4 **T 11.2** This section presents the question and negative forms. Play the recording through once and get students to just listen. Play the recording again and get students to repeat the questions and answers. Encourage them to reproduce the weak form /kən/ in the question, the strong form /kæn/ in the positive short answer, and the negative form /kɑ:nt/. Get students to ask and answer in open pairs across the class. Students then continue in closed pairs. Monitor and check for correct pronunciation of the different forms of *can*. If students have severe problems with the pronunciation, drill the sentences again, but do not make students self-conscious about using the new language.
- 5 Focus attention on the examples in the speech bubbles. Highlight the use of *can* for both the *she* and the *I* forms. Drill the examples in open pairs. Elicit some more examples about the people in exercise 1, and also some student-student examples. Students then continue in closed pairs. Monitor and check for correct use and pronunciation of *can* and *can't*.

## GRAMMAR SPOT

- 1 Read the notes with the whole class. Highlight that *can/can't* is used with all persons, and that *can't* is the contraction of *can not*.
- 2 Read the notes with the whole class. Highlight the use of *can* in the positive and question forms.
- 3 **T 11.3** Tell students they are going to hear the three ways of pronouncing *can*. Play the recording and get

students to just listen. Play the recording again and get students to repeat chorally and individually.

Read Grammar Reference 11.1 on p126 together in class, and/or ask students to read it at home.

Encourage them to ask you questions about it.

- 6 **T 11.4** Focus attention on the photo. Ask *What's his name? Does he have a job? (Josh. No, he's a schoolboy.)* Ask *What's her name? (Tessa.)* Pre-teach/check a bit, *planes, cook* (verb) and *grandma*. Play the recording through once and get students to fill in the gaps. Ask them to check their answers in pairs. Play the recording again and get students to check/complete their answers. Check the answers with the whole class.

### Answers and tapescript

**T** Can you use a computer, Josh?

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

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

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

**T** And I know you can speak French.

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

**T** Can you speak any other languages?

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

Get students to practise the conversation in closed pairs. Monitor and check. If students have problems with pronunciation, drill key sections of the conversation and get students to practise again in closed pairs.

- 7 Elicit the answer to question 1 as an example (*He can use a computer, run fast, draw planes and cars, speak French and English, cook, and make cakes.*) Students continue asking and answering in closed pairs.

Check the answers by getting students to read the questions and answers across the class.

### Answers

- 1 He can use a computer, run fast, draw planes and cars, speak French and English, cook, and make cakes.
- 2 He can't drive, or speak German or Spanish.
- 3 Yes, he does.
- 4 He wants to be a farmer.
- 5 He can speak French well because his dad is French.
- 6 He made a chocolate cake with his grandma.

### SUGGESTION

You could ask students to practise similar conversations to the one in exercise 6 by getting them to role play the other people in the photos in exercise 1. Students can imagine the skills for their character and then ask and answer, using the conversation in exercise 6 as a model.

### ADDITIONAL MATERIAL

#### Workbook Unit 11

**Exercise 1** A vocabulary exercise on activities including some verb–noun collocations.

**Exercises 2 and 3** Further practice of *can/can't*.

**Exercises 4 and 5** Questions and answers with *can*.

### PRACTICE (SB p82)

#### Pronunciation

- 1 **T 11.5** This is a discrimination exercise to practise recognizing and producing *can* and *can't*. Play sentence 1 as an example and elicit the answer (*can*). Play the rest of the sentences, pausing at the end of each one and get students to underline the correct word.

Get students to check their answers in pairs before checking with the whole class.

#### Answers and tapescript

- 1 I can use a computer.
- 2 She can't speak German.
- 3 He can speak English very well.
- 4 Why can't you come to my party?
- 5 We can't understand our teacher.
- 6 They can read music.
- 7 Can we have an ice-cream?
- 8 Can't cats swim?

Play the recording again line by line and get students to repeat chorally and individually. Students then practise the sentences in closed pairs. Monitor and check for correct pronunciation of *can/can't*, but don't insist on perfect pronunciation from all students.

#### Can you or can't you?

- 2 Focus attention on the chart. Check comprehension of the verbs in the list. Tell students that they will get the answers for Tito on tape, they will complete the *You* column, the teacher will give answers for the *T* column, and another student for the *S* column.

**T 11.6** Focus attention on the photo. Ask *What's his name? (Tito)*. Tell students they are going to hear Tito in the recording and that they should tick the things he can do in his column of the table. Play the recording as far as *French, German, and English*. Focus attention on the

example, and elicit the next verb that requires a tick (*speak French*). Play the rest of the recording and get students to complete their answers.

Play the recording and get students to check their answers before checking with the whole class.

### Answers

• speak French

• speak English very well

• drive a car

• ride a horse

• play the guitar

### T 11.6

I come from South America, from Argentina, but now I live and work in England, in London. I can speak four languages – Spanish, of course, French, German, and English. I can speak English very well now but in the beginning it was very difficult for me. I can drive a car and I can ride a horse – I don't ride in London but when I'm back home in Argentina I ride. I can't ski and I can't cook very well and I can't play the piano – but I can play the guitar.

- 3 Students complete the *You* column in the chart. Drill the pronunciation of the verbs in the list if necessary and then elicit the questions from the class. Give true answers for yourself and get students to complete the *T* column.

Then focus attention on the language in the speech bubbles. Drill the language chorally and individually. Elicit two or three more examples in open pairs. Then get students to continue asking and answering in closed pairs, noting their partner's answer to each question in the *S* column.

- 4 Focus attention on the example in the speech bubble. Drill the language and highlight the different pronunciation of *can* and *can't* and the contrastive stress in the second sentence:

Isabel and I <sup>/ə/</sup> can speak French.

• /ə/ • /ɑ:/  
She can speak Spanish too, but I can't.

Elicit two or three more examples from the class and then get students to continue in closed pairs. Monitor and check for the correct use and pronunciation of *can/can't*. Feed back on any major common errors, but do not expect students to produce perfect pronunciation of *can/can't* as this may prove demoralizing.

## ADDITIONAL MATERIAL

### Workbook Unit 11

Exercise 6 A listening exercise to consolidate *have* and *can/can't*.

Exercises 7 and 8 Exercises to consolidate the pronunciation of *can/can't*.

## Requests and offers

- 5 Focus attention on the example. Then get students to write the other questions, working individually. Get students to check their answers in pairs but don't check with the whole class until after exercise 6.

### Answers

See T 11.7 below

- 6 Elicit the answer to question 1 (*c It's about three thirty.*) Students continue matching, working individually.

T 11.7 Play the recording and let students check their answers to the question formation and the matching phase.

### Answers

1c 2d 3e 4b 5a

### T 11.7

- 1 Can you tell me the time, please?  
It's about three thirty.
- 2 Can you speak more slowly, please?  
I am sorry. Can you understand now?
- 3 Can you come to my party?  
I'm sorry. I can't. It's my grandma's birthday.
- 4 Can I help you?  
Yes, please. I want to buy this postcard.
- 5 Can I have a cold drink, please?  
Yes, of course. Do you want Coca-Cola or orange juice?

Focus attention on the examples in the speech bubbles. Highlight how the conversation can be continued. Get students to practise the conversation in open pairs. Get students to continue with the other conversations in closed pairs. Remind them to continue the conversations in an appropriate way. With a weaker class, you could get students to repeat after the tape, and also elicit ways of continuing the conversations before students start the pairwork. Possible ways of continuing the conversations:

- 2 Yes, I can. Thanks.
- 3 Say 'Happy Birthday' from me.  
OK. Thanks.
- 4 That's 90p please.  
Thank you.
- 5 Orange juice, please.  
Here you are.  
Thanks.

## Check it

- 7 Focus attention on the first pair of sentences as an example. Students continue working individually to choose the correct sentence.

Get students to check their answers in pairs before checking with the whole class.

## Answers

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

## ADDITIONAL MATERIAL

### Workbook Unit 11

Exercises 9 and 10 Further practice of requests and offers.

## READING AND LISTENING (SB p84)

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

#### NOTE

The reading text in this section contains a number of new lexical items and some topic-specific lexis, e.g. *computer network*, *the Net*, *go worldwide*. In order to save time in class, you might like to ask students to look up the following words in their dictionary for homework before the reading lesson: *history*, *start* (verb), *Department of Defense* (US spelling), *computer network*, *military* (noun), *telephone company*, *communicate*, *the Net*, *go worldwide*, *north*, *south*, *partner* (in a game), *list*, *endless*.

- 1 This section gives practice in vocabulary, reading, and listening based on a subject of interest to many students – the Internet. The first exercise reviews and extends useful verb–noun collocations and also pre-teaches some of the vocabulary used in the reading text.

Pre-teach/check *chat to*, *book* (verb), and *chess*. Focus attention on the example. Students continue matching, working individually. Get students to check in pairs before checking with the whole class.

#### Answers

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

- 2 Focus attention on the website addresses and elicit where you can find them (on the Internet). Elicit what 'www' means – *world wide web*.
- 3 Read the questions through as a class and elicit possible answers. Focus attention on the example in the speech bubble. Divide the class into pairs or groups of three and get students to discuss the questions. Allow them to use whatever language they can to express their ideas, but be prepared to feed in language if students request it. Do not feed back on the questions at this stage as students will find answers to the questions in the reading text.

- 4 **T 11.8** If you haven't set the vocabulary checking as homework pre-teach/check the items listed in the Note opposite. Ask students to read and listen to the text and to find the answers to the questions in exercise 3. Get students to compare their predictions in exercise 3 with the information in the text. Check the answers with the whole class.

#### Answers

- 1 The Internet started in the 1960s.
- 2 It started because the US Department of Defense wanted a computer network to help the American military.
- 3 You can buy a car or 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; you can chat to people from all over the world.

Elicit any other uses of the Internet that the students thought of in exercise 3 and that don't appear in the text.

- 5 Get students to read the text again and find and correct the false sentences. Ask students to check their answers in pairs before checking with the whole class.

#### Answers

- 1 The Internet started in the 1960s.
- 2 The US Department of Defense started it.
- 3 ✓
- 4 ✓

- 6 Give the names of a few good websites that you know and describe what you can do at these sites. Feed in useful language for talking about websites: (Name of site) is good for (shopping). I visit (name of site) for (information on travel). You can (read the news) at (name of site). A good site for (games) is (name of site).

Divide the class into groups and get them to talk about good websites that they know. Monitor and check. Get students to tell the whole class of any interesting sites in a brief feedback session. Highlight any common errors to the class, but do not over-correct as this may prove demoralizing.

- 7 **T 11.9** Tell students they are going to hear different people talking about when and why they use the Internet. Play the first extract and focus attention on the example. Play the rest of the recording and get students to note down their answers in the chart.  
Get students to check their answers in pairs. Play the recording again and get students to check/complete their answers. Check the answers with the whole class.

## Answers

	When?	Why?
<b>Fleur</b>	every day	help with homework
<b>Anya</b>	in the evening	talk to her brother
<b>Tito</b>	at weekends	find songs
<b>Henry</b>	every day	get information about his family name
<b>Tommy</b>	after school	play games
<b>Iris</b>	every Friday	shopping

### T 11.9

#### 1 Fleur

I use the Internet a lot. Every day, I think. It helps me with my homework. It helps me with everything. Yesterday I did an English test. It was quite difficult.

#### 2 Anya

My brother's in Japan. I can't phone Japan, it's very expensive – so Paul (that's my brother) and me – we 'talk' in chat rooms on the Internet. We talk late, at about 11 o'clock in the evening – well, it's evening here, but it's eight o'clock in the morning in Japan.

#### 3 Tito

I play the guitar and I can find lots of songs on the Internet. Yesterday I got the words and music for *Can't buy me love*, you know, by the Beatles. I can play it now. I use the Internet at weekends because it's cheap then.

#### 4 Henry

Well, my family's name is Krum and I want to write about my family, so every day I chat to people from all over the world, Canada, Germany, Argentina – people who have the name Krum. They send me information about their families. It's really interesting.

#### 5 Tommy

I play games. And I go to chat rooms. And I go on websites for my favourite pop groups and football players. I want to be on the web all the time, but my mum says I can't. She says I can only use it after school for an hour, and then I stop.

#### 6 Iris

I go shopping on the Internet. Every Friday I go to my son's house and I use his computer. It's fantastic – the supermarket brings all my shopping to my home.

### SUGGESTION

You can review and extend the verb–noun collocations from the *Reading and listening* section with the photocopiable activity on TB p115. Photocopy enough pages for your students to work in pairs. The page is divided into two sections – a matching activity and a gap-fill to practise the collocations. Divide the page along the cut lines, cutting out the verbs in the heading strip and each square which contains a noun. Divide the bottom half of the page so that you have two separate gap-fills. Keep each set of verbs and nouns and the gap-fills separate. Divide the class into pairs.

Give each pair a set of verbs and nouns. Explain that they have to match the nouns and verbs. Elicit an example, e.g. *listen to music*. If appropriate, you could do the activity as a competition with the fastest students to match the nouns and verbs as the winners. When students have finished matching, check the answers with the whole class.

### Answers

(Note: these answers are based on the collocations that are presented in the Student's Book. Other combinations may be possible, e.g. *read the news*, and accept these at the checking phase.)

**listen to:** music, a CD, a cassette, the news

**play:** the piano, chess, basketball, cards, computer games, the guitar, tennis

**book:** a hotel, a room, a table, a holiday, a ticket

**watch:** TV, a video, the news, a film

**read:** a newspaper, a magazine, a book, music, a letter

Hand out a copy of the gap-fill to each student. Pre-teach/check *show* (verb). Focus attention on the example and then get students to complete the conversation, working individually. Check the answers with the whole class.

### Answers

- |           |             |
|-----------|-------------|
| 1 watched | 4 listen to |
| 2 booked  | 5 read      |
| 3 play    | 6 book      |

Get students to practise the conversation in closed pairs.

## EVERYDAY ENGLISH (SB p86)

### What's the problem?

- 1 Focus attention on the problems and check students understand them. Pre-teach/check the following words from the conversations as you elicit from the class which problem goes with which photo: *airport, push a button, borrow, What's the matter, perhaps, it doesn't matter, flowers*.
- 2 Elicit the sentence to complete conversation 1 (*I can't find my passport*.) Students complete the other conversations, working individually. Get students to check their answers in pairs.

**T 11.10** Play the recording and get students to check against the tape.

## Answers and tapescript

- 1 **A** Come on! It's time to go to the airport.  
**B** But I can't find my passport.  
**A** You put it in your bag.  
**B** Did I? Oh, yes. Here it is! Phew!
- 2 **A** Excuse me!  
**B** Yes?  
**A** This ticket machine doesn't work. 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? I'm lost.  
**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.
- 4 **A** I don't understand this word.  
**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** The TV's broken.  
**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. I forgot your birthday.  
**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.

- 3 Get students to practise the conversations in closed pairs. Monitor and check for pronunciation. If students have problems, drill key sections from the tape and get students to repeat the pairwork.

Get students to choose two conversations to learn and act out for the rest of the class. Encourage them to stand up and role play the situation, rather than just say the conversations face to face. This helps students with the acting out and with the overall delivery. Encourage the other students to listen carefully to the students who are acting and give feedback on pronunciation.

### SUGGESTION

If class time is short, you could get students to learn their lines for homework and then give them a short time to rehearse in pairs. With a weaker group, you could put simple cues on the board to help if students forget their lines.

## ADDITIONAL MATERIAL

### Workbook Unit 11

**Exercise 13** Further practice of talking about and solving problems.

### *Don't forget!*

### Workbook Unit 11

**Exercise 11** In this exercise students translate sentences containing the main grammar points presented in the unit.

**Exercise 12** An 'odd one out' exercise to review word groups from previous units.

### Word list

Ask the students to turn to p135 and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following lesson.