

# 11

## I can do that!

- Grammar:** *can/can't* • Adverbs • Requests and offers
- Vocabulary:** Skills and abilities • Opposite adjectives
- Everyday English:** Everyday problems

- STARTER**
- Do you have a computer? Do you use it for ... ?  
• work • the Internet • computer games • shopping • e-mails
  - Talk to a partner. Tell the class what he/she can do.



**1** Marcus  
interpreter

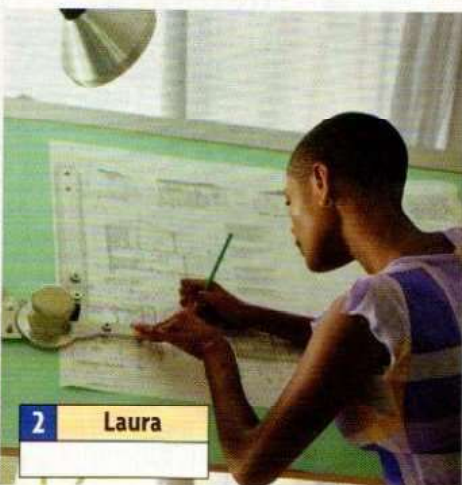
### WHAT CAN THEY DO? *can/can't*

- Match the words and photos.

pilot	farmer	student	athlete
interpreter	grandmother	architect	



**5** James



**2** Laura



**3** Lola



**4** George



**6** Oliver



**7** Margaret

- Complete the sentences with *a* or *an* and a word from Exercise 1.

- Marcus is an interpreter. He can speak Chinese and Japanese fluently.
- Laura is \_\_\_\_\_. She can draw well.
- Lola is \_\_\_\_\_. She can run very fast.
- George is \_\_\_\_\_. He can drive a tractor.
- James is \_\_\_\_\_. He can fly 747 planes.
- Oliver is \_\_\_\_\_. He can use a computer really well.
- Margaret is Oliver's \_\_\_\_\_. She can make delicious cakes.

**CD3 13** Listen and check. Practice the sentences.

- Tell a partner what you can do from Exercise 2.

I can use a computer  
and I can draw.



## Questions and negatives

- 1 **CD3 14** Listen and repeat the questions and answers.

Can Marcus speak Chinese? Yes, he can.

Can you speak Chinese? Yes, I can.

Can Laura draw well? Yes, she can.

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

?

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

Can Lola run fast?

Yes, she can.

Can you run fast?

No, I can't.

*Of course I can!*

- 3 **CD3 16** Read and listen to Oliver and Dominique. Complete the conversation.

**Dominique** Can you use a computer, Oliver?

**Oliver** Yes, of course I can! All my friends can.

I \_\_\_\_\_ a computer at home in my bedroom and we use computers at \_\_\_\_\_ all the time.

**D** That's great. What other things can you \_\_\_\_\_?

**O** Well, I can \_\_\_\_\_ fast, very fast, and I can draw a little. I can \_\_\_\_\_ cars really well, but I \_\_\_\_\_ drive them, of course! I can draw planes, too. When I grow up, I want to be a pilot and \_\_\_\_\_ 747 planes.

**D** Excellent. Now, I know you can speak French.

**O** Yes, I \_\_\_\_\_. I can speak French fluently because my dad's Canadian, from Quebec. We sometimes \_\_\_\_\_ French at home.

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

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

Practice the conversation with a partner.

- 4 Answer the questions about Oliver.

1. What can Oliver do?
2. What can't Oliver do?
3. Does he use a computer at school?

4. What does he want to be when he grows up?
5. Why can he speak French well?
6. What did he do yesterday?

## GRAMMAR SPOT

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

### Pronunciation

- 2 **CD3 15** Listen and repeat the different pronunciations of *can* and *can't*.

/kən/

He **can** speak Korean.

/kænt/

They **can't** draw.

/kən/

**Can** you drive?

/kæn/

Yes, I **can**.

► Grammar Reference 11.1 p. 123





## PRACTICE

### Pronunciation

1 **CD3 17** Listen and circle what you hear, *can* or *can't*.

1. I can / *can't* ski pretty well.
2. She *can* / *can't* speak Thai at all.
3. He *can* / *can't* speak English fluently.
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* I have an ice cream, please?
8. *Can* / *Can't* cats swim?

Listen again and repeat.

### She can speak Spanish very well!

2 **CD3 18** Jenni Spitzer is American, but she lives in Argentina.

Listen and put a check (✓) next to the things she can do.

Can ... ?	Jenni	You	T	S
speak Spanish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
speak Portuguese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dance	<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"/>
play a musical instrument	<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"/>
play golf	<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"/>

3 Complete Jenni's sentences with words from the box.

very well	a little	really well
(not) at all	pretty well	fluently

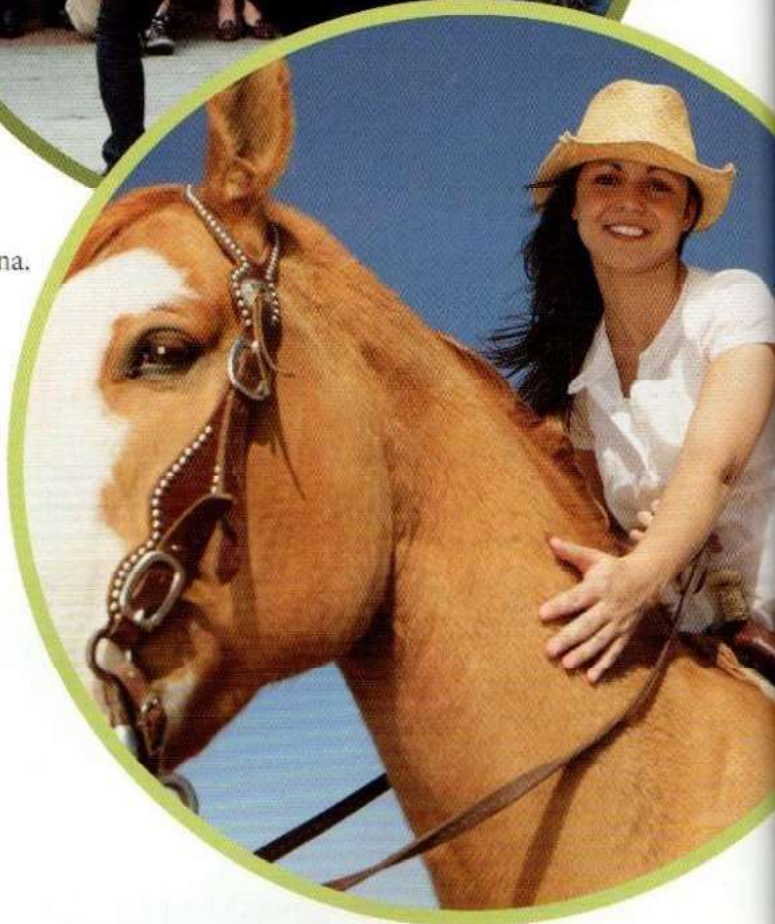
1. I can speak Spanish \_\_\_\_\_.
2. I can speak Portuguese \_\_\_\_\_.
3. My friends can play the guitar \_\_\_\_\_.
4. I can dance \_\_\_\_\_.
5. I can ride a horse \_\_\_\_\_.
6. I can't cook \_\_\_\_\_.

**CD3 18** Listen again and practice the sentences.

#### GRAMMAR SPOT

- 1 Adverbs can come after the verb.  
She can run **fast**.      He plays the guitar **well**.
- 2 Regular adverbs end in -ly.  
She can speak Spanish **fluently**.      Please speak **slowly**.

▶▶ Grammar Reference 11.3 p. 123



### Talking about you

4 Complete the chart about you. Then ask and answer the questions with the teacher (T) and another student (S).

Can you speak Spanish?

I can speak it a little. Can you?

I can't speak Spanish at all.

5 Compare yourself with the teacher and other students.

Isabel and I can dance very well.  
She can cook, too, but I can't cook at all.



## REQUESTS AND OFFERS

Can I help you?

- Look at the pictures. Use the words to write questions with *Can ...?*
- Match the questions in Exercise 1 with these answers.

- Sorry. I can't. It's my grandma's birthday on Saturday.
- It's about 3:30.
- Yes, of course. Here you are.
- Yes, please. I want to buy this postcard.
- Oh, yes, please! That's so nice of you!
- I'm sorry. Is this better? Can you understand me now?

**CD3 19** Listen and check.

- Practice the sentences with a partner. Continue the conversations.

Can you tell me the time, please?

It's about 3:30.

Thank you.

No problem.

### Check it

- Put a check (✓) next to the correct sentence.

- ☐ I no can understand.  
☐ I can't understand.
- ☐ He can drive a tractor.  
☐ He cans drive a tractor.
- ☐ Can you swim fast?  
☐ Do you can swim fast?
- ☐ We can to play tennis pretty well.  
☐ We can play tennis pretty well.
- ☐ You speak Japanese very good.  
☐ You speak Japanese very well.
- ☐ He plays very well the piano.  
☐ He plays the piano very well.

