

fall into one of the three categories. If not, teach the word *a mixture*.

- Put SS in pairs A and B. A interviews B and completes the form for him/her, and then they change roles. Monitor, helping and correcting SS, especially with the pronunciation of *can't*.
- c ● Focus on the question. If you haven't already done so above, elicit/teach *a mixture*, and tell SS to decide according to where there are the most checks (✓).
- Get feedback, asking a few pairs if they are athletic, creative, or practical.

4 GRAMMAR *can / can't* (other uses)

a 4.5

- Focus on the pictures and the instructions, and elicit ideas from different SS. Accept all possible ideas, and tell them they're going to hear two conversations.
- Play the recording once and ask SS what the problem is (in the first situation the man can't find the sugar, in the second the woman is having problems with the printer).
- b ● Play the recording again, stopping after each conversation for SS to write the three sentences. Repeat the recording as many times as SS need.

Extra support

Tell SS that in the first conversation all three sentences are negative, and in the second they are all questions. Then the second time you play the recording, pause after each *can/can't* sentence.

- Have SS compare with a partner and then check answers.

- | | |
|---------------------|-------------------------------|
| 1 I can't see it. | 1 Can you come here a minute? |
| 2 I can't find it. | 2 Can you help me? |
| 3 I can't hear you. | 3 Can you wait a minute? |

4.5

CD2 Track 11

(audioscript in Student Book on page 116)

- 1 A Mandy, where's the sugar?
B In the cupboard, on the second shelf.
A I can't see it. It isn't here.
B Yes, it is. Look for it.
A I can't find it. It's definitely not here.
B I *know* it's there. It's on the right.
A I can't hear you.
B Turn the radio off then. It's on the second shelf, on the right
A Oh, on the right. I see it.
- 2 A Tony. Can you come here a minute? Tony!
B What?
A Can you help me?
B What is it?
A It's the computer. The printer doesn't work.
B Can you wait a minute?
A TONY!
B Coming. What's the problem?
A It's the printer – it doesn't work.
B It helps if you turn it on!

- c ● Tell SS to go to **Grammar Bank 4A** on page 128.
- Go through the rules with the class. Focus on the different meanings. Have SS translate them into their L1 and ask them if they use the same verb for them (in many languages the equivalent of the verb *know* is used to express ability).
- Model and drill the example sentences.
- Focus on the exercises for **4A** on page 129. Have SS do a individually.
- Check answers. Have SS read the sentences out loud, making sure they get the rhythm right (stressing *can't* and trying not to stress *can* in affirmative sentences).

- | | | | | | | |
|---|---------|-------|---------|-------|-------|---------|
| a | 1 can | 2 Can | 3 can't | 4 can | 5 Can | 6 can't |
| | 7 can't | 8 can | | | | |

- Now focus on **b** and the first symbol and example sentence. Explain that here *You* means people in general, and that English doesn't have a separate impersonal pronoun (SS' L1 may have one).
- Elicit a sentence for the second symbol, e.g., *You can have a coffee here*. Then have SS write sentences for symbols 1–7 in pairs. Check answers.

b Suggested answers

- 1 You can have a coffee here.
- 2 You can't smoke here.
- 3 You can't take photographs.
- 4 You can camp here.
- 5 You can't drive on this street.
- 6 You can pay with a credit card.
- 7 You can't use cell phones here.

- Tell SS to go back to the main lesson on page 41.
- d ● Focus on the instructions and the pictures. Have SS write the sentences in pairs.
- Elicit answers, accepting all possible sentences and writing them on the board.

Suggested answers

- 1 Can you help me? / Help! I can't swim.
- 2 Can you take a picture, please?
- 3 I can't see. Can you move/take off your hat, please?
- 4 Can you tell me the time? / What time is it?

Extra challenge

Teach SS some expressions for responding to requests, e.g., *Yes, of course, sure*. Then have them role-play a short conversation using the sentences they have written for each picture.

Extra photocopiable activities

Grammar

can/can't page 152.

Communicative

Find somebody who ... page 197 (instructions page 178).

HOMEWORK

Study Link Workbook pages 31–32.