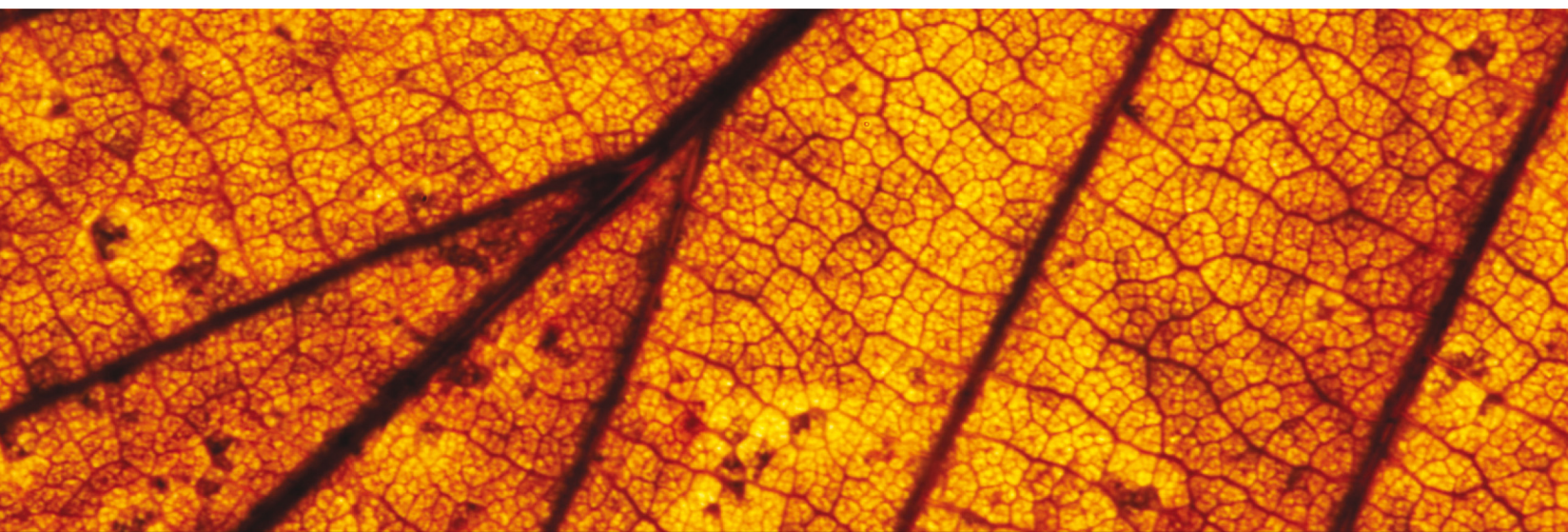


AI

Lindsay Clandfield

# Straightforward



Beginner



Student's Book

Second edition

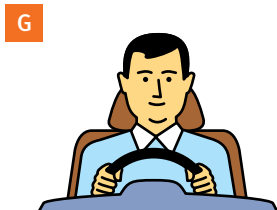
  
MACMILLAN

# 11A | Special people

**Grammar:** *Can/can't*  
**Vocabulary:** Action verbs  
**Reading:** *People look at us*

## VOCABULARY: action verbs

- 1 2.63 Listen and match the verbs 1–8 to the pictures A–H.



- |        |               |
|--------|---------------|
| 1 type | 5 dance       |
| 2 walk | 6 drive       |
| 3 sing | 7 run         |
| 4 swim | 8 play guitar |

## READING

- Read the article about different people on page 97. What is it about?
- Read the article again and complete the sentences *N* for Nathan, *J* for Janice and *I* for Isaac.
  - \_\_\_\_\_ uses a computer at work.
  - \_\_\_\_\_ knows many different languages.
  - \_\_\_\_\_ does sports.
  - \_\_\_\_\_ works with the internet.
  - \_\_\_\_\_ won a medal last year.
  - \_\_\_\_\_ works in the US.
- Each of the people in the article has a disability. Turn to page 118 to find out more.
- Work in pairs. Do you know someone who has a disability? Tell your partner about them.

## GRAMMAR: *can/can't*

Use *can* + verb to talk about ability.

*I can act.*

*Can* is the same form for all subjects.

*I/you/he/she/it/we/they can*

The negative of *can* is *can't*.

### Questions

*Can* + subject + verb + ...?

*Can you dance?*

### Short answer

Yes, I *can*. No, I *can't*.

➤ SEE LANGUAGE REFERENCE PAGE 112

- Correct the four mistakes with *can* in the text.

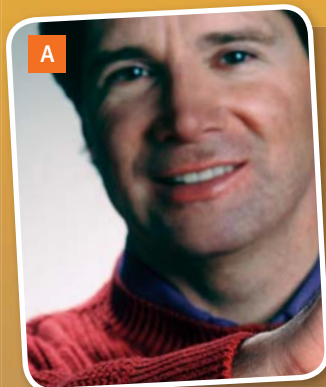
Our son Charles was born with cerebral palsy. Charles don't can walk and he doesn't can run with the other children. But he can do lots of other things. He cans read, he can write his name and he can to use a computer. That's not bad for a four-year-old.

- 2.64 Listen to check your answers.

- Cover the words. Look at the pictures and say the verbs.

# PEOPLE LOOK AT US and always see what we can't do.

They don't think about what we can do.

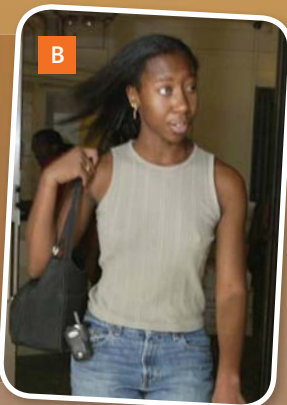


## The artist

My name's Nathan.  
I work for a big  
company. I'm a  
graphic artist. I  
make websites.  
I can type fast  
– 114 words a  
minute!

## The actor

I'm Janice. I'm an  
actor. I can act, I can  
sing and I can dance.  
I speak English,  
French and Spanish  
and I work on  
Broadway, New York.



## The athlete

My name's Isaac and I'm an athlete. I can  
swim and play tennis. Last year, I was in a  
national tennis competition. I won.

## PRONUNCIATION: can/can't

- 1 2.65 Listen to the pronunciation of *can* in these sentences.

I can drive.      I can't drive.      Can you drive?  
/kən/                      /kɑːnt/                      /kæn/

- 2 2.66 Listen and write the sentences you hear.  
Practise saying the sentences.

## SPEAKING

- 1 What can you do in English? Tick (✓) the phrases in the box that are true for you.

## The English Challenge!

count to 20

☐

spell your name

☐

say your email address

☐

say your phone number

☐

introduce yourself

☐

say what you did on Saturday

☐

tell the time

☐

say the date

☐

describe the classroom

☐

- 2 2.67 Read and listen to the example.

A: Can you spell your name in English?

B: Yes, I can.

A: Show me.

B: M-I-C-H-A-E-L.

- 3 Work in pairs, A and B. Play *The English Challenge!* game.

A: Can you ... in English?

B: Yes, I can./No, I can't.

A: Show me.



# 11B | Special event

**Grammar:** Present continuous  
**Vocabulary:** International organizations  
**Listening:** At a concert

## SPEAKING

1 Work in pairs. Look at the photos at the bottom of the page and answer the questions.

- 1 What can you see?
- 2 Where are the people?
- 3 Would you like to be there? Why or why not?

## LISTENING

1 2.68 Listen to the telephone dialogues 1–4 at this event. Which dialogue ...

- a talks about food? \_\_\_\_\_
- b talks about work? \_\_\_\_\_
- c talks about clothes? \_\_\_\_\_
- d is in the car? \_\_\_\_\_

2 2.68 Listen again and choose the correct phrase, a or b, to complete the sentences.

- 1 Speaker 1 is ...
  - a) in front of the gates.
  - b) at the front gates.
- 2 Speaker 2 is getting something ...
  - a) to eat.
  - b) to drink.
- 3 Speaker 3 is wearing ...
  - a) a blue jacket.
  - b) a red jacket.
- 4 Speaker 4 is having ...
  - a) a good time.
  - b) a bad time.

1 2.69 Listen to the sounds and make a sentence with one of the verbs from the box. Use the present continuous.

have a shower    talk on the phone  
 drive    play guitar    type

- 1 He ...                      3 She ...                      5 She ...
- 2 They ...                      4 They ...

2 Complete the dialogue with the present continuous form of the verbs in brackets.

A: Hello?  
 B: Hello, darling, it's your mother. How are you?  
 A: Fine, thanks.  
 B: What \_\_\_\_\_ you \_\_\_\_\_ (do)? What's that noise?  
 A: I'm at a concert. The band \_\_\_\_\_ (play). People \_\_\_\_\_ (dance) and ... it's a bit crazy.  
 B: Oh, that sounds nice. When does the concert finish?  
 A: What?  
 B: Darling, you \_\_\_\_\_ (not listen).  
 A: I \_\_\_\_\_ (listen), Mum, but I can't hear you! John and Liz \_\_\_\_\_ (talk) at the same time ... Quiet, I \_\_\_\_\_ (use) the phone!  
 B: Hello? Hello? Oh dear, his phone \_\_\_\_\_ (not work) now.

3 2.70 Listen to the recording to check your answers.

## PRONUNCIATION: /ŋ/

1 2.71 Listen and repeat the sound and words.

/ŋ/    having    thing    eating

## GRAMMAR: present continuous

Use the present continuous to talk about things happening now.

subject + *to be* + verb + *-ing*

*I am driving.*

### Question

(question word) + *to be* + subject + verb + *-ing*

*What are you doing?*

*Is it raining?*

### Negative

subject + *to be* + *not* (*n't*) + verb + *-ing*

*I'm not working.*

SEE LANGUAGE REFERENCE PAGE 112






2 Underline the words with the /ɪ/ sound in the sentences.  
Practise saying the sentences.

- |                          |                                    |
|--------------------------|------------------------------------|
| 1 I'm going to the bank. | 3 I can't think.                   |
| 2 She's speaking French. | 4 Is English a difficult language? |

## SPEAKING

1  2.72 Read and listen to the dialogue. Match it to one of the pictures A–D.

A: Hi, how are you?

B: I'm fine.

A: Can you talk right now?

B: Yes, I can.

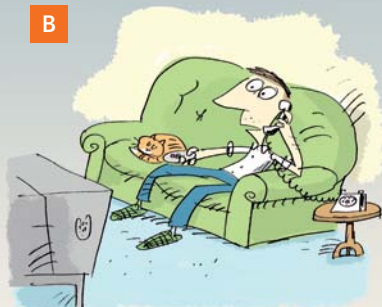
A: What are you doing?

B: I'm at home. I'm watching TV.

A



B



C




D



2 Work in pairs. Choose a different picture and make a similar dialogue.

3 Roleplay your dialogue.

## ENGLISH AROUND YOU: international organizations

1  2.73 Glastonbury Festival is famous for its music, but also for social causes. Listen to the names of some well-known non-governmental organizations.



FAIRTRADE  
FOUNDATION



ICRC

GREENPEACE



Save the Children

- 2 Which organizations do you know? What are they in your language?
- 3 Do you know any other English names for international organizations? What are they?





# 11c | Special paintings

**Functional language:** Talking about a painting

**Reading:** *Special paintings*

**Listening:** Dialogues about paintings

## SPEAKING & READING

1 Work in pairs. Look at the paintings and discuss the questions.

- 1 Do you know these paintings?
- 2 What do you think of them?

2 Read the article. What is the connection between the article and the paintings?

## Special paintings

In 2005, the National Gallery of London and the BBC had a competition to find Britain's favourite painting. More than 118,000 people voted. The competition made people talk and think more about art. Here are some of the favourite paintings.

3 Read the article again and answer the questions.

- 1 What was the competition about?
- 2 When was the competition?
- 3 Why did the National Gallery and the BBC organize the competition?
- 4 How many people voted?

4 Work in pairs. Ask and answer the questions.

- 1 Would you like to vote in an art competition?
- 2 Which painting would you like to win?
- 3 Is art popular in your country?
- 4 What artists do you like?

□



*A Bar at the Folies-Bergère* by Edouard Manet 1882

□



*Sunflowers* by Vincent Van Gogh 1888



*The Fighting Temeraire* by JMW Turner 1839



## LISTENING

1 🎧 2.74 Listen to people talking about the paintings on page 100. Put the paintings in the order you hear them.

2 🎧 2.74 Listen again and decide if the sentences are true (T) or false (F). Correct the false sentences.

- 1 This painting is not very popular.
- 2 Van Gogh painted this while he was in France.
- 3 The woman is in Paris.
- 4 Maybe the woman is sad.
- 5 *The Temeraire* is a famous boat.
- 6 *The Temeraire* is the small boat.

### FUNCTIONAL LANGUAGE: talking about a painting

1 Match the sentences 1–3 to the paintings A–C on page 100.

- 1 In this painting I can see a woman at a bar.
- 2 The flowers are yellow.
- 3 There are two boats on the river.

2 🎧 2.75 Listen and repeat the sentences.

3 Make other sentences about the paintings on page 100.

#### Language note

Use the present continuous to talk about paintings.

*The small boat **is pulling** the big boat.*

*The men **are drinking**.*

## SPEAKING

1 Look at another favourite painting. Make notes about what you see. Use the questions in the box to help you.

What can you see? Where are they?

What are they doing?

What are they thinking about?

2 Work in pairs. Talk about the painting.




*Automat* by Edward Hopper 1927

# 11D | Review

## LISTENING

1  2.76 Listen to a job interview. What is the problem?



2  2.76 Listen again and tick (✓) the correct sentences, a or b.

- 1 a) The man can sing. \_\_\_\_  
b) The man can't sing. \_\_\_\_
- 2 a) The man can't dance. \_\_\_\_  
b) The man can dance. \_\_\_\_
- 3 a) The man wants a job at tourist information. \_\_\_\_  
b) The man wants a job as a television actor. \_\_\_\_
- 4 a) The man is in room 3. \_\_\_\_  
b) The man is in room 4. \_\_\_\_

## GRAMMAR & VOCABULARY

1 Make sentences about the people in Listening exercise 1 in the present continuous affirmative or negative.

- 1 The man / sit.  
*The man is sitting.*
- 2 He / stand.  
*He isn't standing.*
- 3 The woman / listen to music.
- 4 They / talk.
- 5 The woman / look for a job.
- 6 The man / look for a job.
- 7 They / have lunch.
- 8 They / have a job interview.

2 Look at the pictures. Complete the sentences with *can*/*can't* and a verb from the box. There is one extra verb.

run eat play see dance drive



1 Sorry, I \_\_\_\_.



2 She \_\_\_\_ fast.



3 He \_\_\_\_ tonight.



4 I \_\_\_\_ this guitar.



5 \_\_\_\_ you \_\_\_\_ me?

3 Test your memory. Cover the sentences. Look at the pictures and say the sentences.

4 Work in pairs. Complete the sentences so that they are true for you.

*We can ... We can't ...  
I can ..., but my partner can't.*



## FUNCTIONAL LANGUAGE

### 1 Rearrange the words to make sentences.

- 1 Van Gogh think I a it's painting .
- 2 this photo in are four There men .
- 3 I France think in it's .
- 4 men are The sleeping .
- 5 I see can café this painting In a .
- 6 Maybe New York in this is .

### 2 Match the sentences 1–6 in exercise 1 to a picture, A or B. Say the sentences.

### 3 What do you think? Do you like these pictures? Ask and answer with a partner.

## SPEAKING

### 1 Work in pairs, A and B.

A: Turn to page 114.

B: Turn to page 119.

Find four differences in your pictures.

### Self-assessment (✓)

- ☐ I can talk about what I am doing at the moment.
- ☐ I can describe a picture.
- ☐ I can talk about ability.

