3 DAYS TO REMEMBER





1 Look at the photos 1–5. Match them to cities a–e.

2 Work in pairs to complete A in the KEY VOCABULARY PANEL.

3 Match the times to the city clocks above.

1 half past seven in the morning
2 twelve o'clock midday
3 quarter to six in the evening
4 four o'clock in the morning
5 eleven o'clock at night

LIVEWORKSHEETS

4 Read what different people do at the same time around the world. Match each person to a city in 1.

1 I finish work at this time. Sometimes I go to the market on the way home. I get home at about 7 o'clock.
2 I usually watch TV at this time and then I go to bed at about midnight.
3 This is the time I have lunch. I go to a café near my office. I go back to work at one o'clock.
4 I'm in bed at this time. I don't get up until 8 o'clock. I start work at 10.
5 I'm usually on the bus at this time. I work in a bank. I start work at 8.

5 When it's 12 o'clock midday in London, what time is it in your country? What do you usually do at this time?

6 **a** Work in pairs. Complete B and C in the KEY VOCABULARY PANEL

b 3.2 Listen and complete the times.

1 07:____ 2 08:____ 3 ____:15 4 13:____ 5 ____:45 6 ____

7 **a** 3.3 Match the times in 6b with the activities below. Then listen and check.

a get home
b get up
c go to bed
d go to work/school
e have breakfast
f have a coffee
g have lunch
h take a break

b Work in pairs. Ask and answer questions about the activities in 7a.

What time do you get up? I get up at about 8 o'clock.

NOTICE *AT & ABOUT*

Use *at* + time: *at 9 o'clock.*

Use *about* with an approximate time: *at about 9 o'clock.*

LIVEWORKSHEETS

5.1 YOU CAN DO IT!

- Practise can/can't for ability
- Talk about abilities



READING

1 Work in pairs. Look at the photos. Which activities do you think are

1 easy to learn?
2 difficult to learn?

2 **a** Look at the photo of identical twins in the newspaper article below. How old do you think they are? Which of the activities in 1 do you think they do?

b Read the article to find out.

3 **a** Read the article again. Are the statements true (T) or false (F)?

1 The twins have nothing in common.
2 Marcia isn't good at sports.
3 Marcia gets top marks in Maths and English.
4 Madeleine plays two musical instruments.
5 Their different abilities often cause problems.

b Do you know any children the same age as Marcia and Madeleine? Are they sporty or academic?

They look alike, but...!

On the outside they look exactly the same, but on the inside they're very different children. Meet identical twins Marcia and Madeleine Carlisle, 5 years old. All they have in common, it seems, are their looks and the fact they can both speak Spanish and English!

Marcia is the academic one. She finds it easy to learn languages, she gets top marks in Maths and English and she can read for hours and hours without getting bored. But when it comes to physical activity, she just can't compete with her sister.



Madeleine doesn't like reading and studying. She can't sit still for one second. But she can swim, she can ski, she can ride a bike and now she wants to try other sports.

Their parents can't believe it. 'They're so different,' says mother Charlene. 'Madeleine can do all these sports and she can play the guitar. Marcia can't do those things yet, but she's really good at the academic side. The great thing is that there's no conflict or arguments. They both know that they are good at different things.'

CAN/CAN'T (1)

We use ***can/can't*** + infinitive to talk about (1) *ability / preferences*.

+	I can ski.	Madeleine can ski.
–	I can't ski.	Marcia can't ski.
?	Can you ski?	Can Marcia ski?
Yes/No	Yes, I can./No, I can't.	No, she can't.

We (2) *add / don't add* **-s** for the third person singular: *Marcia can read.*

We (3) *use / don't use* **to** after ***can***: *I can sing.*

See page 144 for grammar reference and more practice.

LIVEWORKSHEETS

3 **a** Look at the picture of Marcia and Madeleine's brother Max. He is 2. What can he do? Write sentences using the verbs in the box.



~~walk~~ read write talk
run ride a bike sing

He can walk.

b 5.1 Listen to Max's mother discussing what he can and can't do and check your answers.

NOTICE *(NOT) VERY WELL*

We often use *very well*, *quite well* and *not very well* in short answers with *can*:
Can you ski? Yes, but not very well.
Can Madeleine ski? Yes, very well.
How do you say these words in your language?

4 Work in pairs. Look again at the photos above. Ask and answer questions about the abilities.

Can you play the guitar? Yes, I can.

PRONUNCIATION: /kən/ & /kæn/

1 **a** 10.5 Listen to the pronunciation of *can* in the sentences.

/kən/	/kən/
Can we go to the beach?	You **can** go to the beach.

b Listen again and repeat.

2 **a** 10.6 Listen to the pronunciation of *can* in the question and short answer.

/kən/	/kæn/
Can we go to the beach?	Yes, you **can**.

b Listen again and repeat. Which *can* is stressed and which is unstressed in 2a?

LIVEWORKSHEETS