5 A real achievement

1 a Work in pairs. Match the sports and pastimes in the box to the photos.
   chess  crossword  cycling  football  skateboarding  sudoku

b Look again. What is unusual about each photo?
People don’t usually play football on top of buildings.

2 a Work in pairs. Complete the descriptions with the activities in 1a.
Which photo does each sentence describe?
   1 In Japan they play _________ on top of tall buildings.
   2 Some people go _________ in very dangerous places, like this rock high above a canyon in Africa.
   3 People don’t usually go _________ in business suits.
   4 It takes all day to do this _________ in Ivov, Ukraine. The clues are in the town and the answers show up on the wall at night.
   5 In Hungary people often play _________ in outdoor swimming pools.
   6 Some people do giant _________ on the street, like these ones in New York.

b Where do people usually do these activities in your country?
People usually play chess at home or in a bar – or maybe in the park.

3 a Work in pairs to complete A in the Key vocabulary panel.

b Answer the questions about the activities in A.
   ● Which do you usually do
     a) indoors, b) outdoors?
   ● Which are
     a) physical, b) mental or c) both?
   ● Which do you usually do
     a) on your own, b) in a team?
   ● Which is your favourite? Why?
A Complete the lists with the words in 1a.

Sports
surfing, jogging, tennis, judo, gymnastics, Pilates, basketball, golf, climbing, horse riding,

Pastimes
cards, dominoes, salsa, 

Add three more sports or pastimes to the lists.

B Match the verbs in the box to the activities in A.

do:
do: judo...
play:
play: tennis...
go:
go: surfing...

We can also use go for + noun to describe some activities. Complete the notes.
1 go cycling/horse riding – go for a ride
2 go running/jogging – go for a run /
3 go swimming – go for 
4 go walking – 
5 go driving –

We use go for a in common expressions with food and drink:
go for a coffee/a drink/a meal
as well as with other expressions:
go for a break/a holiday/a weekend away.

4 Look again at the descriptions in 2a. Then work in pairs to complete B in the Key vocabulary panel.

5 Work in small groups. Discuss the questions.

Do you do any of these activities on a regular basis?
Where do you do them?
Who do you do them with?

I love cycling. I go out on my bike every day. I cycle to work and at the weekend I go cycling with friends in the country.
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.’
5.1 Pronunciation

Listen to the dialogue. Notice when can/can’t are stressed and how the pronunciation of can changes.

A Can /ə/ you ski?
B Yes, I can /æ/. I can /ə/ ski really well, but I can’t /ɑː/ snowboard. Can /ə/ you snowboard?

b Listen again and repeat.

5.2 Listen to four more sentences. Are they affirmative or negative? Write down what you hear.

Practise the stressed and unstressed forms of can in these sentences.

Can /ə/ you touch your toes? Yes, I can /æ/.
Can /ə/ you touch the floor as well? No, I can’t /ɑː/.

Speaking

1 a Write five questions to ask your classmates using Can you...? Think about different abilities.

b Work in groups of four. Ask and answer the questions.

2 a Write five sentences about your discussion using the phrases below.

Only one of us can/can’t...
Two/Three of us can/can’t...
All of us/None of us can...

b Report back to the class. Which group is the most sporty, the most artistic, the most academic?

Grammar

1 Work in pairs. Look at the article again and underline all the examples of can and can’t.

2 Choose the correct option to complete 1–3 in the Grammar panel.

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 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.

Can/Can’t (1)

We use can/can’t + infinitive to talk about 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 (a) add / don’t add -s for the third person singular: Marcia can read.

We (b) use / don’t use to after can: I can sing.

See page 144 for grammar reference and more practice.
**Grammar**

1. Listen to three conversations. Match them to three of the signs.

2. a Work in pairs. Complete the extracts using can/can’t.

   1. A: Excuse me, sir, I’m sorry you ________ smoke here. This is a no-smoking area.
      B: Oh, sorry.
      A: There’s a smoking area over there. You ________ smoke there.

   2. A: ________ I drink this water?
      B: Ah, no, sorry, you ________ . It isn’t drinking water.

   3. A: ________ I pay in dollars?
      B: No, sorry, you ________ use dollars here, only pesos.
      A: Ah, OK. ________ I pay by credit card?

   b Listen again and check. Where do you think the people are?

3. Complete 1–8 in the Grammar panel.

4. Write three more questions to ask about your classroom. Ask and answer the questions with your partner.

---

**Can/Can’t (2)**

- We use (1) ________ to talk about what is OK or possible.
- We use (2) ________ to say that something is not possible.
- You (3) ________ smoke here = It’s OK/possible to smoke here.
- You (4) ________ smoke here = It isn’t possible to smoke here.

Write the words in the correct order to form questions.

a. you here smoke can? (5) __________________________

b. eat you can here? (6) __________________________

Answer the questions for your classroom.

a. Yes/No, you (7) ________ .

b. Yes/No, you (8) ________ .

See page 144 for grammar reference and more practice.

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**Notice**

We can use you to talk about people in general:

*You can’t sell food here* = No one can sell food here.

What do you say in your language?

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**Speaking**

1. Work in pairs. Think of a sentence for each sign in Grammar 1 using can’t. Use a dictionary to help you.
   d. You can’t smoke.

2. a Change partners. Compare your answers. Where do you think you can see these signs? Use the places in the box to help you.

   - on the street
   - in a shop
   - in a station
   - in a church
   - in a swimming pool
   - in a museum
   - on a plane
   - in a square
   - in a shopping centre
   - on a beach
   - on the door to a restaurant
   - in a hospital
   - in a hotel
   - in a park
   - in a theatre
   - in a cinema
   - near a computer

   b. Which signs are common in your country? Which are not? Can you think of any more signs?

3. Draw four signs that you can see in your town. Ask them to say
   1. what they mean.
   2. where you can see them.
Reading

1 a Work in pairs. Match the words in the box to the images.

- plastic ball
- roll
- jump
- wall
- trampoline
- hill
- acrobatics

b Do you know where these sports come from?

2 Read the descriptions and check your answers in 1. Which sports would you like to try?

3 Read the descriptions again and match one sport to each statement.

1 you can’t do this alone
2 you can do it on water
3 you can do it on the beach
4 you can do it in the city
5 you can invent your own rules

Notice can/can’t in rules

We often use can/can’t to talk about rules:

- The players can’t touch the ball with their hands = a rule
- We also use can/can’t to say that something is, or isn’t, possible:
  - You can play on the beach = this is possible

Listening & Writing

1 Listen to the description of a sport. What is it?

2 a Complete the paragraph with the words in the box.

- ball
- park
- hands
- teams
- street

You can kick the (1) _______ but you can’t pick it up with your (2) _______. You can play this sport on the (3) _______, on the beach or in a (4) _______. You can see professional (5) _______ play it in special stadiums.

b Listen again and check.

3 a Work in pairs. Think of the rules of a sport you know and write them using can and can’t. Use a dictionary to help you.

b Read out the rules to the class. Can they guess the sport?

Bossaball: You can only play this on a special court. It’s similar to beach volleyball. It’s a team game and there are strict rules. It comes from Slovakia and it’s very popular in Eastern Europe.

Parkour: This comes from France. You can do what you like, there are no rules and no teams. The idea is to get across the city without touching the ground. It’s really acrobatic, but you need to be careful!

Zorbing: This is great fun! You roll down a hill in a big plastic ball called a zorb. Two or three people can do it together. You can even do it on water! The idea comes from New Zealand.
Vocabulary (1): Parts of the body

1 Match the words in the box to the parts of the body in the picture. Use a dictionary to help you.

arm  back  stomach  foot/feet
hand  head  leg

2 Work in pairs. Draw the parts of the face on the head. Use the words in the box.

ears  eyes  hair  lips
mouth  nose  teeth

3 a 5.6 Listen to eight people answering the question When you meet someone for the first time, what do you notice first? Make a note of their answers.

b Work in pairs. Check your answers in transcript 5.6 on page 163. Who do you agree with most? What is your answer to the question?

Vocabulary (2): Verbs of movement

1 a Work in pairs. Complete the labels with a part of the body or face.

1 clap your
2 dance with your
3 wink (with your)
4 breathe in through your
5 touch your
6 stretch your
7 lie on your

b Mime the actions.

2 Work in pairs. Look at the photo of an acrobat. What do you think she can do?

3 a 5.7 Listen and complete the sentences.
1 She can ________ her nose with her ________.
2 She can dance on her ________.
3 She can put her ________ behind her ________.
4 She can ________ with her feet.

b Can you do any of these things?

4 5.8 Listen to the instructions. Stand up and do the actions.
**Grammar (1)**

1. Work in pairs. Read the instructions. **Underline** all the verbs. How many negative verbs are there?
   1. Touch your nose with your left hand.
   2. Stretch your right arm to the right.
   3. Stand on one leg and wink with your left eye.
   4. Sit down and put your hands on your head.
   5. Open and close your mouth. Now open and close your eyes. Repeat and don’t stop!

2. Choose the correct option to complete 1–2 in the Grammar panel.

3. a. Read the instructions in 1 again. Change the body parts to make new instructions.
   - Touch your left ear with your right hand.

   b. Work in pairs. Ask your partner to do the actions.

4. a. Choose two of the photos. Write instructions for them. Then listen and check.

   ![Photo 1](image1)
   ![Photo 2](image2)
   ![Photo 3](image3)
   ![Photo 4](image4)
   ![Photo 5](image5)

   b. Work in pairs. Read your instructions. Your partner guesses which photo they describe.

**Grammar (2)**

1. Work in pairs. Read transcript 5.9 on page 163. Find two words that end in -ly. Complete 1–2 in the Grammar panel.

2. Match the adverbs in the box to make four pairs of opposites. Which adverb is irregular?

   - well  quickly  happily  sadly
   - quietly  badly  slowly  loudly

3. **5.10** Listen to eight people doing different actions. Write the adverb that you think best describes the way they do the action.
   1. He always speaks ______.
   2. She sings ______ in the shower.
   3. She always laughs ______.
   4. He usually speaks ______ when we don’t understand.
   5. He speaks English very ______.
   6. He always laughs very ______.
   7. I speak English very ______!
   8. She always sings so ______ but she’s a really happy person.

4. Work in small groups. Think of an action and an adverb. Use the verbs in the box to help you. Perform your action to the class. Can they guess your action?

   - dance  eat  drink  walk  jump  laugh  sing  whistle  breathe

**-ly Adverbs**

-ly adverbs describe a verb. They tell us how we do an action.

We form -ly adverbs by adding -ly to an adjective:

- careful → (1) ______
- slow → (2) ______

For adjectives that end in -y, change -y to -ily:

- happy → happily

*See page 144 for grammar reference and more practice.*

**Imperatives**

We often use the imperative to give instructions.

The imperative form **has / does not have** a subject pronoun:

- Touch your toes.

We form the negative with **not / don’t**:

- Don’t stop!

*See page 144 for grammar reference and more practice.*
**5.4 Functional language: On the phone**

**Tune in**

1. Work in pairs. Answer the questions.
   - How many text messages do you send every day?
   - How many phone calls do you make?
   - Are you a texter or a talker?

2. a. Read the text messages and answer the questions.
   1. What do Ted, Dan, Ali and Steve want to do this evening?
   2. What does Dan ask Ted to do?
   3. What does Ted ask Ali to do?

   b. 5.11 The friends decide to phone each other. Listen to their conversations. Who are the two people in each conversation?

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hi Ted. Football tonight?</td>
<td>8 p.m. Can you give Ali &amp; Steve a lift?</td>
<td>Dan</td>
</tr>
<tr>
<td>Great! Thanks, Ted. Steve knows. C u @ 7.30. Ali</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Work in pairs. Compare your answers in 2b. Match the conversations to the pictures.

**Focus on language**

4. a. Read the questions. Which conversation do they come from? Who is speaking, Jo (J), Dan (D), Ted (T) or Ali (A)?
   1. Is Ted there?
   2. Can I take a message?
   3. Can you tell him it’s about football tonight?
   4. Can you ask him to call me?
   5. Is that you, Dan?
   6. Can you give Steve and Ali a lift in your car?
   7. Can you call Steve?

   b. Listen to 5.11 again and check your answers.

   **“Hello?”**

   5.12 Listen to Jo when she answers the phone. Notice how her voice goes up when she says Hello?

   5.13 Listen to four people saying hello. Are they a) on the phone? b) saying hello to a friend?

5. Work in groups of four. Turn to page 163. Read the telephone conversations in transcript 5.11.

**Over to you**

6. a. Work in pairs. Read the instructions for your part of the conversation. Decide what to say. Use the questions in 4a to help you.

<table>
<thead>
<tr>
<th>Student A</th>
<th>Student B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer the phone.</td>
<td>Ask to speak to Tim.</td>
</tr>
<tr>
<td>Explain that Tim is still at work. Ask student B if he/she wants to leave a message.</td>
<td>Ask student A to ask Tim to call you when he gets back.</td>
</tr>
<tr>
<td>Tell student B that’s no problem.</td>
<td>Thank student A and say goodbye.</td>
</tr>
</tbody>
</table>

   b. Act out the conversation. Then change roles and repeat the conversation.
**Tune in**

1. a Read the descriptions, 1–3, and match them to the photos.
   - a

<table>
<thead>
<tr>
<th>Photo</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>a childminder</td>
</tr>
<tr>
<td>b</td>
<td>a doctor</td>
</tr>
<tr>
<td>c</td>
<td>an engineering student</td>
</tr>
</tbody>
</table>

   b Work in pairs. Compare your answers in a and answer the questions.
   1. What is a childminder?
   2. Why does Nia want a childminder?

**Prepare for task**

2. a Nia wants to interview Martina and Brad for the job of childminder. Write seven questions that Nia can ask them in the interview. Use the prompts to help you.
   1. Drive? A car? *Can you drive? Do you have a car?*
   2. Swim?
   3. What sports/do?
   4. What other interests/have?
   5. What languages/speak?
   6. Sing? Play a musical instrument?
   7. Work at weekends?
   8. Like animals?

   b Think of three more questions Nia can ask.

3. Listen to a job interview. How many of the questions in 2 did you hear?

4. Work in two groups. Group A is Brad. Group B is Martina. Complete the form for your character. Answer no to at least two items.

   **Task**

   5. a Work in pairs – one student from group A and one student from group B.

      **Student A:** you are Nia. Use the questions in 2 to help you.
      **Student B:** you are Martina. Use the notes in the form in 4 to help you.

   b Act out the interview between Nia and Martina. Make notes.

6. Now act out the interview between Nia and Brad.
   Student A, you are Brad. Student B, you are Nia.

**Report back**

7. Look at page 159 and decide who is the best person for the job.

8. Report back to the class. Do you all agree? Why/Why not?