5 A REAL ACHIEVEMENT

### Vocabulary

#### Sports & pastimes

1 Where can you do these activities? Complete the table with the words in the box. Some words can go in more than one column.

| Words in the box: basketball, chess, climbing, crossword, jogging, judo, Pilates, skateboarding, swimming, sudoku |
|---|---|---|
| Outdoors | At home | At a sports centre |
| basketball | basketball |

#### Vocabulary extension

#### Other free-time collocations

4 a Complete the phrases with verbs from the box.

- drive
- play
- read
- ride (x2)
- sing

1 ride a bike
2 ______ a car
3 ______ a book
4 ______ the guitar
5 ______ a horse
6 ______ a song

b 5.1 Listen and check.

5 Which of the activities in 4 do you do? How often?
Parts of the body
6 Complete the body words. Match them to pictures a–j.

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Verbs of movement
7 Which part(s) of the body do you use to do these things?

| 1 clap | hands | 4 breathe | 7 h____d |
| 2 smile | ______ | 5 dance | 8 ______ |
| 3 wink | ______ | 6 listen | 9 ______ |

8 Complete the message using the words in the box.
do feet go hands jogging play stretch touch

BRING IT TOGETHER

9 May 2011
Sepak takraw – new team?

I want to know: does anyone play sepak takraw? It’s a game that comes from Southeast Asia – it’s incredible!

Sepak takraw is quite similar to volleyball because you play it with a ball and a high net. But the rules are different – you can’t (1) ___________ the ball with your arms or (2) ___________!

You can hit the ball with any other part of your body so players often kick the ball with their (3) ___________, just like in football. In fact, some people say that sepak takraw can help you (4) ___________ football well!

It’s important to (5) ___________ your legs before you play because you use them a lot in this game! I also (6) ___________ judo – people say it helps to do a martial art because it makes you flexible. Then you can jump higher!

I want to play sepak takraw at the weekends but I need a team! Don’t just (7) ___________ swimming or (8) ___________ – try something new! Post below if you’re interested.

Posted by Marc22 at 1.28 PM
11 comments
**Grammar**

**Can/Can’t (ability)**

1. Look at the pictures. Write sentences using *can/can’t* and the phrases in the box.

2. Write questions for the answers. Use the phrases in the box in 1.

3. Put the words in the correct order to make questions using *can*.

4. Complete answers a–f using *can/can’t*. Match them to the questions in 3.

**Can/Can’t (permission/possibility)**

1. Put the words in the correct order to make questions using *can*.

- Can I take a photo?
- Can I pay in euros?
- Can I swim here?
- Can I eat this sandwich?
- Can I use my mobile phone?
- Can I watch this DVD?

2. Complete answers a–f using *can/can’t*. Match them to the questions in 3.

3. Write questions for the answers. Use the phrases in the box in 1.

4. Imperatives

5. Look at the pictures. Complete the instructions using the correct form of the verbs in the box.
-ly adverbs

6 Write the letters in the correct order to make adverbs.

1 wollys  __________  5 yetiqul  __________
2 yiahpl  __________  6 laybd  __________
3 ladsy  __________  7 doluly  __________
4 lewl  __________  8 lickyuq  __________

7 a Read the story. Number pictures a–d in order, 1–4.

Sasha wants a new hobby so she decides to go to a salsa class. At the first class, the teacher does the dance very (1) quickly. It’s too fast for Sasha. She asks the teacher to dance (2) ________ so that she can learn. It is very difficult and Sasha dances so (3) ________ that her partner laughs (4) ________!

Sasha is embarrassed so she leaves the class. She goes out (5) ________ so the other people in the class don’t hear her. Then she sees a sign on the door: ‘Advanced Salsa’. It’s the wrong class! The next week she goes to the beginners’ class. It is easy and Sasha dances very (6) ________.

Now she goes to the class every week.

b Complete the story with six adverbs from 6.

8 Match 1–8 to a–h to make classroom rules.

1 Come in  a in the books.
2 Don’t smoke  b food in the classroom.
3 Please don’t use  c computer room before 1 p.m.
4 Don’t eat  d carefully to your teacher and your classmates.
5 Please don’t write  e in the school building.
6 Talk  f quietly during the lesson.
7 Listen  g your mobile phone in the classroom.
8 Don’t use the  h quietly if you are late for your class.

9 Are the sentences true (T) or false (F)? Correct the false sentences.

1 You can’t smoke inside the school.  T / F
2 You can eat food in the classroom.  T / F
3 You can’t come in if you are late.  T / F
4 You can use the computers in the morning.  T / F
5 You can’t use your mobile phone in the classroom.  T / F
6 You can talk loudly in the classroom.  T / F
**FUNCTIONAL LANGUAGE**

On the phone

1. Match 1–6 to a–f to make questions.
   1. Can a message?
   2. Can you tell Tina?
   3. Is cinema tomorrow?
   4. Is Tina to call me?
   5. Can you tell there?
   6. Can I take that Nicky?

2. a Complete the conversations with the questions in 1.
   1. A Hello?
      (1) Is that Nicky?
      B Yes, it’s me. Hi, Rosie. How are you?
      A Not bad, thanks. Listen, it’s about the cinema tomorrow. The film starts at 8.15.
      B OK, great.
      (2) ?
      A Sure, no problem. I can call her later.
      B Thanks, Rosie. See you tomorrow then.
      A OK. Bye!
   2. A Hello?
      B Hi Alex, it’s Rosie.
      (3) ?
      A No, sorry. She’s out.
      B Yes, please.
      (4) ?
      A 8.15... OK.
      B Oh, and ?
      A Then we can decide where to meet.
      B Thanks, Alex. Bye, then.
      A See you.

   b 5.2 Listen and check.

**LISTENING**

Understanding the main idea

1. a 5.3 Listen to a radio programme about a sport. Which photo shows the sport?

   b Tick (✓) the best description of the sport. Listen again and check.

   1. You play this game under the water. The idea of the game is to put the ball in the other team’s goal. You can’t play for a long time.

   2. You play this game in a swimming pool. The idea of the game is to put the ball in your team’s goal. The game lasts 45 minutes.

   **STRATEGY** Sometimes listening texts are long and difficult, but you don’t need to understand every word. Try to listen for the main ideas.

Specific information

2. a Look at the pictures. Are these things you can (✓) or can’t (✗) do in underwater rugby?

   b Check your answers in transcript 5.3 on pages 83–84.
**Reading** Using headings

1. a. Read headings 1–4 from an article about robots. Answer each question with one idea.

   1. **Photo fish**
      
      What can this robot do?
      
      *take photos*

   2. **House watch**
      
      Where can you use this robot?

   3. **Superman for the day**
      
      What can this robot help you do?

   4. **Just like me!**
      
      Why is this robot special?


   b. Read the article quickly. Match the headings to paragraphs a–d.

   **Amazing Robots**

   a. **HAL-5**
      
      The robot super suit, HAL-5, is a new invention from Japan. In the HAL-5 super suit, you can stand, walk, climb stairs and even climb mountains! This robot can help people in hospital move around and it also helps people with difficult, physical jobs.

   b. **Asimo**
      
      Asimo is the robot that is most similar to humans. It can do a lot of things with its body. It can walk, run and carry things. It can't talk but it can understand simple instructions and sentences.

   c. **Carp robot**
      
      Carp robot looks like a fish and it moves like one, too. It can swim underwater and take photographs of fish. Scientists can use these photos to help them with their work. Carp robot can also swim in rivers or the sea to check that the water is clean.

   d. **Spykee robot**
      
      Spykee robot can move, listen, speak and see. If you are on holiday, it can watch your house for you. It can move around the rooms and take photographs. If it sees something strange, it can send you an email! You know your house is safe with Spykee.

2. Read the article again. How many of your ideas in 1a are correct?

   **Strategy** Sometimes texts have headings. Look at the key words in the headings. They can help you understand the main ideas.

   **Scanning**

   3. Match sentences 1–6 to robots a–d. Sometimes there is more than one correct answer.

      1. It has a camera.  
      2. It can talk.  
      3. You can tell it to do things.  
      4. It can tell you if something is wrong.  
      5. It can do a lot of different activities.  
      6. It can help people do their job.

   
   
   
   
   
