

# 5 A REAL ACHIEVEMENT



1 a Work in pairs. Match the sports and pastimes in the box to the photos.

chess crossword bike riding soccer skateboarding sudoku

b Look again. What is unusual about each photo?

*People don't usually play soccer on the roof 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 the top of tall buildings.
- 2 Some people **go** ..... in very dangerous places, like on 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 ..... puzzle 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 people 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 favorite? Why?



d



f

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 bike riding. I go out on my bike every day. I ride my bike to work and on the weekend. I go mountain biking with friends.*

## KEY VOCABULARY

### Sports & pastimes

#### Activities

A Complete the lists with the words in 1a.

##### Sports

surfing, jogging, tennis, judo, gymnastics, Pilates, basketball, golf, climbing, horseback riding,

....., ....., .....

##### Pastimes

cards, dominoes, salsa dancing, ....., ....., .....

- Add three more sports or pastimes to the lists.

#### Collocations

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

do play go

do: judo...

play: tennis...

go: surfing...

- We can also use *go for* + noun to describe some activities. Complete the notes.

1 go bike riding/horseback riding – *go for a ride*

2 go running – *go for a run*

3 go swimming – *go for* .....

4 go walking – .....

5 go driving – .....

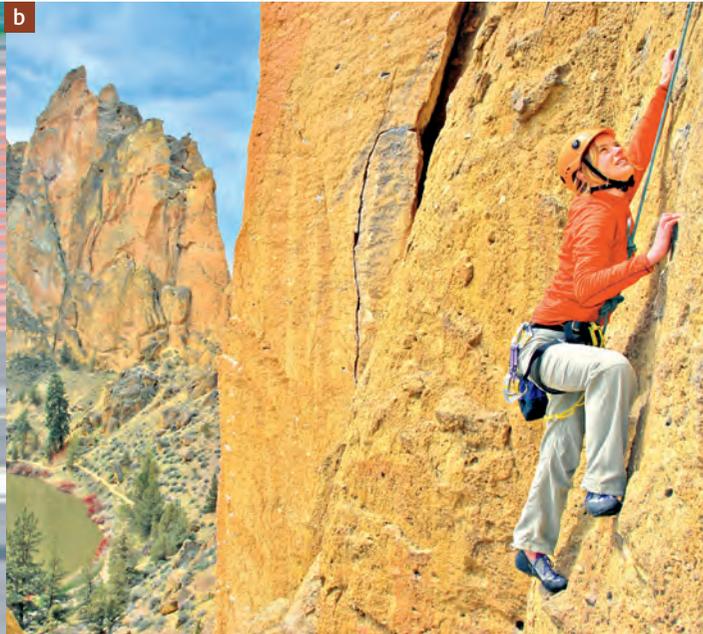
#### NOTICE GO FOR A

We use *go for a* in common expressions with food and drink:

*go for a cup of coffee/a drink/a meal*

as well as with other expressions:

*go for a weekend away.*



## 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 excellent grades in math 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 athletic or academic?

# They Look Alike, But...!

**O**n 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 excellent grades in math 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 academic things. The great thing is that there's no conflict or arguments. They both know that they are good at different things."





## 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 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*, *pretty well*, *fairly 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 <sup>(1)</sup>ability / preferences.

+	I can ski.	Madeleine can ski.
-	I can't ski.	Marcia can't ski.
?	Can you ski?	Can Marcia ski?
<b>Yes/No</b>	Yes, I can./No, I can't.	No, she can't.

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

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

See page 144 for grammar reference and more practice.

## PRONUNCIATION

- 1 a** 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 /æ/ snowboard. Can /ə/ you snowboard?

A No, I can't /æ/.

- b** Listen again and repeat.

- 2 a** Listen to four more sentences. Are they affirmative or negative? Write down what you hear.

- 3** Practice 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 /æ/*.

## 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...

*All of us can ride a bike. None of us can speak Italian.*

- b** Report back to the class. Which group is the most athletic, the most artistic, the most academic?

## GRAMMAR

1  5.4 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 non-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 <sup>(1)</sup> ..... to talk about what is OK or possible.

We use <sup>(2)</sup> ..... to say that something is not possible.

You <sup>(3)</sup> ..... *smoke here* = It's OK/possible to smoke here.

You <sup>(4)</sup> ..... *smoke here* = It isn't possible to smoke here.

Write the words in the correct order to form questions.

a you here smoke can? <sup>(5)</sup> .....

b eat you can here? <sup>(6)</sup> .....

Answer the questions for your classroom.

a Yes/No, you <sup>(7)</sup> .....

b Yes/No, you <sup>(8)</sup> .....

See page 144 for grammar reference and more practice.

## NOTICE YOU

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?



## 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 store in a station in a church  
in a swimming pool in a museum on a plane  
in a square in a shopping mall on a beach  
on the door to a restaurant in a hospital in a hotel  
in a park in a movie theater 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. Give them to another pair. 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  5.5 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 <sup>(1)</sup>....., but you can't pick it up with your <sup>(2)</sup>..... You can play this sport on the <sup>(3)</sup>....., on the beach or in a <sup>(4)</sup>..... You can see professional <sup>(5)</sup>..... 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 the rules out loud 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.

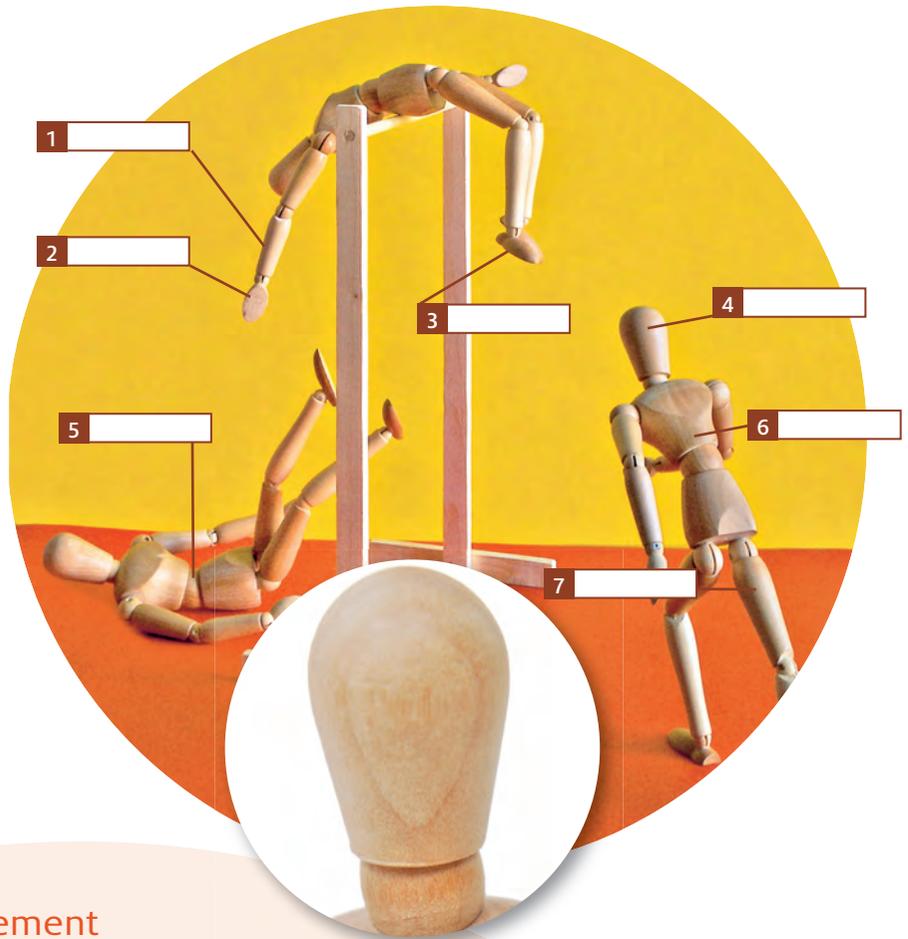
arm back stomach foot/feet  
hand head leg

**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  
.....)



5 touch your  
.....



6 stretch your  
..... and  
.....



7 lie on your  
.....



4 breathe in  
through your  
.....,  
breathe out  
through your  
.....

**b** Mime the actions.

**2**  Work in pairs. Look at the photo of a contortionist. 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 Listen to 5.9. Choose two of the photos. Write instructions for them. Then listen and check.



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

## IMPERATIVES

We often use the imperative to give instructions.

The imperative form <sup>(1)</sup>has / does not have a subject pronoun:

*Touch your toes.*

We form the negative with <sup>(2)</sup>not / don't:

*Don't stop!*

See page 144 for grammar reference and more practice.

## 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 Listen to 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 for 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* → <sup>(1)</sup> .....

*slow* → <sup>(2)</sup> .....

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

*happy* → *happily*

See page 144 for grammar reference and more practice.

## 5.4 FUNCTIONAL LANGUAGE: ON THE PHONE

### TUNE IN

- 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?
- Read the text messages and answer the questions.

  - What do Ted, Dan, Ali and Steve want to do this evening?
  - What does Dan ask Ted to do?
  - 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?

1 *Jo and* ..... 3 .....

2 .....

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



### FOCUS ON LANGUAGE

- Read the questions. Which conversation do they come from? Who is speaking, Jo (J), Dan (D), Ted (T) or Ali (A)?

  - Is Ted there?
  - Can I take a message?
  - Can you tell him it's about soccer practice tonight?
  - Can you ask him to call me?
  - Is that you, Dan?
  - Can you give Steve and Ali a lift?
  - Can you call Steve?
- 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?

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

### OVER TO YOU

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

Student A

Student B

Answer the phone.

Ask to speak to Tim.

Explain that Tim is still at work. Ask student B if he/she wants to leave a message.

Ask student A to ask Tim to call you when he gets back.

Tell student B that's no problem.

Thank student A and say good-bye.

- Act out the conversation. Then exchange roles and repeat the conversation.

**TUNE IN**

- 1 a** Read the descriptions, 1–3, and match them to the photos.
- b**  Work in pairs. Compare your answers in a and answer the questions.
- 1 What is a babysitter?
  - 2 Why does Nia want a babysitter?

**PREPARE FOR TASK**

- 2 a** Nia wants to interview Martina and Brad for the baby-sitting job. 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/practice?
  - 4 What other interests/have?
  - 5 What languages/speak?
  - 6 Sing? Play a musical instrument?
  - 7 Work on weekends?
  - 8 Like animals?
- b** Think of three more questions Nia can ask.
- 3**  5.14 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.

Home
Links
Archives
Search

## Vacation Playmates

*The website that cares about your children*

**1** Hi, I'm Brad. I'm an engineering student. During school vacations I work as a babysitter. I love my job. It's a great excuse to play sports and games of all types.

**2** My name's Martina. I'm a babysitter. I really like working with children of all ages. I also cook and clean and take care of the house. It isn't a bad job, and I learn to speak English at the same time.

**3** Hi, I'm Nia. I'm a doctor. I work full time. I don't have a lot of time to spend with my two boys, Jake (6) and Josh (9). I need a babysitter to help me over summer vacations.



Name: .....

Age: .....

Nationality: .....

Languages: .....

Mark the things you can do:

cook

drive

swim

play a musical instrument (which?)

.....

What sports do you practice regularly?

.....

What other interests do you have?

.....

Do you have a car? .....

Do you have a bike? .....

Do you like animals? .....

**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. Take 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?