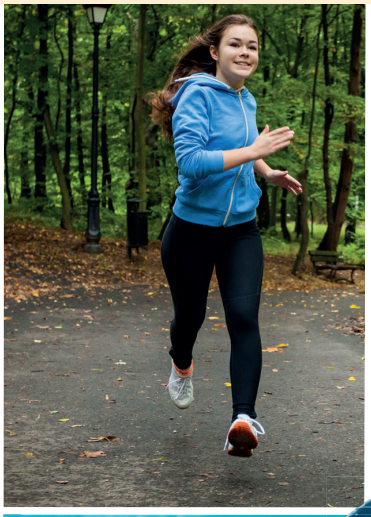
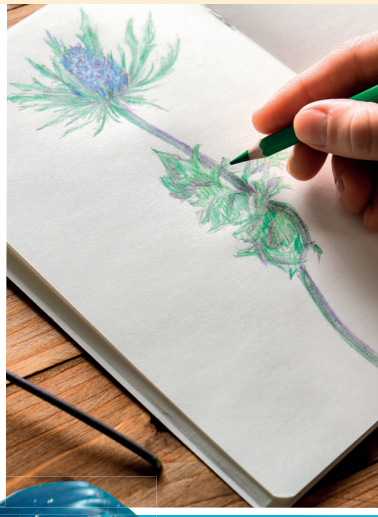
Things I can do

5

VOCABULARY
Action verbs | *make, play, ride* | Language | Musical instruments

GRAMMAR
can affirmative and negative | *can* questions and short answers





5.1 Vocabulary

Action verbs

1 Find the actions below in the photos.

dance draw fix jump ride run swim

For the teacher
- Teaching notes, page 190

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *Verbs are fun!*
- **Test:** Vocabulary Check 5

For the student
- Workbook, page 50

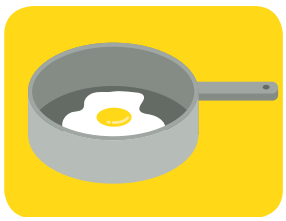
On the Portal
- **Workbook:** Lesson 5.1
- **Extra Practice Activities:** Vocabulary

2 5.1 Listen and repeat. Which action verbs are not in the photos on page 72?

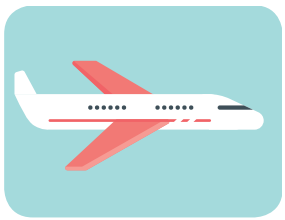
VOCABULARY Action verbs

act cook dance draw fix fly jump read ride run sing swim write

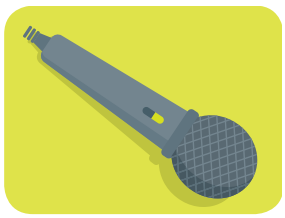
3 Match six words from the Vocabulary box with pictures 1–6.



1 cook



2 fly



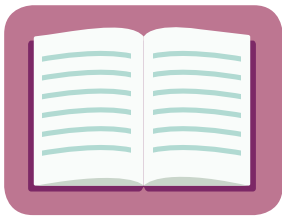
3 sing



4 write



5 dance



6 read

4 5.2 Listen to the sounds and choose the correct option.

1 write / read
2 swim / cook
3 draw / ride
4 write / fly
5 run / fix
6 sing / act

5 Which actions 1–8 are in the picture? Tick (✓) for *yes* or put a cross (✗) for *no*.



1 ✓ swim
2 ✗ dance
3 ✓ read
4 ✓ jump
5 ✓ draw
6 ✗ fix
7 ✓ ride
8 ✗ fly

6 In pairs, look at the picture in Exercise 5. Mime actions for your partner to guess!

7 In pairs, write the actions.

1 Things we do at school: *read, write, draw*
2 Things actors do: _____
3 Things we do at home: _____
4 Things we do for sport: _____
5 Things birds do: _____

YOUR WORLD

8 Make two lists that are true for you. Use the Vocabulary box to help you.

I think it's easy to: *cook,* _____
I think it's difficult to: _____

Exercise 2
Actions not in the photos: act, cook, fly, read, sing, write

Exercise 7
(Suggested answers)
2 act, dance, sing, read (their role) (also: run, jump, fly, swim, as part of a role)
3 cook, dance, draw, fix, read, sing, write
4 fly, jump, ride, run, swim
5 fly, jump, run, sing, swim

I can understand and use action verbs.

5.2 Grammar

can affirmative and negative

VIDEO **I CAN FIX IT!**



Lian: Guys, this video is for my granny in Shanghai. Granny Lin, this is my friend, Lucas.
Lucas: Hello!
Lian: Lucas can play the guitar and he can sing!
Lucas: I can't sing very well, but …



Lian: Oh, no, not again!
Alex: What's wrong?
Lian: It's the camera. I can't see a thing!
Alex: Let me see … Hmm, I can fix it.
Lian: Thanks! Alex is a genius! He can fix things. He can do very clever things with computers too.



Jen: Yes, very clever – he can play computer games all day! Cupcake?
Lian: Jen is a fantastic cook! These cupcakes are yummy!



Alex: But what about Lian?
Lucas: Yes, what can she do?

1 24 5.3 Watch the video. Then listen and read. Complete the sentence.

There's something wrong with Lian's camera.

2 Complete the sentences.

1 The video is for *Lian's granny*.
2 Lian's granny is in Shanghai (China).
3 Alex is a genius.
4 Jen is a good cook.

3 5.4 Listen and repeat. Find these expressions in the story.

SOUNDS GOOD!

Not again! • What's wrong? • Let me see …

4 What can Lian do? Clue 1: Look at photo 3. Clue 2: Look at the picture of the elephant in photo 4.

Lian can s _ _ _ _ _ _ _ _ d and d _ _ w!

5 25 5.5 Now watch or listen and check. skateboard; draw

For the teacher
- Teaching notes, page 191
- Videoscripts, page 236
- Audioscripts, page 236

On the Portal
- Grammar presentation
- **Photocopiable activity:** *I can't fly!!*
- **Test:** Grammar Check 5

For the student
- Workbook, page 51
- Grammar Time, page 136

On the Portal
- **Workbook:** Lesson 5.2
- **Extra Practice Activities:** Grammar, Vocabulary, The Newmans video

6 Study the Grammar box. Then watch.

GRAMMAR *can* affirmative and negative

+	–
I can jump.	I can't jump.
You can jump.	You can't jump.
He/She/It can jump.	He/She/It can't jump.
We can jump.	We can't jump.
You can jump.	You can't jump.
They can jump.	They can't jump.

VIDEO **26 GET GRAMMAR!**



7 Who can do these things? Complete the sentences with the names below. Then look at the photos on page 74 and check.

Alex (x1) Jen (x2) Lian (x2) Lucas (x2)

1 *Lian* *can* skateboard.
2 Lucas can sing.
3 Alex can play computer games.
4 Jen can make cupcakes.
5 Lian can draw.
6 Jen can cook.
7 Lucas can play the guitar.

8 Follow the lines and complete the sentences with *can* or *can't*. Then read the sentences.

1 Lian *can't fix things*.
2 Jen _____.
3 Alex _____.
4 Lucas _____.
5 Lian _____.
6 Alex _____.

draw
cook
play the guitar
fix things
skateboard
sing

9 5.6 Listen and choose the correct option.

1 He *can* / *can't* swim.
2 She *can* / *can't* draw.
3 They *can* / *can't* act.
4 He *can* / *can't* sing.
5 She *can* / *can't* run.
6 His brother *can* / *can't* read.

10 5.7 Listen and repeat.

VOCABULARY *make, play, ride*

make	a poster/cupcakes
play	computer games/football/the piano
ride	a bike/a horse

WATCH OUT!
play volleyball play **the** piano

11 Complete Lucas's email with *can* and *make*, *play* or *ride*.

Here's what my family can do. My dad [1] *can play* football very well. My mum [2] can ride a horse and she [3] can play the piano. My aunt Melina [4] can make cupcakes. They're yummy! As for me, I [5] can play the guitar and I [6] can ride a bike.

YOUR WORLD

12 Work in pairs. Student A, write three true and three false sentences. Student B, guess which sentences are true. Then change roles and have the conversation again.

A: My granny can skateboard.
B: No, she can't!



Exercise 8
2 Jen can't skateboard.
3 Alex can't sing.
4 Lucas can't cook.
5 Lian can't play the guitar.
6 Alex can't draw.

I can use the verb *can* in affirmative and negative sentences.

5.3 Grammar

can questions and short answers

The Terrific Two – Thank you, Superdug!



Exercise 1
1 The title is *Learn to swim*.
2 The small dog can swim.

1 Look at the cartoon and answer the questions.
1 What is the title of Dug's book?
2 Who can swim in the cartoon?

2 5.8 Listen and read. Complete the sentence.

The woman is Tom and Susan's mother/mum.

3 Read the cartoon again and complete the sentences with one word in each gap.
1 Dug can *see* the boat.
2 Susan and Tom are in the boat.
3 Susan and Tom can't swim.
4 Kit and Superdug can help.
5 Superdug can't swim, but he can fly.

For the teacher
- Teaching notes, page 192
- *Need support?* worksheet, page 226
- Videoscript, page 236

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Can she ride a horse?*
  Test: Grammar Check 5

For the student
- Workbook, page 52
- Grammar Time, page 136

On the Portal
- **Workbook:** Lesson 5.3
- **Extra Practice Activities:** Grammar

4 Study the Grammar box. Then watch.

GRAMMAR *can* questions and short answers

?	Short answers
Can I swim?	Yes, I can. / No, I can't.
Can you swim?	Yes, you can. / No, you can't.
Can he/she/it swim?	Yes, he/she/it can. / No, he/she/it can't.
Can we swim?	Yes, we can. / No, we can't.
Can you swim?	Yes, you can. / No, you can't.
Can they swim?	Yes, they can. / No, they can't.

What can we do? We can help.

VIDEO **27 GET GRAMMAR!**



5 Complete the questions and short answers.

1 A: *Can* Superdug *fly*? (fly)
B: Yes, *he can*.
2 A: Can Dug swim ? (swim)
B: No, he can't .
3 A: Can you see the boat? (see)
B: Yes, I can .
4 A: Can the little dog swim; ? (swim)
B: Yes, it can .

6 Look at the cartoon on page 76. In pairs, ask and answer the questions.

1 Picture 2: Dug / see the children?
A: Can Dug see the children?
B: Yes, he can.
2 Picture 3: Tom and Susan / swim?
3 Picture 3: What / Kit and Dug / do?
4 Picture 4: Superdug / run fast?
5 Picture 4: Superdug / swim?

7 In pairs, ask and answer about Kit and Dug.

		
swim?	✓	✗
draw?	✗	✓
cook?	✓	✗

A: Can Kit swim?
B: Yes, she can.

8 Copy the table. Add your idea for number 5. Ask five classmates. How many can do these things? How many can't do these things?



Can you …	1	2	3	4	5
1 swim?	✓	✗	✓	✗	✗
2 fix a computer?					
3 ride a horse?					
4 draw?					
5 … ?					

9 Write about your classmates' answers in Exercise 8.
Two people can swim, and three people can't swim.

YOUR WORLD

10 5.9 5.10 Go to page 141. Listen and chant the Activities Rap.

Exercise 7
A: Can Kit draw?
B: No, she can't.
A: Can Kit cook?
B: Yes, she can.
A: Can Dug swim?
B: No, he can't.
A: Can Dug draw?
B: Yes, he can.
A: Can Dug cook?
B: No, he can't.

Exercise 6
2 A: Can Tom and Susan swim?
B: No, they can't.
3 A: What can Kit and Dug do?
B: They can help.
4 A: Can Superdug run fast?
B: Yes, he can.
5 A: Can Superdug swim?
B: No, he can't.

5.4 Speaking

Suggestions

VIDEO **LET'S DO SOMETHING FUN!**



Lucas: Hey, guys, let's do something fun.
Jen: I agree. Any ideas?
Alex: We can go to the park.
Jen: Again? It's not a good idea.
Lian: Let's go ice-skating.
Jen: Great idea!
Lucas: I'm not sure … I can't skate very well.
Lian: No problem. I can teach you.
Lucas: OK, cool! Let's do that!



Alex: Hey, Lucas! You can wear these!
Lucas: Ha, ha! You're so funny!

1 28 5.11 Watch the video. Then listen and read. What do they agree to do? Tick (✓) the correct photo.





1 ☐ 2 ☑ 3 ☐

2 5.12 Listen and repeat.

SPEAKING **Suggestions**

A: Let's *do something fun*!/Let's *go ice-skating*!/ We can *go to the park*!
B: I agree!/Let's do that!/Great idea!
I'm not sure.
It's not a good idea.

3 Complete the sentences with one word in each gap.

1 We *can* go to the cinema!
2 Let's go to the swimming pool!
3 Let's do something fun!
4 We can play football!
5 We can ride our bikes!

4 Choose the best answer.

1 A: Let's do something fun.
B: a Let me see …
b I agree. Any ideas?
c What's wrong?
2 A: Let's go to the swimming pool!
B: a We can go to the park.
b Let's do something fun.
c I'm not sure … I can't swim very well.
3 A: No problem. I can teach you.
B: a Yes, we can.
b OK. Let's do that!
c I can't do that.

5 Complete the dialogues with expressions from the Speaking box.

1 A: We can make cupcakes! B: *Great idea!*
2 A: Let's do something fun! B: _____
3 A: We can go to the park. B: _____
4 A: Let's play volleyball. B: _____

6 In pairs, make dialogues like those in Exercise 5. Use the ideas below and add your own.

go to the cinema | go to the swimming pool
make a video | play computer games
play volleyball | ride our bikes

A: Let's ride our bikes!
B: I agree!

Exercise 5
2 I agree!/Let's do that!/Great idea!
3 It's not a good idea.
4 I'm not sure.

For the teacher
- Teaching notes, page 193
- *Need support?* worksheet, page 226

On the Portal
- **Photocopiable activity:** *Let's do that!*

For the student
- Workbook, page 53

On the Portal
- **Workbook:** Lesson 5.4
- **Extra Practice Activities:** Speaking

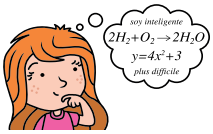
5.5 Reading and Vocabulary

Sign language

1 5.13 Listen and repeat. Match the words in the Vocabulary box with pictures 1–6.

VOCABULARY Language

hear language learn sign language speak special



1 learn



2 language



3 sign language



4 speak



5 special



6 hear

2 Read the text quickly. What is it about? Choose the correct answer.

a Learn to speak Spanish
(b) Sign language
c Make things with your hands

3 5.14 Read and listen to the text. Match headings a–d with paragraphs 1–4.

a Learn sign language!
b A special language
c Where is sign language important?
d What is sign language?

1 [b] At school you can learn different languages, like English, French or Spanish. But there are special schools where teachers and students use sign language.

2 [d] In sign language you make letters and words with your hands. It's for people who can't hear.

3 [c] Sign language is important in schools and at home. All the family can learn sign language. They can speak to children who can't hear.

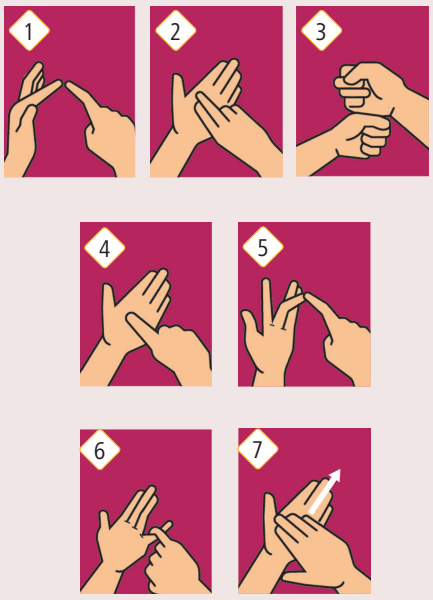
4 [a] Are there children at your school who can't hear? Here's an idea: you can learn sign language and speak to them.

4 Read the sentences. Mark them T (true) or F (false).



1 People who can't hear have got a special language. (T)/ F
2 There are special schools for students who use sign language. (T)/ F
3 In sign language you draw pictures. T /(F)
4 People who can hear can use sign language too. (T)/ F
5 People use sign language only in school. T /(F)

5 Pictures 1–7 show a word in the British Sign Language alphabet. Go to page 142 and check the word. Practise saying the word with your hands. English



6 Spell your name in British Sign Language.

I can understand a text about sign language.

For the teacher
- Teaching notes, page 194
- *Need support?* worksheet, page 226

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *Get signing!*

For the student
- Workbook, page 54

On the Portal
- **Workbook:** Lesson 5.5
- **Extra Practice Activities:** Vocabulary

5.6 Listening and Writing

After-school clubs

Exercise 5
computers, computer games and robots

1 Match photos 1–4 with after-school clubs a–d. In pairs, say what you can do in these clubs.









a [4] swimming club
b [2] art club
c [3] drama club
d [1] football club

2 5.15 Listen and match speakers 1–4 with clubs a–d in Exercise 1.

Speaker 1 [b]
Speaker 2 [c]
Speaker 3 [d]
Speaker 4 [a]

3 5.15 Listen again. Complete the sentences with a number or an action verb.

1 At art club you can learn to *draw*.
2 The number of students in the art club is twelve/12.
3 In drama club you learn to act.
4 Football club is for boys and girls from twelve to fifteen/15.
5 The number of students in the swimming club is eight/8.

4 Which club a–d in Exercise 2 do you prefer?

5 Read the ad for an after-school club. Complete the sentence.

The club is for students who like _____.

COME TO COMPUTER CLUB!

You can write emails, but you can't write computer programs? We can teach you!
You can make robots and you can play computer games too. How cool is that!

Where: St Alban's Secondary School
When: Monday, 4 o'clock

See you there!

www.U-and_Bot.get

6 Study the Writing box. Find *and* and *but* in the ad in Exercise 5.

WRITING Linkers: *and, but*

You can make robots **and** you can play computer games.
You can write emails, **but** you can't write computer programs.

7 Complete the sentences with *and* or *but*.

1 I can run *and* I can jump.
2 She can sing, but she can't act.
3 They can play computer games and; make a robot, but they can't write computer programs.

Exercise 6
You can write emails, but you can't write computer programs.
You can make robots and you can play computer games too.

WRITING TIME

8 Write an ad for an after-school club.

1 Find ideas
Make notes about what you can do at the club, and where and when the club is.

2 Draft
Give your ad a title: *Come to … Club!*
Write a paragraph about what you can do at the club.
You can … and …
You can … , but you can't …
Write where and when the club is.
Where: … When: … o'clock
Write the end. *See you there!*

3 Check and write
Check the linkers *(and, but)* and write the final version of your text.

For the teacher
- Teaching notes, page 195
- *Need support?* worksheet, page 226
- Audioscript, page 236

On the Portal
- Photocopiable activity: *What can we do after school?*

For the student
- Workbook, page 55

On the Portal
- Workbook: Lesson 5.6
- Extra Practice Activities: Writing

5.7 CLIL: MUSIC

Musical instruments

1 5.16 Listen and repeat. Match the words in the Vocabulary box with photos 1–6.

VOCABULARY Musical instruments

acoustic guitar drums electric guitar
keyboard violin



1 electric guitar



2 acoustic guitar



3 violin



4 drums



5 keyboard

2 Read the quiz. Mark the sentences T (true) or F (false). Check your answers on page 142. What is your score?

3 Correct the false sentences in the quiz. Use the words below.

body can't China feet ~~Spain~~ wooden

1 The acoustic guitar is from *Spain*.
2 When you play the acoustic guitar, its body is on your legs.
3 Two-year-old children can't learn to play the violin.
4 You can play the drums with your hands and feet.
5 The violin is a wooden instrument.
6 The drums are from China.

4 Read the text. Answer Jane's question.

She can play the guitar.

Hi, I'm Jane. I love music! Can you guess the instrument I can play? It's wooden and it's big. I play this instrument with my fingers. It's brown and black.



5 Imagine you can play one of the instruments from the quiz and complete the sentences. Use Exercise 4 to help.

I can play the _____. It's _____ and _____. I play this instrument with my _____.

Quiz time!

1 The acoustic guitar is from France. T /(F)
2 The guitar has got a head, a neck and a body. (T)/ F
3 When you play the acoustic guitar, its head is on your legs. T /(F)
4 Two-year-old children can learn to play the violin. T /(F)
5 You can only play the drums with your hands. T /(F)
6 The violin is a glass instrument. T /(F)
7 The keyboard is an electric instrument. (T)/ F
8 The body of the electric guitar is usually wooden. (T)/ F
9 The violin and the acoustic guitar are in the same family of instruments. (T)/ F
10 The drums are from the USA. T /(F)

My score is __ / 10

I can name and describe musical instruments.

For the teacher
- Teaching notes, page 196

On the Portal
- Photocopiable activity: *Musical instruments*

For the student
- Workbook, page 56

On the Portal
- **Workbook:** Lesson 5.7

Vocabulary Activator

WORDLIST 5.17

Action verbs
act (v)
cook (v)
dance (v)
draw (v)
fix (v)
fly (v)
jump (v)
read (v)
ride (v)
run (v)
sing (v)
swim (v)
write (v)

make, play, ride
make cupcakes
make a poster
play computer games
play football
play the piano
ride a bike
ride a horse

Language
hear (v)
language (n)
learn (v)
sign language (n)
speak (v)
special (adj)

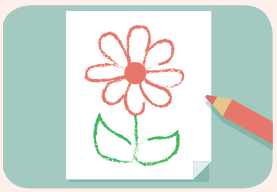
Musical instruments
acoustic guitar (n)
drums (n)
electric guitar (n)
keyboard (n)
violin (n)

Extra words
after-school (adj)
all day
boat (n)
camera (n)
club (n)
come (v)
fast (adv)
football (n)
game (n)
guys (n)
I can't see a thing.
important (adj)
Let me see …
letter (n)
lovely day
Not again!
One minute, please.
star (n)
teach (v)
teacher (n)
video (n)
volleyball (n)
wear (v)
well (adv)
What's wrong?
who (pronoun)
word (n)

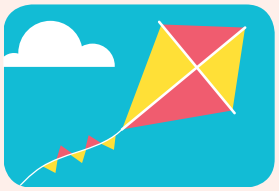
1 Guess the action verbs.


1 *swim*


2 cook

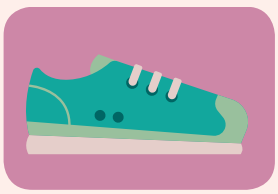

3 draw


4 jump

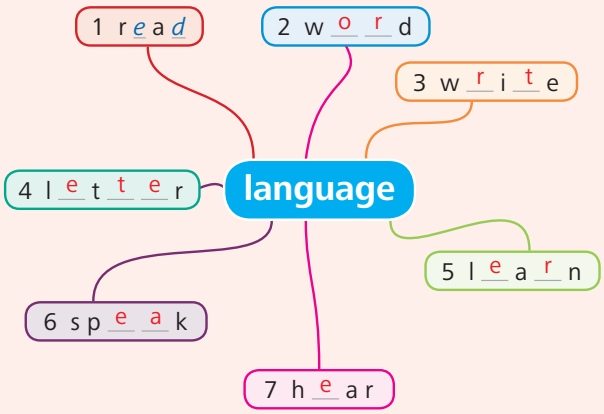

5 fly


6 fix


7 act


8 run

2 Complete the words from the wordlist.



3 Find the words and phrases in the wordlist that have something to do with music, sports and food.

1 music: *dance,* _____
2 sports: _____
3 food: _____

4 5.18 **PRONUNCIATION** /æ/, /ɑ:/
Listen and repeat.
Mark's Aunt Ann can play the guitar.
But she can't sing or act so she isn't a star!

Exercise 3
1 music: *dance*, sing, acoustic guitar, drums, electric guitar, keyboard, violin, play the piano
2 sports: jump, ride, run, swim, play football, ride a bike, ride a horse, football, game, volleyball
3 food: cook, make cupcakes

On the Portal
- **Photocopiable activities:** *A crossword; We can do lots of things!*
- **Test:** Unit 5 Test

For the student
- Workbook, pages 57–58

On the Portal
- **Workbook:** Self-check
- **My Language File:** Wordlist
- **Extra Practice Activities:** Self-check

Revision

Vocabulary

1 Look at the picture and complete the action verbs 1–8. Then write five more action verbs in your notebook.



1 f / y
2 a c t
3 f i x
4 s i n g
5 j u m p
6 r u n
7 s w i m
8 r e a d

cook, dance, draw, ride, write

2 Complete the phrases with *make*, *play* or *ride*.

1 *make* cupcakes
2 ride a bike
3 play the guitar
4 play football
5 ride a horse
6 make a poster

3 Complete the sentences with the words below.

cupcakes guitar hear learn speak ~~special~~

1 Sign language is a *special* language for people who can't hear.
2 We can learn Spanish or French at our school.
3 I can read French, but I can't speak it very well.
4 I can play the guitar, and I can make yummy cupcakes too.

Grammar

4 In your notebook, write sentences with *can* (✓) or *can't* (✗) and *and* or *but*.

1 Superdug / fly ✓ / swim ✗
Superdug can fly, but he can't swim.
2 Leo / play the piano ✗ / play football ✓
3 I / make a cake ✗ / make a pizza ✓
4 you / play the guitar ✗ / sing ✗
5 they / skateboard ✓ / run very fast ✓

5 Complete the questions and short answers.

1 *Can you swim* (you/swim)?
No, *I can't*.
2 _____ (David/sing) this song?
Yes, _____. He's very good.
3 _____ (the boys/act)?
No, _____!
4 _____ (Lisa/play) this game?
No, _____. She's really bad!
5 _____ (you/see) Mario?
Yes, _____. He's over there.

Speaking

6 Put the dialogue in the correct order. Then act it out in pairs.

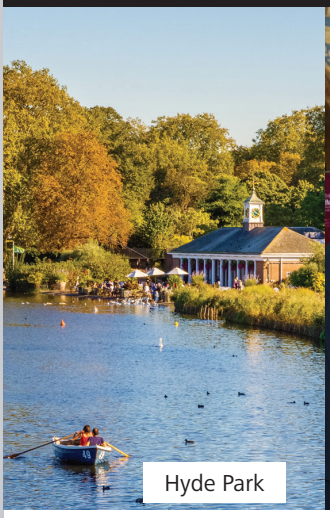
a [4] I'm not sure … I can't play very well.
b [6] OK, cool. Let's do that.
c [2] I agree. Any ideas?
d [1] Let's do something fun.
e [5] No problem. I can teach you.
f [3] We can play football.

Exercise 4
2 Leo can't play the piano, but he can play football.
3 I can't make a cake, but I can make a pizza.
4 You can't play the guitar and you can't sing.
5 They can skateboard and they can run very fast.

Exercise 5
2 Can David sing; he can
3 Can the boys act; they can't
4 Can Lisa play; she can't
5 Can you see; I can

BBC CULTURE

Young London


Hyde Park


Natural History Museum


The London Eye and the Thames

Exercise 3
2 at a workshop
3 in a musical
4 on the Thames
5 at the Natural History Museum

1 Do you know these places in London? What are they? What can you do there?

2 5.19 Listen and read. Match photos A–D with paragraphs 1–4.

Things to do at the weekend

London is a fun city. There are a lot of things young people can do. Here are some of them.


A

1 D Go to a museum
How about the Natural History Museum? There are fun activities for teens: you can make dinosaur T-shirts, see a puppet show or be a scientist for a day!


B

2 B Workshops
Some museums have workshops. You can draw or make things with your friends. At the Cartoon Museum, you can make your own comic!


C

3 A See a show
London is famous for its musicals. There are many shows. You can sing and dance to the songs too!


D

4 C See the city
You can see London from the top of the London Eye or from a boat on the Thames. You can run, play football, skateboard or have a picnic in Hyde Park.

activity (n) something you do because you enjoy it
workshop (n) a place where people meet to learn or improve a skill
comic (n) a magazine that tells a story with pictures

3 Read the text in Exercise 2 again. Choose the correct option.
Where can you …
1 skateboard?
on the London Eye / in Hyde Park
2 make a comic?
at a workshop / on the Thames
3 sing?
in the Natural History Museum / in a musical
4 go on a boat?
from the top of the London Eye / on the Thames
5 make a T-shirt?
at the Natural History Museum / at the Cartoon Museum

4 5.20 Listen and write where the people are. Choose from the places below.

a drawing workshop a musical
a puppet show the London Eye

1	*the London Eye*
2	a drawing workshop
3	a musical
4	a puppet show

5 Work in pairs. What can teenagers do where you live? Make a list and compare with other students' lists. Whose list is the longest?

For the teacher
- Teaching notes, page 196
- Audioscript, page 236
- Videoscript, page 236

On the Portal
- **Photocopiable activity:** *Project worksheet: a promotional email*

For the student
- Workbook, page 59

BBC Free-time activities





6 29 Watch the video and answer the presenter's questions. Which activity is not in the video? Choose the correct answer.

a boxing b skateboarding (c) swimming d ice-skating

7 29 Watch the video again. Mark the sentences T (true) or F (false). Use the information from the video, not what you know.

1 You can ride a BMX bike in Rom Park. (T) / F
2 You can't skateboard in Rom Park. T / (F)
3 There are special hats for climbing. (T) / F
4 Boxing isn't a sport. T / (F)
5 Sports can help you make new friends. (T) / F

8 Discuss in pairs. Which of the sports or activities in the video can you do? Which would you like to do?

PROJECT TIME

9 In pairs, make a promotional email about the fun things visitors can do in your area.

1 **Take photos of the places or find them on the internet.**

2 **Write about places with fun activities for teenagers. Use these questions to help you.**
- What kind of places are they?
- Where are they?
- What can people do there?

3 **Put the photos and text together on a digital document.**

4 **Email it to your classmates.**

