Things I can do

VOCABULARY
Action verbs | Collocations with make, play and ride | Language | Musical instruments

GRAMMAR
Can affirmative, negative, questions, short answers

Grammar: I can fix it!

Grammar animation: Can affirmative, negative Can questions, short answers

Communication: Let’s do something fun!

BBC Culture: Free time activities

Find these actions in the photos.

dance  draw  fix  jump  ride  run  swim
2 Listen and repeat. Which action verbs are not in the photos on page 66?

**Vocabulary**

<table>
<thead>
<tr>
<th>Action verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>act, cook, dance, draw, fix, fly, jump, read, ride, run, sing, swim, write</td>
</tr>
</tbody>
</table>

3 Label the illustrations with words from the Vocabulary box.

1 **cook**

2 __________

3 __________

4 __________

5 __________

6 __________

4 Listen and circle the word you hear.

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

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

<table>
<thead>
<tr>
<th>Action</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>swim</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>dance</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>read</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>jump</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>draw</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>fix</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>ride</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>fly</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

6 Work in pairs. Look at the picture in Exercise 5. Mime actions for your partner to guess!

7 In pairs, complete the groups of words.

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: __________

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: __________
**5.2 GRAMMAR**

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

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**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 …

Lion: 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.
Lion: 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!

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1 **24 2.38** Watch or listen, then read. Finish the sentence.

There’s something wrong with Lian’s ____________.

2 **Complete the sentences.**

1. The video is for ____________.
2. Lian’s granny is in ____________.
3. ____________ is a genius.
4. ____________ is a good cook.

3 **2.39** Listen and repeat. Find these expressions in the story.

4 **What can Lian do? Clue no 1: Look at photo 3. Clue no 2: Look at the picture of the elephant in photo 4.**

Lian can ____________ and ____________!

5 **25 2.40** Now watch or listen and check.
6 Write who can do these things. Then look at the photos on page 60 and check.

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

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

7 Follow the lines and find out what they can’t do. Read the sentences.

1 Lian can’t fix things.
2 Jen can’t _________
3 Alex _________

4 Lucas _________
5 Lian _________
6 Alex _________

8 2.41 Listen and circle can or can’t.

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.

9 2.42 Listen and repeat.

Vocabulary make, play, ride

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

10 Complete Lucas’s email with can and make, play or ride.

Here’s what my family can do: My dad _________ play football very well. My mum _________ a horse and she _________ the piano. My aunt, Melina, _________ cupcakes. They’re yummy! As for me, I _________ the guitar and I _________ a bike.

11 Work in pairs. Student A: Write three true and three false sentences. Student B: Guess which sentences are true. Then swap roles.

A: My granny can skateboard.
B: No, she can’t!
I can ask and answer questions with the verb *can*.

**The Terrific Two – Thank you, Superdug!**

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

2. **2.43 Listen and read. Finish the sentence.**
   The woman is Tom and Susan's ________. 

3. Read the cartoon again and complete the sentences with one word.
   1. Dug can **see** the boat.
   2. Susan and Tom are in the ________.
   3. Susan and Tom can’t ________.
   5. Superdug can’t swim but he can ________.
4 Complete the questions. In your notebook, write short answers.

1 Q: Can Superdug fly? (fly)
   A: Yes, he can.

2 Q: Dug? (fly)
   A: No, he can't.

3 Q: you the boat? (see)
   A: Yes, I can.

4 Q: the little dog? (swim)
   A: Yes, he can.

What can we do? We can help.

5 Look at the cartoon. Ask and answer the questions in pairs.

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?

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

<table>
<thead>
<tr>
<th></th>
<th>swim?</th>
<th>draw?</th>
<th>cook?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓</td>
<td>✗</td>
<td>✓</td>
</tr>
</tbody>
</table>

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

7 Copy the table. Add your idea for number 5. Ask five of your classmates. How many of them can or can’t do these things?

<table>
<thead>
<tr>
<th>Can you …</th>
<th></th>
<th></th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 swim?</td>
<td>✓</td>
<td>✗</td>
<td>✓</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>2 fix a computer?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 ride a horse?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 draw?</td>
<td>✗</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 …?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8 Write about your classmates’ answers in Exercise 7.
Two people can swim and three people can’t swim.

9 Go to page 131. Listen and chant the Activities Rap.
**COMMUNICATION  Suggestions**

I can make suggestions about what to do.

## Let's do something fun!

### 1

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!

### 2

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

### 4 Circle 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 Read and answer. Use expressions in the Communication box.

1 A: We can make cupcakes!   B: 😊 Great idea!
2 A: Let’s do something fun!
5 A: Let’s play volleyball.

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

A: Let’s ride our bikes!
B: I agree!
I can understand a text about sign language.

1. Listen and repeat. Label the pictures with words from the vocabulary box.

Vocabulary
- hear
- learn
- language
- sign language
- speak
- special

2. Look at the photos in Exercise 1 and the title of the text in Exercise 3.

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

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

4. Read the sentences. Circle 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’t speak use sign language.  
   T / F
5. People use sign language only at schools.  
   T / F

5. The pictures show a word in the British Sign Language alphabet. Go to page 132 and check the word. Can you show it with your hands?

Sign language

1. 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. In sign language you make letters and words with your hands. It’s for people who can’t hear.
3. 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. Are there children at your school who use sign language? Here’s an idea: you can learn sign language and speak to them.
5. Can you spell your name in British Sign Language?
I can understand and write short texts about after-school clubs.

5.6 LISTENING and WRITING  Linkers: and, but

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

2 2.50 Listen to four children. Match speakers 1–4 to clubs a–d in Exercise 1.

Speaker 1 b
Speaker 2
Speaker 3
Speaker 4

3 2.50 Listen again. Complete 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 ________.
3 In Drama Club you learn to ________.
4 Football Club is for boys and girls from twelve to ________.
5 The number of kids in the swimming club is ________.

4 CLASS VOTE Which of the clubs in Exercise 2 do you prefer?

5 Read the ad for an after-school club. Who is the club for? Circle the correct answer.
It’s for students who like sports/computers.

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

Writing and, but

You can make robots and you can play computer games.
You can write emails but you can’t write computer programs.

6 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 but they can’t make a robot.

Writing Time

7 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
1 Write the title. Come to … Club!
2 Write a paragraph about what you can do at the club.
You can … and
You can … but you can’t …
3 Write where and when the club is.
Where: … When: … o’clock
4 Write the end. See you there!

3 Check and write
Check all the linkers (and, but) and write the final version of your text.
I can talk and write about musical instruments.

1 Listen and repeat. Label photos 1–6.

Vocabulary Musical instruments

- acoustic guitar
- drums
- electric guitar
- keyboard
- violin

2 Look at the false sentences in the quiz. Correct them using the words below.

- body
- China
- feet
- Spain
- wooden

1 The acoustic guitar is from Spain.
2 When you play the guitar, its ________ is on your legs.
3 You play the drums with your hands and ________.
4 The violin is a ________ instrument.
5 The drums are from ________.

3 What can Jane play? Look at the quiz again. Read and complete the text.

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 ________.
It’s brown and black.

4 What can Jane play? Look at the quiz again. Read and complete the text.

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 ________.

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

I can play the ________. It’s ________ and ________.

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 guitar, its head is on your legs.  T / F
4 Two-year-old kids 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
WORDLIST

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

acoustic guitar /əˈkʌstɪk/ /ɡɪˈtɑː/
act /ækt/
cook /kʊk/
dance /dɑːns/
draw /d्रɔː/
drums /drʌmz/
electric guitar /ɪˈlektrɪk/ /ɡɪˈtɑː/
fix /fɪks/
fly /flaɪ/
hear /hɪə/
jump /dʒʌmp/
keyboard /ˈkiːbɔːd/
language /ˈlæŋɡwɪdʒ/
learn /lɜːn/
make a poster /ˌmeɪk əˈpəʊstə/
make cupcakes /ˌmeɪkˈkʌpkeɪks/
play computer games /ˌpleɪ kəmˈpjuːtə ɡeɪmz/
play football /ˌpleɪ ˈfʊtbɔːl/
play the piano /ˌpleɪ ðə piˈænəʊ/
read /rɪd/
Revisio

VOCABULARY

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

1 a c t 2 f _ x 3 f _ y 4 j _ _ p 5 r _ _ d 6 r _ _ n 7 s _ _ g 8 s _ _ m

2 Complete with make, play or ride.
1 make cupcakes 2 _____ a bike 3 _____ the guitar 4 _____ football 5 _____ a horse 6 _____ a poster

3 Complete with words from the list below.
- speak drums hear electric special learn
1 Sign language is a special language for people who can’t _______.
2 We can _______ Spanish or French at our school.
3 I can read French but I can’t _______ it very well.
4 I can play the _______ and my friend can play the _______ guitar.

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.

COMMUNICATION

6 Put the dialogue in the correct order. Then act it out in pairs.
a ☐ I’m not sure … I can’t play very well.
b ☐ Ok, cool. Let’s do that.
c ☐ I agree. Any ideas?
d ☐ Let’s do something fun.
e ☐ No problem. I can teach you.
f ☐ We can play football.

SELF-ASSESSMENT Think about this unit. What did you learn? What do you need help with?

WORKBOOK p. 55
Young London

EXPLORE

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


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.

1. **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!

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

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

4. **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.

Glossary
- **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. Circle the correct answer.
   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. Listen and write where the people are. Choose from the places listed below.

<table>
<thead>
<tr>
<th>A puppet show</th>
<th>A drawing workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>The London Eye</td>
<td>A musical</td>
</tr>
</tbody>
</table>

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?
6 **C 29** Watch the video and answer the presenter’s questions. Which of these activities is not in the video? Circle the correct answer a, b, c or d.
   a boxing  
   b skateboarding  
   c swimming  
   d ice-skating

7 **C 29** Watch the video again and circle 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?

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**YOU EXPLORE**

9 **CULTURE PROJECT** In pairs, make a leaflet 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 the leaflet.
   4 Share your leaflet with the class.

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**Fun things to do in ...**

This is ...
It’s in ...
You can do fun activities / skateboard / see a film there.

*Add the name of the place where you live.*