



## Learning Situation

Can you survive in the wild?

**Project:** Create a poster of a Survival Guide.

# 4

## FEELING FIT

### LEARN HOW TO:

- talk about sports.
- use *can* and the Imperative.
- ask for, give and refuse permission.
- write simple 'how-to' tips.

- 1 Discuss the questions in pairs.
  - 1 What can you see in the photo? Where are they?
  - 2 What outdoor activities do you like?
  - 3 Is being active important for life and survival? Why?/Why not?
- 2 10 Watch the video. How can people be active in everyday life? Think of more examples.

## I can talk about sports.

- 1 Discuss the questions in pairs.
- 1 What are your favourite sports?
  - 2 Are there any sports you don't like? Why not?
  - 3 Do you like team sports or individual sports? Why?
- 2 Read the advert on page 59. What is it about? Where is it?
- 3 4.01 Listen and repeat the sports in the Vocabulary box. Then match them to the photos (A–H). Which two sports are not in the photos?

A football

athletics baseball basketball  
beach volleyball cycling football  
judo surfing swimming tennis

- 4 4.02 Match the verbs in the Vocabulary box to the photos (A–H). Then listen, check and repeat.

A kick

catch hit jump kick ride  
run throw win

- 5 4.03 Complete the description with verbs in Exercise 4. Then listen and check.

Every morning, I wake up early, put on my running shoes and <sup>1</sup> run around the park. My friend Alfonso prefers to <sup>2</sup>(...) his bike. In the afternoon, we often play football. I always <sup>3</sup>(...) the ball very far, but Alfonso always manages to <sup>4</sup>(...) it! At the weekend, we play beach volleyball. We both <sup>5</sup>(...) high and hit the ball over the net. We're very good, and we usually <sup>6</sup>(...) when we play with our other friends.

- 6 In pairs, say the actions you do and don't do in these sports.

basketball tennis football

I catch the ball  
in basketball.

I don't hit the ball  
in basketball.

- 7 Study the Power Up box. Then choose the correct answers.

## POWER UP your vocabulary

Collocations with *play, go, do**play* = team sports or sports with a ball*go* = sports that end in *-ing**do* = all other sports

- 1 Jack doesn't play **judo** / **volleyball**.
  - 2 The team does **athletics** / **cycling** at the weekend.
  - 3 I go **baseball** / **running** after school.
  - 4 Children do **football** / **judo** at the sports centre.
  - 5 We don't play **tennis** / **athletics** at our school.
  - 6 I go **basketball** / **surfing** with Jim on Saturdays.
- 8 Imagine you are organising an after-school activity club for your class. Discuss the questions in pairs.
- 1 What team sports are there in the club?
  - 2 What other activities are there in the club?

## Your Voice

- 9 Read and make the false sentences true for you. In pairs, share your ideas.

- 1 I never go surfing.  
*I go surfing every weekend.*
- 2 I like riding my bike in the city.
- 3 I'm good at kicking a ball.
- 4 I know how to do judo.
- 5 I go swimming with my family every day.
- 6 I never win at sport!

Go online for a POWER BOOST



**POWER UP** your digital skills

Go online and find out about the rules of any of these sports.



# CHAMPION'S CHOICE SPORTS CAMP

Do you love sports? Are you ready to try something new, make friends and have lots of fun?

Then join us at our sports camp in Colombres, Asturias. We've got something for everyone!

Come to Champion's Choice this summer and get ready to win!



Complete all exercises in your notebook.

59



I can use **can** and the Imperative.

**IT'S RACE DAY!**

I **can** stay in bed until 10.00. Most people run the marathon in four hours.

It's 9 o'clock at the race.

Can you run really fast?

I **can** run the half-marathon in two hours. **Don't** look so surprised. Just **watch!**

It's 11 o'clock.

Well done! You **can** run really fast!

HALF-MARATHON

And you **can** drink a lot of water, too!

Yes, I **can**.  
Ha, ha!

It's 11.30.

Where is everybody?

Well, most people **can** run the half-marathon in 2-3 hours.

And they **can** get up early, too.

I **can't** believe it! Half-marathon? Really?

1 4.04 Read and listen to the comic. Why does the race finish early?

2 Read the comic again and match the sentence halves.

- |            |                    |
|------------|--------------------|
| 1 They can | a run really fast? |
| 2 Can you  | b believe it!      |
| 3 I can't  | c get up early.    |

3 Study and complete the Grammar box. Find more examples in the comic.

**can for ability**

|   |  |
|---|--|
| + | I/you/he/she/it/we/they <b>can</b> swim.   |
| - | I/You/He/She/It/We/They <sup>1</sup> (...) swim.   |
|   | <b>Can</b> I/you/he/she/it/we/they swim?   |
| ? | Yes, I/you/he/she/it/we/they <sup>2</sup> (...).<br>No, I/you/he/she/it/we/they <b>can't</b> . |

**Grammar Time, page 131**

4 Complete the sentences with the correct form of **can** and the verbs in brackets.

- Theo can play (play) the piano, but he (...) (not play) play the guitar.
- I (...) (speak) English, but I (...) (not speak) French.
- My mum and dad (...) (sing), but they (...) (not dance).
- Maria (...) (catch) a ball, but she (...) (not throw) it.
- I (...) (say) five words in German, but I (...) (not have) a conversation.
- My friends and I (...) (not jump) high, but we (...) (run) fast.

5 Write sentences using the prompts and the correct form of **can**.

- A: you / ride / a bike?  
B: yes
- I / play basketball / but / I / not play tennis.
- A: your sister / jump / high?  
B: no
- we / not go surfing / but / we / go swimming / in the beach.
- Alice / hit / the ball / very far / and / Tina / catch / it.

6 Study and complete the Grammar box. Find more examples in the comic.

**Imperative**

|   |   |   |
|---|---|---|
| + | <b>Open</b> the door.<br><sup>1</sup> (...) here.     | <b>Eat</b> the cake.<br><b>Take</b> a photo.  |
| - | <b>Don't open</b> the door.<br><b>Don't sit</b> here. | <sup>2</sup> (...) <b>eat</b> the cake.<br><b>Don't</b> <sup>3</sup> (...) a photo. |

**Grammar Time, page 131**

7 Match the sentences (1–6) to the pictures (A–F).

- |                      |                     |
|----------------------|---------------------|
| 1 Sit down. <b>B</b> | 4 Stand up.         |
| 2 Touch your toes.   | 5 Put your arms up. |
| 3 Throw the ball.    | 6 Catch the ball.   |



8 Make the sentences in Exercise 7 negative.

- 1 *Don't sit down.*

## Your Voice

9 Write sentences about the things you and the people in your family can and can't do.

*I can play the piano very well, but my brother can't. He can sing and dance.*

## 4

## Grammar B

I can use **can** and the Imperative.

- 1 Look at the pictures and write full sentences about what you can and can't do. Then ask two classmates.

I can... very well.

I can..., but not very well.

No, I can't.

A: I can't sing.

A: Nina, can you sing?

B: I can sing, but not very well.

1



sing

2



make a cake

3



climb a tree

4



play an instrument

5



ride a bike

- 2 Now report to the class.

I can't sing. Nina and Berat can sing, but not very well.

- 3 Complete the dialogue with **can** or **can't**. Then, practise the dialogue in pairs.

Luis: Do you want to play basketball after school?

Jake: Well, I <sup>1</sup> can't play basketball, but I want to try.

Luis: Sure! <sup>2</sup>(...) you run fast?

Jake: Yes, I <sup>3</sup>(...). And I <sup>4</sup>(...) jump high, too. But I <sup>5</sup>(...) catch the ball well.

Luis: No problem! I <sup>6</sup>(...) help you!

- 4 4.05 Complete the recipe with these words. Then listen and check.

add cheese cut don't add  
don't forget enjoy put

## Let's make a sports drink!

First, <sup>1</sup> choose some fruit. <sup>2</sup>(...) it and <sup>3</sup>(...) it in a blender – <sup>4</sup>(...) to wash it first! <sup>5</sup>(...) some orange juice and blend for one minute. <sup>6</sup>(...) any sugar – it isn't healthy! That's it – <sup>7</sup>(...) your drink!



- 5 Complete the rules with the Imperative form of the verbs in brackets.

## Rules for tennis

- Don't throw (throw) the ball with your hand.
- (...) (hit) the ball over the net.
- (...) (touch) the ball with your foot.
- (...) (run) with the ball.
- (...) (hit) the ball with the racket.
- (...) (move) to the left and to the right.

## Your Voice

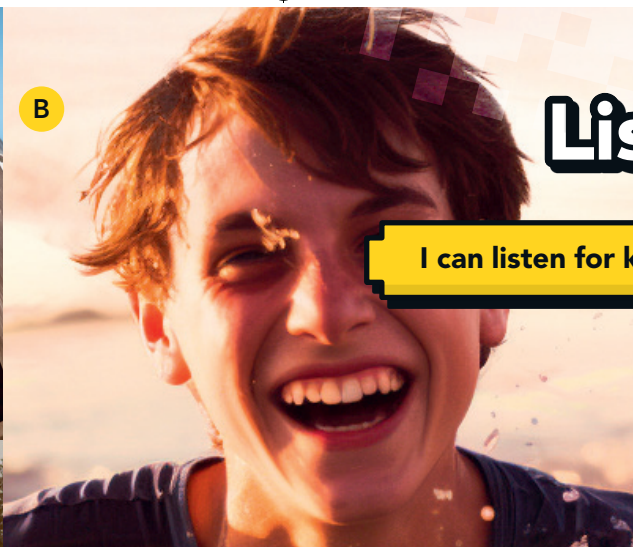
- 6 In pairs, talk about the rules for some sports you both like.

In football, kick the ball with your foot, but don't touch it with your hand.

Go online for a **POWER BOOST**



A



B

# Listening

4

I can listen for key words in an interview.



D



E



C



F

- 1 **4.06** Match the phrases in the Vocabulary box to the photos (A–F). Then listen, check and repeat.

*A climb a ladder*

build a raft climb a ladder jump over trees  
make a fire run fast swim across a river

- 2 **MEDIATION** Work in pairs. Imagine a friend from another country is visiting and doesn't understand English very well. Explain the activities in Exercise 1 using examples or simple language.

- 3 **4.07** Listen to an interview at a survival camp. Number the phrases (1–6) in Exercise 1 as you hear them.

*1 build a raft*

- 4 **4.07** Listen again and answer the questions.

- 1 Where is the camp?
- 2 What is Maya's favourite activity?
- 3 How many teams are there in the race?
- 4 Why can't they swim across the river?
- 5 What can they do after they cross the river?

## PRONUNCIATION

- 5 **4.08** Listen to how we pronounce *can* and *can't*. Then listen again and repeat.

1 A: **Can** you run fast?

B: Yes, I **can**.

2 A: **Can** you swim across the river?

B: No, I **can't**.

- 6 In pairs, practise the dialogue in Exercise 5.

- 7 In pairs, role play an interview at the survival camp in Exercise 3. Ask and answer about the activities in Exercise 1 and other activities that you like/don't like.

- 1 Do you like it here?
- 2 Which activity is your favourite?
- 3 What activities are you doing today?

## Your Voice

- 8 Discuss the questions in pairs.

- 1 Do you ever go camping?
- 2 Which of the activities from Exercise 1 can you do? Which would you like to learn? Why?

Complete all exercises in your notebook.

Go online for a **POWER BOOST**

I can identify and understand a social media post.

3,572

215

134



## Maisie Carroll

I can use sign language. It's a special language for people who can't hear. Thanks to this language I can communicate with them, too.

What special skills have you got? What can you do? Tell me in the comments below.

**Luana Schneider** 1h

I can ride an electric scooter! My family goes to a special track to race them at the weekend. I can go really fast, but my dad always says, 'Slow down! Don't go so fast!'

**Chen Yang** 12h

I can draw well, especially castles. But don't ask me to draw animals. I can't!

**Diego Hernández** 13h

We go camping in the mountains in the summer. I can put up a tent and build a shelter. I can cook over a fire, too!

**Caira Brown** 4h

I often go hiking with my family. I can read maps really well, so I always go first! I can also catch fish, but only small ones!

**Manuel Torres** 23h

I can speak Portuguese and French, but I can't write well. I love studying new languages.

- 1** Study the Power Up box and look at the text. What type of text is it? How do you know?

### POWER UP your reading

#### Identifying text types

Before you read, think about the type of text. For example:

- A **diary entry** is a text to yourself. It's about thoughts, feelings and events, and it's often handwritten.
- A **social media post** is a text for others. It's short, and often has comments from other people. Sometimes there are pictures, too.

- 4** Complete the sentences with these words from the post. Find the phrases in the text.

build catch cook put up read use

- 1 I often go fishing with my grandad, but I never catch any fish!
- 2 Help me to (...) **this tent**, please.
- 3 I know how to (...) **sign language** because we learn it at school.
- 4 The best thing about camping is when we (...) **food over a fire**. It smells great!
- 5 This week at survival camp, we're learning how to (...) **a shelter**.
- 6 Don't worry. I can (...) **a map**, so I know where to go!

- 2** **4.09** Read the post. What is it about?

**a** sports skills    **b** special skills

- 3** Read the post again. Are the sentences T (True) or F (False)? Justify your answers by quoting from the text.

- 1 Maisie can communicate with people who can't hear.
- 2 Luana rides her scooter slowly.
- 3 Caira can't catch big fish.
- 4 Chen can draw animals well.
- 5 Diego can't cook or put up a tent.
- 6 Manuel can speak two languages.

- 5** In pairs, talk about what the people in Maisie's post can and can't do.

### Your Voice

- 6** Write a short comment for Maisie's post. Say what you can and can't do.

I can ask for, give and refuse permission.



## 1 ▶ 11 Watch the video. Why does Ling need silence?

- Ling:** Phew, revising is so hard! Let's have five minutes to relax.
- Iga:** OK. Let's do it!
- Ling:** OK, sit back, close your eyes and relax.
- Iga:** Sorry, Ling, but can I open the window? It's hot in here.
- Ling:** Um... of course you can.
- Iga:** Thanks. That's much better. ... Ling, it's very quiet. Is it OK if I play some music?
- Ling:** I'm not sure. Let's enjoy the silence now.
- Iga:** Oh, OK. No problem. ... Ling?
- Ling:** What?
- Iga:** Can I have something to drink, please?
- Ling:** No, sorry, you can't. We're in the middle of a relaxation session. Just wait three more minutes.
- Iga:** Please, Ling. I'm really thirsty. I'd like some water.
- Ling:** OK, fine. ... Here you are. Drink this and try to be quiet for a few minutes.
- Iga:** Shh! Not so loud, Ling. I'm relaxing here!

## 2 ▶ 11 Watch the video again. Answer the questions.

- 1 Why do Ling and Iga take five minutes to relax?
- 2 What happens to Iga?
- 3 Why is Ling speaking loud at the end?

## 3 ▶ 4.10 Complete the Speaking box with words from the dialogue. Then listen, check and repeat.

### Permission

#### Asking for permission

- 1 Can I open the window?
- 2 (...) OK if I play some music?

#### Giving permission

- Of <sup>3</sup>(...) you can.
- OK, fine.

#### Refusing permission

- No, <sup>4</sup>(...), you can't.
- I'm not sure.

## 4 ▶ 4.11 Complete the dialogues with one word in each gap. Then listen and check.

- 1 **Jim:** Is it (...) if I use your dictionary?  
**Ella:** I'm sorry, Jim. I haven't got one.
- 2 **Ivy:** Can I have some juice?  
**Max:** Of (...) you can!
- 3 **Ava:** Can I use your phone?  
**Lily:** OK, (...).  
**Ava:** Oh, and is it OK if I borrow your laptop?  
**Lily:** No, (...), you can't. I haven't got one.

### Your Voice

## 5 ▶ Complete the questions with your own ideas. Ask and answer in pairs. Use the Speaking box to help you.

- 1 Can I see your new book?
- 2 Can I use (...)?
- 3 Is it OK if I borrow (...)?
- 4 Can I go (...)?
- 5 Is it OK if we (...)?

I can write simple 'how-to' tips.

## Juan's blog

# 5 TO SURVIVE



Every week, I give you survival tips in five steps. This week, we're building a raft!

Imagine this: You're in a forest, and there's a river in front of you. The water is very cold and you can't swim. How can you cross the river? Easy: build a raft! Follow these five easy steps and ... stay dry!

## How to build a raft

**1** (...)

You need ten long pieces of wood and some rope to tie them together.

**2** (...)

Take four pieces of wood and tie them together to make a square. This is the base of your raft, so tie it well.

**3** (...)

Take the other pieces of wood and put them on the square, one next to the other.

**4** (...)

Now make your raft strong! Use more rope to tie all the pieces of wood together.

**5** (...)

Move your raft into the river. Before you use it, check that all the pieces stay together, and that the raft stays on the water!

rope



- 1** Discuss the questions in pairs.
  - 1** Do you follow any bloggers?
  - 2** Who are they?
  - 3** What do you like about their blogs?
- 2** Read Juan's blog post. Are the 'how-to' tips easy to follow? Why?/Why not? Discuss in pairs.
- 3** Match the headings (a-e) to the 'how-to' tips in Juan's blog post (1-5).
  - 1** Find everything you need
  - a** Add more wood
  - b** Find everything you need **1**
  - c** Make a square
  - d** Put your raft in the water
  - e** Tie everything together
- 4** Study the Power Up box. Find examples in the 'how-to' tips in Juan's blog post.

### POWER UP your writing

#### 'How-to' tips

- 1** Use a main heading.
- 2** Number the tips.
- 3** Use a sub-heading for each tip.
- 4** Use imperatives.

### Your Voice

- 5** Write five 'how-to' tips. Choose one of these topics or use your own idea.

How to build a shelter  
How to put up a tent  
How to make a fire

#### Make notes for your tips. Think about:

- the main heading.
- the tips you want to give.
- a sub-heading for each tip.
- the order of the tips.

Go online for a **POWER BOOST**

I can be kind to myself.



**1** When do you feel disappointed, great, angry or nervous?

*I feel disappointed when our team loses a match.*

**2** Imagine you are in these situations. What do you say to yourself? Choose a, b or c.

**1** You spend a lot of time revising for a maths test. You read all your notes and do all the exercises. But when you get the test results, they are bad.

- a I'm not smart.
- b It's OK. I sometimes fail, but I always do my best.
- c I hate maths. It's too difficult!

**2** You and your friend often spend your afternoons together. One day, you can't decide what to do and you argue. After this, your friend is angry with you.

- a I'm a bad friend. Nobody likes me.
- b Sometimes friends disagree.
- c I don't care about my friend.

**3** You love drawing and you spend a lot of time on a picture. You use all your favourite colours and you are happy with your work. But when you show it to your friends, they don't like it.

- a Nobody likes my picture. It's awful.
- b It's not perfect, but I like it.
- c I hate drawing. This is my last picture.

**3** Think about your answers in Exercise 2. How do you react in difficult situations?

- a I'm angry with myself.
- b I'm kind to myself.

**4** ▶ **12** Watch the video and complete the tips with one word in each gap.

- 1 Always be (...) to yourself when you feel sad.
- 2 Try to do something that makes you (...).
- 3 To feel better, you can listen to your (...) music, talk to a (...) or just try to (...).
- 4 Remember that it's OK not to be (...)!

**5** In pairs, follow these steps.

**1** Think of a difficult situation in your life. Write it down. Then share it with your partner.

*I often forget new words in English.*

**2** Now write down your reaction. How do you feel? What do you say to yourself?

*I'm so disappointed! I can't learn anything new!*

**3** Imagine that your partner is in the same situation. How do you try to help him/her? Say something to help him/her feel better.

*It's OK. We all forget words sometimes!*

**4** Look at your answer in step 3. Say the same words to yourself. How do you feel now?

**5** Look at sentences a–c. Which one(s) do you want to remember? Can you think of another kind sentence to say to yourself? Discuss with your partner.

- a 'I do the best I can and that's enough.'
- b 'It's OK to make mistakes.'
- c 'I talk to myself as I talk to my friend.'

## Your Voice

**6** In pairs, think about Exercise 5. How can you be kind to yourself in the future?



## VOCABULARY

## Sport

|                      |                   |
|----------------------|-------------------|
| athletics (n)        | /æθ'letiks/       |
| baseball (n)         | /'beɪsbɔ:l/       |
| basketball (n)       | /'bɑ:skɪtbɔ:l/    |
| beach volleyball (n) | /bi:tʃ 'vɒlibɔ:l/ |
| cycling (n)          | /'saɪklɪŋ/        |
| football (n)         | /'fʊtbɔ:l/        |
| judo (n)             | /'dʒu:dəʊ/        |
| surfing (n)          | /'sɜ:fɪŋ/         |
| swimming (n)         | /'swɪmɪŋ/         |
| tennis (n)           | /'tenɪs/          |

## Action verbs

|           |         |
|-----------|---------|
| catch (v) | /kætʃ/  |
| hit (v)   | /hɪt/   |
| jump (v)  | /dʒʌmp/ |
| kick (v)  | /kɪk/   |
| ride (v)  | /raɪd/  |
| run (v)   | /rʌn/   |
| throw (v) | /θrəʊ/  |
| win (v)   | /wɪn/   |

## Collocations

|                       |                        |
|-----------------------|------------------------|
| do judo               | /du: 'dʒu:dəʊ/         |
| do athletics          | /du: æθ'letiks/        |
| go cycling            | /gəʊ 'saɪklɪŋ/         |
| go surfing            | /gəʊ 'sɜ:fɪŋ/          |
| go swimming           | /gəʊ 'swɪmɪŋ/          |
| play baseball         | /pleɪ 'beɪsbɔ:l/       |
| play basketball       | /pleɪ 'bɑ:skɪtbɔ:l/    |
| play beach volleyball | /pleɪ bi:tʃ 'vɒlibɔ:l/ |
| play football         | /pleɪ 'fʊtbɔ:l/        |
| play tennis           | /pleɪ 'tenɪs/          |

## Skills

|                    |                      |
|--------------------|----------------------|
| build a raft       | /bɪld ə rɑ:ft/       |
| climb a ladder     | /klaɪm ə 'lædə/      |
| jump over trees    | /dʒʌmp 'əʊvə tri:z/  |
| make a fire        | /meɪk ə 'faɪə/       |
| run fast           | /rʌn fɑ:st/          |
| swim across a lake | /swɪm ə'krɒs ə leɪk/ |

## POWER UP your vocabulary

Collocations with *play, go, do***play** = team sports or sports with a ball**go** = sports that end in *-ing***do** = all other sports

## GRAMMAR

## can/can't



|   |   |
|---|---|
| + | I/you/he/she/it/we/they <b>can</b> swim.  |
| - | I/You/He/She/It/We/They <b>can't</b> swim.  |
|   | <b>Can</b> I/you/he/she/it/we/they swim?  |
| ? | Yes, I/you/he/she/it/we/they <b>can</b> .<br>No, I/you/he/she/it/we/they <b>can't</b> . |

## Imperative



|   |                             |                            |
|---|-----------------------------|----------------------------|
| + | <b>Open</b> the door.       | <b>Eat</b> the cake.       |
|   | <b>Sit</b> here.            | <b>Take</b> a photo.       |
| - | <b>Don't open</b> the door. | <b>Don't eat</b> the cake. |
|   | <b>Don't sit</b> here.      | <b>Don't take</b> a photo. |

## VOCABULARY

1 Write **go**, **do** or **play** and the sports.

1 *play tennis*



2 Complete the questionnaire with these verbs. Then answer the questions.

hit jump ~~kick~~ ride run throw

## Sport and you

- In what other sport can you kick the ball apart from football?
- Are you good at athletics? How fast can you (...)?
- In which sport do you (...) the ball with a racket?
- Can you (...) a ball far?
- How high can you (...)?
- Do you know how to (...) a bike?

3 Match the sentence halves.

At the Survival camp, we ...

- |                  |                                     |
|------------------|-------------------------------------|
| 1 build <b>b</b> | <b>a</b> over trees with ropes.     |
| 2 swim           | <b>b</b> a fire to get warm.        |
| 3 climb          | <b>c</b> across a nice lake.        |
| 4 jump           | <b>d</b> a raft to cross the river. |
| 5 make           | <b>e</b> a high ladder.             |

## GRAMMAR

4 Write sentences with **can/can't**.

- Jessica / swim (✓) / play tennis (x)  
*Jessica can swim, but she can't play tennis.*
- we / build a shelter (x) / build a raft (✓)
- I / speak English (✓) / speak German (x)
- my brother / run fast (x) / jump high (✓)
- you / dance (✓) / sing (x)

5 In pairs, ask and answer questions about the things you can/can't do.

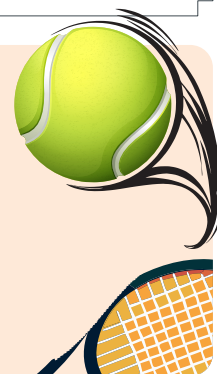
A: *Can you sing?* B: *No, I can't, but I can dance.*

6 Complete the rules with the Imperative form of these verbs.

be (x2) show sit stand up walk

## TENNIS COMPETITION

- Show your ticket at the gate.
- (...) in the correct seat.
- (...) on the grass.
- (...) quiet during the game.
- (...) late.
- (...) Stay in your seat.



## ENGLISH IN USE

7 Choose the correct answers.

My family loves sport. On Saturdays, Mum and Dad go to the park. Mum <sup>1</sup>(...) her bike and Dad <sup>2</sup>(...) running. My brother does <sup>3</sup>(...) in the morning and in the afternoon, he goes <sup>4</sup>(...) with Uncle Emil. I usually play beach volleyball. I <sup>5</sup>(...) play very well yet, so I never <sup>6</sup>(...), but I'm trying!

- |                     |                   |                  |
|---------------------|-------------------|------------------|
| 1 <b>a</b> rides    | <b>b</b> throws   | <b>c</b> catches |
| 2 <b>a</b> does     | <b>b</b> goes     | <b>c</b> plays   |
| 3 <b>a</b> football | <b>b</b> baseball | <b>c</b> judo    |
| 4 <b>a</b> football | <b>b</b> baseball | <b>c</b> surfing |
| 5 <b>a</b> can      | <b>b</b> not      | <b>c</b> can't   |
| 6 <b>a</b> kick     | <b>b</b> win      | <b>c</b> ride    |

## 4 Learning Situation

Project: Create a poster of a Survival Guide.

### Review

- 1 Discuss the questions in pairs.
  - 1 How many survival activities can you do?
  - 2 Which one is the hardest? Why? Which ones are you good at?
  - 3 What tips can you give to someone going to a survival camp for the first time?
- 2 Read about a survival TV programme. In pairs, discuss the most important thing to do first on the island.



### TEEN SURVIVAL CHALLENGE

Every week, a group of teenagers tries to survive on an island. We follow them as they work together and use their skills to find food and water, build a shelter and live in nature.

This week, the teenagers are on an island with a small river and a forest with lots of coconut and banana trees. There are also some wild animals on the island.

Can the group stay safe and make their week comfortable? Watch as they use their survival skills to solve problems, learn new things and work as a team.

### PROJECT TIME

In groups of three, create a poster of a Survival Guide from Exercise 2. Go online and look at the Project Planner. Follow these steps.



### Research

- 3 You and your friends are on the beach. Discuss how you can use the items in the box. You can also do some research online.

a fishing kit a knife a torch some matches  
some pots some rope three blankets

- 4 In your group, talk about your skills and decide on two tasks for each one.

- find water
- build a shelter
- make a fire
- find and prepare food
- find wood
- build a raft

### Create

- 5 Think of your Survival Guide and create your part. Then, put all parts of the guide together and add images.

*First, Maria goes to the river to find water. Then we build our shelter. Elias uses wood from the coconut trees to ...*

### Present

- 6 Present your Survival Guide to the class. Listen to other presentations and ask questions to find out more information.

### Assess

- 7 In your group, answer these questions.
  - Is our presentation clear?
  - What can we improve? How?
  - How many stars can we give our presentation?
    - ★ *needs improvement*
    - ★★ *good*
    - ★★★ *excellent*

### Reflect

- 8 Do we work well as a team? How can we work better next time?

## UNIT 4

### CAN FOR ABILITY

#### can/ for ability

- +** I/You/He/She/It/We/They **can** swim well.
- I/You/He/She/It/We/They **can't (cannot)** sing.
- Can** I/you/he/she/it/we/they dance?
- ?** Yes, I/you/he/she/it/we/they **can**.  
No, I/you/he/she/it/we/they **can't**.

#### 1 ☆☆☆ Complete the sentences with **can** or **can't**.

- Our dog Max can swim - he's really good!
- A:** (...) your parents speak English?  
**B:** Yes, they (...).
- My sister can say five words in Spanish, but she(...) have a conversation.
- A:** (...) you ride a bicycle?  
**B:** No, we (...).
- My best friend (...) dance - she's fantastic - but she (...) sing.
- A:** (...) your brother kick a ball?  
**B:** No, he (...)! He is eight months old!

#### 2 ☆☆☆ Correct the mistakes in these sentences.

- A:** You ~~can~~ build a raft with wood? **Can you**  
**B:** No, I can. It's very difficult!
- We can't to swim across the river.
- She can throwing the ball very far.
- A:** Can play they tennis at the sports centre?  
**B:** Yes, they can't, but only in the morning.
- In beach volleyball, you don't can kick the ball.

#### 3 ☆☆☆ Look at the table and make sentences about what the people can/can't do. Then write sentences about yourself.

|               | play the piano | read maps | run fast | sing well |
|---------------|----------------|-----------|----------|-----------|
| Lucas         | x              | ✓         | ✓        | x         |
| Aise and Suri | ✓              | x         | x        | ✓         |

Lucas can't play the piano. He can ...

### IMPERATIVE

#### Imperative

- +** **Sit** down! **Catch** the ball!
- **Don't run!** **Don't throw** the ball!

#### 4 ☆☆☆ Complete the sentences with the correct Imperative form of the verbs in brackets.

- Hit (hit) the ball hard with your racket.
- (...) (eat) so fast - it's not good for health.
- (...) (run) fast to catch the ball before it touches the floor.
- (...) (wait) too long for the ball. Run to the net.
- (...) (touch) the ball with your hands. It's football, not basketball!
- (...) (sing) this song again, please. It sounds nice!

#### 5 ☆☆☆ Complete the sentences with these verbs.

do go join speak surf play

- Speak English, please. You need to practise for the exam.
- (...) judo in the morning. It's nice to start the day with some exercise.
- (...) football here. There is a field over there!
- (...) us at our sports camp. There is so much fun here!
- (...) today. The waves are very high.
- (...) cycling now. It's raining.

#### 6 ☆☆☆ Write the instructions using the prompts and the correct Imperative form.

##### How to make a fire 🔥

- choose / a safe spot.  
**Choose a safe spot.**
- make / a fire / on windy days.
- collect / some wood.
- cut / trees / to make a fire.
- use / big pieces of wood.
- add / dry leaves / or grass.
- light / the campfire.