

Can you do it?

Grammar reference

Modal verbs: *can*, *could*, *may*

Positive		
I/You/He/She/It/We/They	can	dance. (ability)
I/You/He/She/It/We/They	can / could	do it next week. (possibility)

Negative		
I/You/He/She/It/We/They	can't	dance. (ability)
I/You/He/She/It/We/They	can't	come tonight. (possibility)

Questions		
Can	I/you/he/she/it/we/they	dance? (ability)
Can	I/you/he/she/it/we/they	come tonight? (possibility)
May	I/we	leave? (permission)

Positive short answers		
Yes,	I/you/he/she/it/we/they	can / could.
Yes,	you	may.

Negative short answers		
No,	I/you/he/she/it/we/they	can't / couldn't.

Can, *could* and *may* are modal verbs. Remember, modal verbs:

- don't take -s when the subject is *he*, *she* or *it*
- are followed by the base form of the verb
- form the negative by adding *not* + base form
- go before the subject in questions

Usage

- Use *can* to talk about being able to do something.
They can sing.
We can't understand you.
- Use *can*, *could* and *may* to ask for permission to do something or to make a polite request.
Can they come to our house?
- Note that *can* is less formal, *could* is more polite and *may* is the most formal of all.
- In questions only use *may* in the first person: *May I...?* and *May we...?*
May I speak with the teacher? – Yes, you may.
Can you phone me tonight? – No, I can't.
Could you let me know soon? – Of course I can.

- Use *can* and *can't* to talk about whether it is possible or not possible to do something.
You can buy stamps at the post office.
It's raining. We can't go out without an umbrella.

Can: agreeing and disagreeing

- To agree you can say *Me, too* or *Me, neither* after a sentence with *can*. You can also use:
 - *So can I* after a positive sentence.
I can play the piano. – So can I.
 - *Neither can I* after a negative sentence.
We can't find the address. – Neither can I.
- To disagree after a sentence with *can* use:
 - *I can't* after a positive sentence.
I can take a holiday soon. – We can't.
 - *I can* after a negative sentence.
We can't ride. – I can.

Present simple v present continuous

Revise the forms of the present simple in Units 1 and 2, and the present continuous in Unit 3.

Check you understand the difference in use between the two tenses.

- Use the present simple to talk about actions in our daily routine, about likes and dislikes and about things that are always true.
I go to school by bus.
The moon revolves around the earth.
- Use the present simple with adverbs of frequency.
People usually stand on the right on the escalator.
- Use the present continuous to talk about actions that are happening at the moment.
Don't interrupt. We're studying.
- Use the present continuous to talk about temporary situations.
My brother is living in Chicago this year.
- Use the present continuous with *now*, *at this moment*, *this week*, *these days*, etc.
We're going out every evening this week.

Adjective order

When a noun is preceded by more than one adjective, the order is as follows:

Quantity	Opinion	Size	Age	Shape
Colour	Origin	Material	Noun	

Two lovely small new square grey Italian leather handbags.

Word list

City travel and transport

Mind the gap	gap
Stand clear of the doors	get off
barrier	get on
bicycle / bike	litter bin
boat	map
car	moped
coach	motorbike
destination	on foot
direction	plane
display	platform
escalator	railway line
fare	return

scooter single
station
ticket
ticket hall
ticket machine

ticket office
train
travelcard
Underground
zone

Shapes and materials

cardboard
cotton
glass
leather
metal
paper

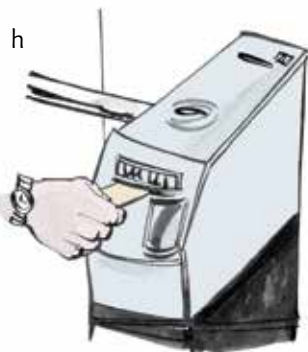
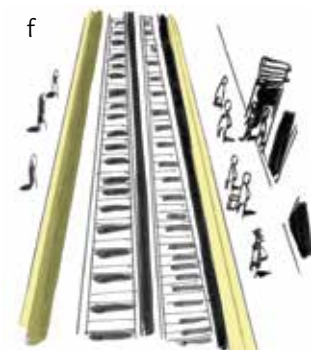
plastic
round
square
wooden
woolly

Vocabulary

City travel and transport

1 Match the words with the pictures.

- | | |
|--|---|
| 1 ☒ railway line | 5 ☐ ticket |
| 2 ☐ escalator | 6 ☐ ticket machine |
| 3 ☐ display | 7 ☐ litter bin |
| 4 ☐ barrier | 8 ☐ map |



2 Complete the sentences with the correct word.

- On the escalator stand on the right.
- Take your paper and plastic with you because there are no _____ at the station.
- There's a _____ on the wall so you can find your station.
- Look at the _____ for the next train.
- Have your ticket ready to get through the _____.

3 Complete the dialogues with the words.

ticket hall Underground ticket office

- ANGELO Shall we meet at the ¹ Underground station?
 RENATA Yes, let's meet in the ² _____, next to the ³ _____.

travelcard return singles

- ANGELO A ⁴ _____ to Marylebone, please.
 CLERK We don't sell them. You can have two ⁵ _____ for £4.90 each, or you can get a one-day ⁶ _____ for zones 1 and 2 for £12.

on train doors destination

- ANGELO What direction do we need? Southbound?
 RENATA No, westbound. There's a ⁷ _____ here now. Can you see what the ⁸ _____ is?
 ANGELO Paddington.
 ANNOUNCER Stand clear of the ⁹ _____.
 RENATA Oh no, it's our train. We can't get ¹⁰ _____ now. It's dangerous.

platform off gap

- ANNOUNCER Mind the ¹¹ _____.
 ANGELO What does that mean?
 RENATA Oh, it means don't fall between the train and the ¹² _____ when you get ¹³ _____.

4 Write the letters in the correct order to make types of transport.

- I get the **narti** to work every day.
train
- I usually ride my **keib** to school.
 b_____
- Which **sub** goes to Liverpool Street station?
 b_____
- My brother's got a beautiful new **tkoobrmie**.
 m_____
- Many people don't like going by **nalpe**.
 p_____
- It takes a long time to get anywhere when you go by **ohcca**.
 c_____
- Do you prefer going to France by plane or **tabo**?
 b_____
- I never go in a car. I always go **fo oont**.
 o_____

5 Complete the passage with the words in the box.

stop front queue fare get destination
off driver

Taking the bus in London



Taking the the bus is an easy way to travel around London. You don't buy your ticket from the bus ¹ driver. You pay your ² _____ before you travel, usually by adding money on your Oystercard. Look at the number on the ³ _____ of the bus and the name of the final ⁴ _____. If you're not sure when to get ⁵ _____, ask the

driver and he or she will tell you. When you want to take the bus, you go to a bus ⁶ _____. This is where you can expect to find a ⁷ _____ of people waiting for the next bus. Maybe there isn't a line, but just a group of people. Don't try to ⁸ _____ on the bus before the others. Perhaps they're not in a hurry, but they know they are before you in the line!

6 Describe how you get to school. How do you travel? How long does it take? Do you go with friends? Write 50-80 words.

Materials

7 Circle the correct adjective.

- 1 a glass / wooden / cotton chair



- 2 a cardboard / glass / leather jacket



- 3 a wooden / metal / woolly jumper



- 4 a plastic / metal / paper raincoat



- 5 a plastic / cotton / cardboard shirt



- 6 a leather / paper / woolly plane



Grammar

Modal verbs: can, could, may

1 Match the questions and answers.

- 1 ☒ f Can I close the window?
- 2 ☐ Could you speak slowly, please?
- 3 ☐ May I have another piece of bread, please?
- 4 ☐ Could you help me with my Maths, please?
- 5 ☐ Can we watch the football tonight?
- 6 ☐ Can you speak Portuguese?

- a Yes, of course. Help yourself.
- b No you can't! It's on very late!
- c Yes, I can, but only a little.
- d Oh yes, sorry. I often talk fast.
- e Sorry, I can't. I'm not very good at it.
- f OK. Are you cold?

2 Circle the correct words.

- 1 A Can you come to the party tonight?
B No, I'm sorry. I can't / couldn't go out tonight.
- 2 A May I close the window?
B Of course you *could* / *may*.
- 3 A *Can* / *May* you play tennis?
B Yes, I *can* / *may* play really well.
- 4 A I can't do my homework.
B I *could* / *may* help you if you like.
- 5 A *Could* / *May* you phone me later?
B Of course.
- 6 A *May* / *Could* you lend me some money?
B I'm sorry, but I haven't got any.

3 Circle the correct words.

- 1 Aisha can't / couldn't drive a car, but she's got a bike.
- 2 *May* / *Can* you lend me your phone?
- 3 A Can Alejandro and Felipe go out tonight?
B Yes, they *do* / *can*.
- 4 The kids *may* / *could* watch a film tonight.
- 5 A May I open the window?
B Yes, you *can* / *may*.
- 6 I *can't* / *couldn't* find my car keys. Where are they?

4 Write sentences about yourself. Write three things that you can't do and then three things you can do.

- | | |
|------------------------|----------------------------|
| 1 <u>I can't swim.</u> | 1 <u>I can play chess.</u> |
| 2 _____ | 2 _____ |
| 3 _____ | 3 _____ |
| 4 _____ | 4 _____ |

5 Indicate if these sentences express permission (PE), possibility (P) or ability (A).

- 1 Rachel is twelve. She can ride a bike but she can't drive a car. A
- 2 May I speak now? _____
- 3 The TV isn't working. We can't watch a film tonight. _____
- 4 Have a rest now. You can do your homework later. _____
- 5 I've finished my dinner. May I leave the table? _____
- 6 You can get fantastic stuff in that shop. _____
- 7 I'd like to help you get the dinner ready, but I can't cook. _____

Can: agreeing and disagreeing

6 Complete the dialogues with So or Neither.

- 1 AHMET I can't speak German.
BURAK Neither can I. But I can understand a bit of French.
- 2 AHMET I can remember our school Science teacher.
BURAK ² _____ can I. But I'm still no good at Science.
- 3 AHMET I can draw and paint pictures. But I can't do sculpture.
BURAK ³ _____ can I. I haven't got the tools – or the patience!

7 Complete with do or can.

- 1 I can swim very fast!
So can I.
- 2 I don't like Mondays.
Neither _____ I.
- 3 I can't remember her name.
Neither _____ I.
- 4 She plays football.
So _____ I.
- 5 I can speak Italian.
So _____ I.
- 6 I like chocolate.
So _____ I.
- 7 He can play the guitar.
So _____ I.
- 8 She doesn't go to the gym.
Neither _____ I.

8 Write answers to agree or disagree with the sentences.

- 1 I can speak Japanese. So can I. / I can't.
- 2 I can't spell very well. Neither can I. / I can.
- 3 I can't ride a bike. _____
- 4 I can write my name in Arabic. _____
- 5 I can't cook. _____
- 6 I can knit. _____
- 7 I can't drive. _____
- 8 I can make pasta. _____
- 9 I can swim 500 metres. _____
- 10 I can't play tennis. _____

Present simple v present continuous

9 Circle the correct words.

- 1 I'm doing / do my homework, so don't interrupt me!
- 2 My grandma is going / goes to the gym once a week!
- 3 We aren't playing / don't play tennis today. The match is cancelled.
- 4 How often do you go / are you going to the dentist?
- 5 My mum really is liking / likes rap music.
- 6 Dad's at home. He isn't working / doesn't work today.
- 7 Veronica is thinking / thinks Tom Hanks is a great actor.
- 8 My aunt and uncle are staying / stay for dinner tonight.

10 Complete the sentences with the correct form of the verbs in brackets.

- 1 He 's wearing (wear) gloves today because it's so cold.



- 2 I _____ (stay) with my aunt and uncle at the moment, but I usually live in Singapore.
- 3 She _____ (sing) at a new club in town this week.
- 4 They _____ (play) really well today. The new trainer is really good.
- 5 We always _____ (have) a picnic when it's sunny.
- 6 We usually _____ (go) to France for our holiday, but this year we _____ (go) to Spain.
- 7 She _____ (work) in a shop every summer.
- 8 I _____ (queue) for a ticket – it's a very long queue!

11 Complete the text with the correct form of the verbs in brackets.



Adriana is really happy today because she ¹ isn't going (not go) to college. It's Friday, and usually she ² _____ (have) five different classes, but today is different. She is free to do what she likes. That's why she ³ _____ (lie) on her bed and ⁴ _____ (eat) chocolates. Adriana usually ⁵ _____ (wear) a school uniform, but now she ⁶ _____ (wear) a jumper and jeans. Her friends are off college, too. Daniela ⁷ _____ (work) in her father's shop and Gabriela ⁸ _____ (play) computer games with her little brother.

12 Write the correct form of the verbs.

- 1 I really like pizza. (like)
- 2 My friend Diego _____ in a rock band. (play)
- 3 They _____ at the moment. (practise)
- 4 They _____ a lot of concerts these days. (play)
- 5 They _____ to get a recording contract. (try)
- 6 Their manager always _____ them to be patient. (tell)
- 7 I _____ them in concert once a month. (see)
- 8 At the moment I _____ them with their publicity material. (help)
- 9 I _____ a course in artistic design. (take)
- 10 We _____ to the course every Tuesday and Friday. (go)
- 11 Right now I _____ the cover for their first album. (design)

Too much chocolate!

Grammar reference

much / many / a lot of / a little / a few

much / many / a lot of

- Use *much*, *many* and *a lot of* for a large quantity.
There are a lot of people here.
- Use a plural verb form for countable nouns.
There are a lot of tables.
- Use a singular verb form for uncountable nouns.
There is a lot of money.
- Use *much* in negative sentences and questions with uncountable nouns.
There isn't much time.
Have we got much sugar?
- Use *many* in negative sentences and questions with countable nouns.
There aren't many people here.
Are there many people here?

a little / a few

- Use *a little* and *a few* for a small quantity.
There are a few people here.
We only have a little money.
- Use *a little* in front of uncountable nouns to express indefinite quantities.
I only want a little milk in my tea.
- Use *a few* in front of countable nouns to express indefinite quantities.
There are a few biscuits left.

(not) enough / too much / too many

- Use *(not) enough* in front of countable or uncountable nouns to show that we have (or don't have) what we need.
I've got enough money – I can buy the jacket.
I haven't got enough money – I can't buy the jacket.
- To express an excessive amount use:
 - *too much* in front of uncountable nouns.
Don't put too much sugar in the coffee.
 - *too many* in front of countable nouns.
She's eating too many sweets these days.

such / so

- Use *such* and *so* to emphasise the adjective in an exclamation.
I'm so sorry!
This artist is so famous.
- Use *such* in front of an adjective + a singular or plural noun. If the noun is singular, use *such a* or *such an*.
This is such a famous painting!
He's sending me such long text messages.

Uses of the -ing form

You have already learned how to make the *-ing* form of a verb and have used it to form the present continuous (see Unit 3).

- Use the *-ing* form:
 - after certain verbs like *enjoy*, *love*, *hate*, *like*, *stop*, *suggest*, *can't stand*, *not mind*.
I enjoy reading magazines.
I don't mind tidying my desk.
They love going to the cinema.
Why don't you stop going to bed late?
We can't stand listening to hip hop.
 - after certain prepositions or adjective + prepositions like *instead of*, *good at*, *interested in*, *excited about*, *keen on*.
He's not interested in listening to the news.
Instead of reading a book, I like watching TV.
I'm excited about getting a new car.
My mum's keen on playing cards.
 - as the subject at the beginning of a sentence.
Walking is my favourite activity.
Gardening is hard work.
 - after the expressions *How about...?* and *What about...?*
How about going for a walk?
What about watching a film on TV?

Word list

The words in **red** appear in the unit, but are not in the vocabulary sections.

Food

apple	lettuce
apricot	milk
aubergine	mushroom
bacon	onion
banana	orange
beef	pasta
butter	peach
cabbage	pear
carrot	pork
cheese	potato
chicken	prawn
chocolate	red pepper
cod	salmon
courgette	sardine
egg	sausage
fruit	smoothie
honey	strawberry
ice cream	tomato
lamb	yoghurt

Souvenirs

eraser	pencil
fridge magnet	pencil sharpener
key ring	T-shirt
mug	

Linking words

and	or
because	so
but	

Vocabulary

Food

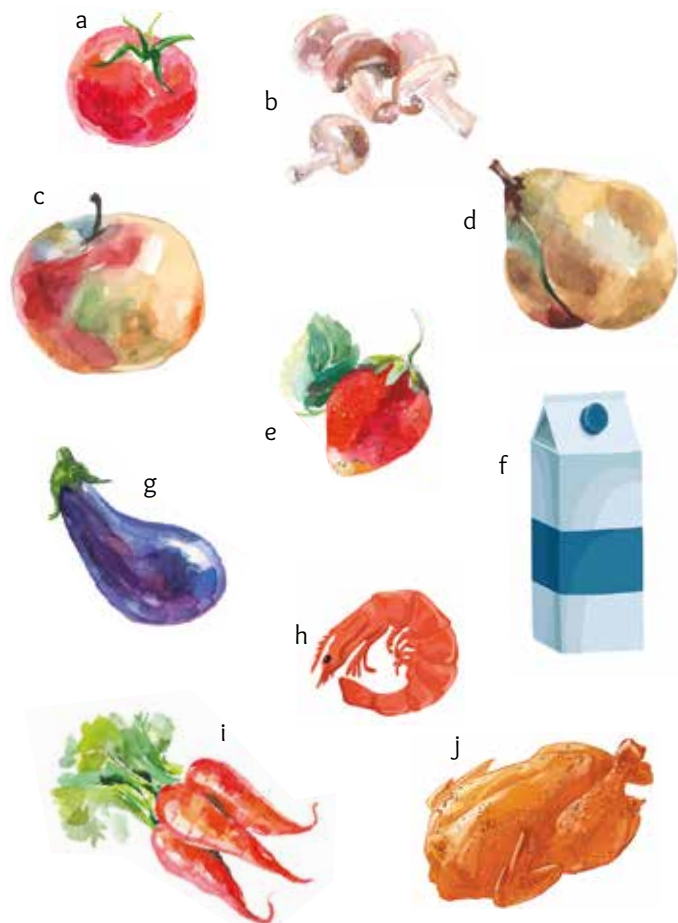
1 Complete the sentences with these words.

bacon beef lettuce yoghurt pasta
sausage salmon egg cheese butter

- You need a carton of yoghurt to make a smoothie.
- Don't forget to put _____ on your bread.
- _____ is meat that comes from cows.
- A salad often has _____ in it.
- Some people have a piece of _____ after their meal.
- The traditional British breakfast includes _____, _____ and _____.
- Spaghetti is a kind of _____.
- _____ is a delicious fish – it is usually pink.

2 Match the food and the pictures.

- | | | | |
|-------------|-------------------------------------|--------------|--------------------------|
| 1 milk | ☒ | 6 carrots | ☐ |
| 2 chicken | ☐ | 7 strawberry | ☐ |
| 3 aubergine | ☐ | 8 mushrooms | ☐ |
| 4 tomato | ☐ | 9 pear | ☐ |
| 5 apple | ☐ | 10 prawn | ☐ |



Souvenirs

3 Write the letters in the correct order to make souvenirs.

- yke ignr _____ 5 umg _____
- elpcni _____ 6 gridfe tnagme _____
- sraere _____ 7 r-shtTi _____
- epinlc parnsheer _____

4 What do these sentences describe? Match a word from exercise 3 with each sentence.

- ☐ It makes my kitchen look fun.
- ☐ This is useful when I make mistakes.
- ☐ I use it when I want a big cup of coffee.
- ☐ I need this when I can't draw with my pencil any more.
- ☐ I keep my keys on this so they are easy to find.
- ☐ I use this to write with.
- ☐ I wear this.

Linking words

5 Complete the text with these words.

and but because or so

Christmas ¹ and New Year are important in English speaking countries ² _____ many people have a long holiday from work. People celebrate with their family ³ _____ go to friends for Christmas Day. Christmas Eve does not have many traditions, ⁴ _____ Christmas Day is special. In the UK, the 26th December is called Boxing Day ⁵ _____ on that day the Queen traditionally gives 'boxes' of money to the poor.



Grammar

much / many / a lot of / a little / a few;
(not) enough / too much / too many

1 Match the questions and answers.

- 1 ☒ d Have we got enough bread?
- 2 ☐ How many people are there in the restaurant?
- 3 ☐ You eat too many crisps!
- 4 ☐ How much do those trousers cost?
- 5 ☐ How many books have you got?
- 6 ☐ How much milk would you like?
- 7 ☐ Do you put chocolate on it?
- 8 ☐ Would you like some orange juice?

- a Yes, but only a little.
- b I know I eat a lot of them.
- c Yes, please. Just half a glass.
- d No. We need to get some more.
- e Just a little, please.
- f Too much! I can't buy them.
- g Too many! We can't eat there.
- h I've got a few.

2 Circle the correct expressions to complete the sentences.

- 1 He spends *a lot* / *too much* time watching television.
- 2 She doesn't do *too much* / *enough* homework.
- 3 How *many* / *much* people are coming to your birthday party?
- 4 Let's play *a little* / *a few* games of table tennis.
- 5 There isn't *enough* / *many* paper in the printer.
- 6 I can't go to the cinema because I haven't got *much* / *many* money.
- 7 Don't eat *too many* / *too much* sweets.
- 8 I don't have *a few* / *many* computer games.
- 9 Are there *a lot* / *a lot of* traditions for New Year in your country?
- 10 Can I have *a little* / *a few* water, please?

3 Circle the correct words.

- 1 I haven't got *much* / *many* money at the moment.
- 2 There are only *a few* / *a little* people in the cinema tonight.
- 3 Dad doesn't like *many* / *much* of the music I listen to.
- 4 I'd like *a few* / *a little* information about the Design course, please.
- 5 We waste *many* / *a lot of* time travelling to work.
- 6 Can you write *a few* / *a little* words on Sal's birthday card?
- 7 It's a good idea to drink *a lot of* / *many* water.
- 8 Do you write *much* / *many* text messages?
- 9 Does Sammy have *lot of* / *a lot of* friends?
- 10 What can we eat tonight? There isn't *much* / *many* food in the fridge.

4 Complete the sentences with a few, a little, too much or too many.

- 1 I have *a few* coins in my pocket, but not enough.
- 2 You eat _____ food!
- 3 I'd like just _____ cake, please. But not _____!
- 4 You talk _____. Be quiet!
- 5 It's impossible to have _____ friends.
- 6 It's only _____ days before my birthday!
- 7 It's no good. We can't play here. There are _____ people.
- 8 Just _____ chocolate is enough. I'm not hungry.

5 Complete the dialogue with these expressions.

enough a few a little many too much
much too many a lot

- DAN There are ¹ too many people on the beach.
Let's go to the swimming pool.
- ARTURO I haven't got ² _____ money on me – only about €3. How much does it cost?
- DAN It costs €5.
- ARTURO No, I haven't got ³ _____ money.
- DAN It's OK. I can lend you some.
- ARTURO Thanks. I hope there isn't ⁴ _____ noise.
- DAN Don't worry. There are only ⁵ _____ people at the pool on Thursdays. But let's hurry – there's only ⁶ _____ time left before it closes.
- ARTURO There aren't ⁷ _____ buses at this time.
- DAN Come on, Arturo! We can walk to the station. There are ⁸ _____ of buses from there.
- ARTURO OK. Let's go.

6 Write the words in the correct order to make a recipe for a drink.

- 1 few / need / a / you / apples
You need a few apples.
- 2 litre / need / you / then / milk / a / of

- 3 strawberries / of / add / lot / a / then

- 4 all / into / ingredients / put / the / blender / a

- 5 sugar / little / on / sprinkle / top / the / a

- 6 it / the / keep / fridge / few / for / hours / in / a

- 7 drink / much / don't / too!

7 Complete the sentences with enough, too much or too many.

- 1 Oh no! There's too much sugar in this tea. It's too sweet.
- 2 Have you got _____ money to get into the museum?
- 3 There are _____ people here – I can't see the band.
- 4 We haven't got _____ time to wait for you. Sorry!
- 5 Do you think our teacher gives us _____ homework? It takes me hours!
- 6 I've got _____ apples here – do you want one?
- 7 You can't stay at my house because there isn't _____ space.

such / so

8 Circle the correct words.



- 1 Our car is so / such old. It's very slow.
- 2 It's so / such a beautiful day. We must go out.
- 3 I work so / such hard and still fail my exams!
- 4 The people next door are making so / such a noise. Tell them to be quiet!
- 5 It's so / such a boring film. Let's go home...
- 6 Eno is so / such good-looking. I can't believe it.
- 7 The Science homework is so / such hard, I can't do it.
- 8 This is so / such good coffee. Where do you buy it?

9 Complete the sentences with so or such.

- 1 It's such a long way!
- 2 Our cat is _____ old. She sleeps all day.
- 3 I'm _____ hungry!
- 4 She's _____ angry – she missed her bus this morning.
- 5 It's _____ a hot day today. Let's go swimming.
- 6 This is _____ an important test!
- 7 This History homework is _____ difficult. I can't do it.
- 8 They make _____ good music. I can't wait to see them in concert.

10 Complete the sentences with so or such.

- 1 It's so hot in here!
- 2 I'm _____ sorry!
- 3 He's _____ a nice guy!
- 4 This is _____ a difficult exercise.
- 5 They're _____ good actors.
- 6 Elon's _____ good at skiing.
- 7 The party was _____ much fun.
- 8 Italian is _____ a beautiful language!

Uses of the -ing form

11 Circle the correct words.

- 1 Stop eating / eat sweets in class, please!
- 2 How about to go / going shopping?
- 3 Do you like watch / watching reality TV shows?
- 4 I'm not keen on playing / play football.
- 5 I can't stand waiting / to wait for the bus.
- 6 What about cook / cooking pasta this evening?

12 Complete the sentences with the correct form of the verb in brackets.

- 1 How about staying (stay) here tonight?
- 2 Please finish _____ (talk) now.
- 3 I really love _____ (swim).
- 4 _____ (play) football is great!
- 5 What about _____ (go) to the cinema tonight?
- 6 Stop _____ (do) that!
- 7 You've got an hour for the exam. Please start _____ (write) now.
- 8 _____ (read) magazines is very relaxing.

13 Complete the sentences with in, of, at or nothing (-).

- 1 I love - staying up late.
- 2 We're not very good _____ saying 'sorry'.
- 3 I hate _____ working at the weekend.
- 4 I'm not interested _____ seeing him again.
- 5 I'm quite good _____ swimming.
- 6 They like _____ playing computer games.
- 7 I can't stand _____ playing chess. It's so boring!
- 8 I'm interested _____ working for you.

14 Complete the sentences with one word in each space.

- 1 She's brilliant at dancing!
- 2 I'm quite _____ at drawing and painting.
- 3 You're very _____ on swimming. You go every day.
- 4 I can't _____ studying with loud music.
- 5 I really _____ doing housework. There's nothing interesting in it.
- 6 I'm interested _____ working in a foreign country.
- 7 I _____ singing! It makes me feel marvellous.
- 8 I know. I'm really bad _____ playing football.
- 9 I _____ visiting new towns. It's quite interesting.

15 Now complete the sentences about yourself.

All about me



- 1 I like doing karaoke.
- 2 _____ is my favourite activity.
- 3 I really love _____.
- 4 I can't stand _____.
- 5 I'm interested _____.
- 6 I hate _____.
- 7 I'm quite good _____.
- 8 I'm not very good _____.

16 Describe yourself. What are you good at? What are you interested in? Write 5 or 6 sentences.

I'm quite good at singing. I sing in a band. I'm very interested in music and sport. I'm good at swimming and basketball ...

Study skills Presentation skills

1a What do you think of the presentation of your work? Is it important to you? Read how these people answered.

A student:

I haven't got time to think about presentation. If I finish the homework I'm happy.

A teacher:

I like to be able to read students' work but, of course, it's the content that is important.

A parent:

I saw my daughter's English book last week. I can't believe how untidy it was! What a mess! How can she learn anything?

A psychologist:

People are surprised to hear that the 'look' of a piece of work is very important. Results depend on looks as much as content sometimes. All teachers and examiners are influenced by handwriting, layout, etc.

An examiner:

I don't want to give marks for anything except the correct answers in the correct places, but we're all human, aren't we? If I'm marking 150 exams and I find some work with terrible handwriting, I am probably more critical.

1b What do you think and why?

2 What are the important things to remember about the presentation of written work?

Here are the main things:

- Be brief and clear: remember numbers, titles and spaces to help the reader.
- ATQ – Answer the Question! Do what is asked and make your answer clear.
- Keep it tidy.
- Watch your spelling! English spelling isn't easy: check a word if you're not sure. All English people have to!
- Make sure your handwriting is legible or, better still, use a computer!

3 Use this checklist when you write.

Write a Note

Checklist:

I have correctly used...

tenses ☐

pronouns ☐

third person's ☐

spelling ☐

punctuation ☐

capital letters ☐

4 Look at this student's work and use the checklist to help you correct it.

My town

I live in an very small town in the south of france. The town is very beutiful. There are lots of old buildings. We are living in the centre in a old house. The town is by a river and in the summer we going swimming. In the winter we can go skiing because we are near the montains. The my town doesn't very interesting for young people. There aren't a cinema and usually at the evenings we are staying home and watch TV. I'm liking my town, but one day I want to live in a big rity.



very well



OK



not great

I've finished 5 and 6 units and I can do ☒ these things in English

Units 5&6



Listening

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| A2 understand phrases, words and expressions related to my immediate surroundings, e.g. transport (p.53), in a museum (p. 60) | ☐ | ☐ | ☐ |
| A2 catch the main point in short, clear, simple messages and announcements, e.g. at the Underground station (p.53) | ☐ | ☐ | ☐ |
| A2 identify the main points of a short radio programme about a festival (p.63) | ☐ | ☐ | ☐ |

Reading

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| A2 identify important information in news summaries or simple newspaper articles about lost property (p.54), about a festival (p.62) | ☐ | ☐ | ☐ |
| A2 find the most important information about young people's activities (p.47), in an information leaflet about how to travel on the Underground (p.52), recipes (p.56) | ☐ | ☐ | ☐ |

Spoken Interaction

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| A2 use public transport, ask for basic information and buy tickets (p.53) | ☐ | ☐ | ☐ |
| A2 make simple purchases by stating what I want and asking the price (p.61) | ☐ | ☐ | ☐ |
| A2 ask for and give directions inside a building (p.60) | ☐ | ☐ | ☐ |

Spoken Production

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| A2 describe activities which are happening now in a brief and simple way (p.50) | ☐ | ☐ | ☐ |
| A2 describe a festival (p.63) | ☐ | ☐ | ☐ |

Strategies / Language quality

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| A2 indicate when I am following (p.60) | ☐ | ☐ | ☐ |
| A2 make myself understood using memorised phrases and single expressions (pp.52, 60) | ☐ | ☐ | ☐ |

Writing

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| A2 write about aspects of my everyday life, e.g. some objects (p.55), in simple phrases and sentences | ☐ | ☐ | ☐ |
| A2 write simple sentences, connecting them with words such as <i>and</i> , <i>but</i> , <i>because</i> (p.63) | ☐ | ☐ | ☐ |

At the end of **Units 5 and 6**, I'm a good A2 student.
Now I can start **Unit 7**.