

1g Skills

Can (Ability)

1 a) Listen and say.



dance



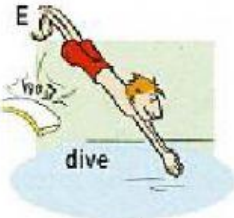
play the guitar



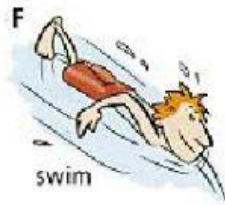
sing



cook



dive



swim



ride a bike



drive a car



run fast

b) Listen to Paul. What can he do?
What can't he do?

Paul can ..., but he can't ...

2 Read the table. Ask and answer, as in the example.

AFFIRMATIVE	NEGATIVE
I/You/He, etc can paint.	I/You/He, etc can't dance.
INTERROGATIVE	SHORT ANSWERS
Can I/you/he, etc dive?	Yes, I/you/he, etc can. / No, I/you/he, etc can't.

A: Can you jump?

B: Yes, I can.

Asking questions see p. GR2

3 Read the table. Say the examples in your language.

- Who** – asks about a person.
Who's she? She's Tanya.
- What** – asks about something we don't know.
What's this? It's her ball.
- Where** – asks about a place.
Where's Tanya from? The USA.
- How old** – asks about age.
How old is she? 15.
- Which** – asks when there are two or more possible answers.
Which is her favourite school subject: Maths or Science? Maths.

Fill in: who, what, where or how old.

-'s Rosa from? Mexico.
-'s your name? Angela.
- is he? 14.
-'s she? Helen.
- is her favourite school subject: Art or Music?

Intonation in questions

4 a) Read the theory.
Listen to the examples.

The intonation goes up at the end of yes/no questions. It goes down at the end of wh-questions.

Can you speak Spanish? What can you do?

b) Listen and say.

- How old are you?
- Can he ride a bike?
- Who can run fast?
- What's your name?
- Are they from Poland?
- Who's Peter?

Listening & Speaking

5 Look at the card. What is missing from each gap (1-5)?
Now, listen to a dialogue between a student and the school secretary and complete the gaps. Act out a similar dialogue.

Study skills

Predicting missing information
Before you listen, look at the gaps and try to guess what is missing e.g. a name, a number, etc. This helps you do the task.

First Name: 0) Kelly
Surname: 1)
Single: Married: Divorced:
Nationality: 2) Age: 3)
Address: 4)
Telephone Number: 5)

