

# Skills for Life

## Entry 2

These supplementary materials are a series of reference sheets designed to support and clarify some of the language and skills objectives addressed in the Skills for Life English Entry 2 learner materials.

## Contents

- 1 Noun
- 2 Sequence
- 3 A sentence
- 4 Punctuation
- 5 Present simple
- 6 Adverbs of frequency
- 7 Present continuous
- 8 Adjectives
- 9 Past simple 1
- 10 Past simple 2
- 11 Conjunction
- 12 Prepositions of place
- 13 Imperatives
- 14 Question words
- 15 *Can ...?* and *could ..?*
- 16 *Must* and *have to*
- 17 *Must* and *don't have to*
- 18 *Have* and *has got*
- 19 Conjunctions
- 20 Verb + *ing*
- 21 Comparisons
- 22 Can for ability
- 23 Reading skills
- 24 Writing skills
- 25 Writing skills cont ...
- 26 Filling in form
- 27 Listening skills
- 28 Learning new words
- 29 Spelling rules
- 30 Comparatives

## ENTRY 2

# Nouns

**Nouns** are names for things:

a **single thing**, such as: **desk computer file phone**

a **group of things**, such as: **team crowd bunch**

A **thing** that you **can't see or touch**, such as: **love sleep dream**

A **noun** can also be the name for a **person**, a **place** or a **day**, such as:

**A**ndrea, **M**arch, **M**ohammed, **F**riday

These nouns always have a capital letter. They are called **proper nouns**.

# Sequence

In explanations, instructions and narratives, there are some words or phrases that help readers pick up clues to show **when events happened**.

Here are some of the common words and phrases used:

**first next then in the end**

The **order** or **sequence** is very important when following instructions and directions.

**First** remove the outer cover, **next** pierce the film and **then** microwave for three minutes.

Words used to show **sequence** are **linking words**. Here are more examples:

**First,** go right to the end of the road.

**Then,** turn right.

**After a while,** you will come to a roundabout.

Take the second exit.

**Finally,** the hospital is on your right.

Here are some more linking words and phrases:

## ENTRY 2

first of all    firstly    at the beginning    secondly    thirdly    after a while  
meanwhile    finally    last of all    as    while    yesterday    today  
tomorrow

Words such as: **because, the reason for, so that**, help to explain **why one point follows another**.

I am late **because** the train was delayed.

I stayed late at work **so that** I could finish my phone calls.

The bedroom is a mess. The reason for this is **because** my sons don't tidy up.

## A sentence

A sentence must contain a **subject** and a **verb** and it must make sense. It must **start** with a **capital letter** and **end** with a **full stop**. Look at these examples:

**looked at the sky the moon** (This does not make sense. It does not have all the words it needs.)

**the man looked at the sky the moon was shining** (This has the words it needs but the sense is not clear.)

**The man looked at the sky. The moon was shining.** (This makes sense.)

The **capital letters** and **full stops** show you where the sentences begin and end.

[[Insert red rings around the capital letters and full stops in the following.]]

The man looked at the sky. The moon was shining.

i picked up my bag i walked out of the gate my friends came with me i said goodbye to my teachers my brother drove me away in his car i went home then I went out with my friends we had a party i stayed up all night  
(**This does not make sense.**)

I picked up my bag. I walked out of the gate. My friends came with me. I said goodbye to my teachers. My brother drove me away in his car. I went home. Then I went out with my friends. We had a party. I stayed up all night.  
(**This makes sense.**)

## Punctuation

All sentences start with a **capital letter**. A **full stop** is used to show that a sentence has finished and the next sentence is going to start.

There are four main types of sentence:

A **statement** gives information.

A **question** asks something.

An **exclamation** shows that the speaker feels strongly about something.

A **command** asks or tells someone to do something.

A **statement** ends with a **full stop**.                      **This is your desk.**

A **question** ends with a **question mark**.                      **Do you need experience for this job?**

An **exclamation** ends with an **exclamation mark**.    **I don't believe it!**

## Capital Letters

Capital letters are used for:	Examples:
Starting a sentence	The old man ran for the bus.
Names of people	Pam, Mr. Smith, Dr. Singh
Names of places	London, France, High Street
Titles	Coronation Street, The Daily Mirror
Abbreviations and postcodes	ITV, AA, NVQ, SP2 7DW
Names of days and months	Monday, March
Religions	Islam, Buddhism, Christianity
'I' when it means 'me'	Pam and I are best friends.



*Copy out the following sentences putting in the capital letters where needed.*

1. it was raining when pam and i went shopping in nottingham.
2. we went to asda to buy some milk and a tv times magazine.
3. the video of star wars will be on sale here in march.
4. my newspaper, derby post, said it was a very good film.
5. my friends and i are going on holiday on saturday 3<sup>rd</sup> june.
6. we are staying in a caravan in whitby in yorkshire.
7. the caravan park is called happyland holiday centre.
8. it is at the end of beach road, whitby, yorkshire, wb6 8ms.
9. the site is run by mr. and mrs. d. smith.
10. the smiths have a son called sam who spends all his time reading beano and dandy comics.
11. when i go back to derby, i will be starting a new job at new hall hospital.
12. my gp, dr. adamson, also works in a&e at the hospital.

## Capital Letters Answers

1. It was raining when Pam and I went shopping in Nottingham. (4)
2. We went to Asda to buy some milk and a TV Times magazine. (5)
3. The video of Star Wars will be on sale here in March. (4)
4. My newspaper, Derby Post, said it was a very good film. (3)
5. My friends and I are going on holiday on Saturday 3<sup>rd</sup> June. (4)
6. We are staying in a caravan in Whitby in Yorkshire. (3)
7. The caravan park is called Happyland Holiday Centre. (4)
8. It is at the end of Beach Road, Whitby, Yorkshire, WB6 8MS. (8)
9. The site is run by Mr. and Mrs. D. Smith. (5)
10. The Smiths have a son called Sam who spends all his time reading Beano and Dandy comics. (5)
11. When I go back to Derby, I will be starting a new job at New Hall Hospital. (7)
12. My GP, Dr. Adamson, also works in A&E at the hospital. (7)

## More Capital Letters



*Copy out the following sentences putting in the capital letters where needed.*

1. rob's favourite television programme is the bill.
2. my brother, ron, is learning italian at croft hill college.
3. he goes to college on tuesday and thursday evenings.
4. jason supports arsenal, but i support manchester united.
5. anwar goes to the mosque in forest street every friday evening.
6. reverend davies gave us a christian blessing after our wedding.
7. the students in this class are studying for their nvq in office skills.
8. the roof of st paul's church is leaking and the pcc is busy raising funds.
9. send the completed form to the burns unit, croft hospital, high road, Mansfield,  
ng16 3fg
10. mr. and mrs. collins booked their holiday for friday 12<sup>th</sup> august.
11. the caretaker at ashley park school is mrs. kate harrison.
12. i am reading *hamlet* for my english gsce exam in june.
13. the film, *cast away*, is showing at the odeon on wednesday.
14. when i go on holiday, i will stay at the royal hotel in bournemouth.
15. we called the puppies spot, patch, holly, honey and rex.
16. i asked swansea central library to get me the book, dream garden designs, by the  
end of april.



## ENTRY 2

### More Capital Letters Answers

1. Rob's favourite television programme is The Bill. (3)
2. My brother, Ron, is learning Italian at Croft Hill College. (6)
3. He goes to college on Tuesday and Thursday evenings. (3)
4. Jason supports Arsenal, but I support Manchester United. (5)
5. Anwar goes to the mosque in Forest Street every Friday evening. (4)
6. Reverend Davies gave us a Christian blessing after our wedding. (3)
7. The students in this class are studying for their NVQ in Office Skills. (6)
8. The roof of St Paul's Church is leaking and the PCC is busy raising funds. (7)
9. Send the completed form to the Burns Unit, Croft Hospital, High Road, Mansfield, NG16 3FG. (12)
10. Mr. and Mrs. Collins booked their holiday for Friday 12<sup>th</sup> August. (5)
11. The caretaker at Ashley Park School is Mrs. Kate Harrison. (7)
12. I am reading *Hamlet* for my English GCSE exam in June. (8)
13. The film, *Cast Away*, is showing at the Odeon on Wednesday. (5)
14. When I go on holiday, I will stay at the Royal Hotel in Bournemouth. (6)
15. We called the puppies Spot, Patch, Holly, Honey and Rex. (6)
16. I asked Swansea Central Library to get me the book, *Dream Garden Designs*, by the end of April. (8)

## Full Stops

Full Stops are used for:	Examples:
Ending a sentence. Sentences are statements which give you information.	The twins were born in April. My sister is called Pam.
Abbreviation (shortening of words) <i>Note: sometimes these full stops are no longer used.</i>	Mrs. St. B.B.C



**Copy out the following sentences putting in the full stops and capital letters where needed.**

**Note: there is more than one sentence in these examples.**

1. the sun shone yesterday today it is raining
2. we are having a holiday in a caravan this summer it is on the dorset coast
3. our friends went on safari in africa last may they saw lions and elephants
4. yesterday i saw my sister kim she lives in the next street
5. on saturday we went to watch football our team won the match
6. I like watching soaps on television my favourite is coronation street it is on channel  
3
7. on her birthday, jane and her friends went to burger king they had burgers and  
fries in the afternoon, they went to see a film
8. mr jones went to the supermarket he bought milk and bread
9. he was tired when he got to minister st to meet his friends he sat on a bench to  
wait for him
10. sally felt ill she made an appointment at the clinic it was on high st
11. she had to wait until tuesday to see dr archer by then, she was better
12. my dog is called patch he is a jack russell terrier he really hates cats

## Full Stops Answers

1. The sun shone yesterday. Today it is raining. (2)
2. We are having a holiday in a caravan this summer. It is on the Dorset coast. (2)
3. Our friends went on safari in Africa last May. They saw lions and elephants. (2)
4. Yesterday I saw my sister Kim. She lives in the next street. (2)
5. On Saturday we went to watch football. Our team won the match. (2)
6. I like watching soaps on television. My favourite is Coronation Street. It is on channel  
3. (3)
7. On her birthday, Jane and her friends went to Burger King. They had burgers and fries.  
In the afternoon, they went to see a film. (3)
8. Mr. Jones went to the supermarket. He bought milk and bread. (3)
9. He was tired when he got to Minister St. to meet his friend. He sat on a bench to wait  
for him. (3)
10. Sally felt ill. She made an appointment at the clinic. It was on High St. (3)
11. She had to wait until Tuesday to see Dr. Archer. By then, she was better. (3)
12. My dog is called Patch. He is a Jack Russell terrier. He really hates cats. (3)

## Question Marks and Exclamation Marks

Question Marks are used for:	Examples:
The ends of questions. Questions are sentences that ask for information.	What do you want to drink? Where are you going?

Exclamation Marks are used for:	Examples:
Making a sentence stronger or to show feeling. These sentences often give orders and are usually short.	I feel so sorry for you! He was beside himself with grief! Stop running! Watch out!



*Insert the question marks, exclamation marks and other punctuation where needed.*

1. where are you going for your holiday
2. did i stand on your foot i'm so sorry
3. does peter like tea would he rather have coffee
4. are you getting on this bus hurry up
5. what are you doing on that high stool don't jump
6. you are a fool why didn't you tell me the truth
7. why can't i have a bike i want one everyone else has got one
8. go away can't you see i'm busy
9. what are you doing with those scissors give them to me
10. you must be joking i'm not paying that much
11. be quick get in the car have you got everything
12. this coffee tastes absolutely awful has the milk gone off

ENTRY 2

## Question Marks and Exclamation Marks Answers

1. Where are you going for your holiday?
2. Did I stand on your foot? I'm so sorry!
3. Does Peter like tea? Would he rather have coffee?
4. Are you getting on this bus? Hurry up!
5. What are you doing on that high stool? Don't jump!
6. You are a fool! Why didn't you tell me the truth?
7. Why can't I have a bike? I want one! Everyone else has got one!
8. Go away! Can't you see I'm busy?
9. What are you doing with those scissors? Give them to me!
10. You must be joking! I'm not paying that much!
11. Be quick! Get in the car! Have you got everything?
12. This coffee tastes absolutely awful! Has the milk gone off?

## Commas (for lists)

Commas are used for:	Examples:
<p>Separating items in a list. The list can be nouns, adjectives or things which happen.</p> <p>Note: put a comma after every item in the list except the one followed by 'and' or 'or'.</p>	<p>I need to get pens, paper, a rubber and a pencil sharpener.</p> <p>He was tall, dark and handsome.</p> <p>I bought some chocolates, wrapped them up and gave them to my friend for his birthday.</p>



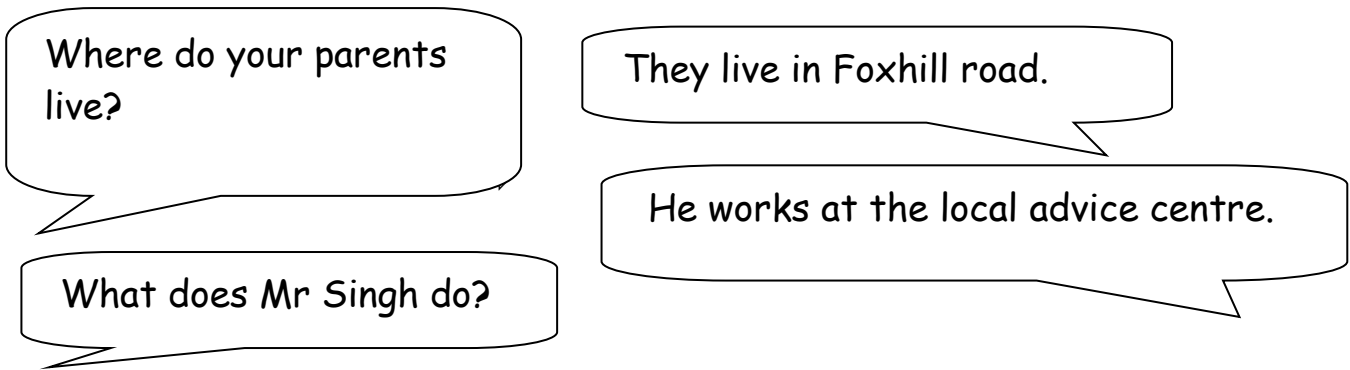
***Insert the commas and other punctuation where needed.***

1. your mother was always kind caring and considerate
2. you can either walk catch the bus or take a taxi
3. he was carrying eggs apples cheese and jam in his shopping bag
4. the puppies were called patch spot rusty meg molly and honey
5. i ran too quickly fell over hurt my hands and grazed my knees
6. wear strong boots a raincoat a warm hat thick gloves and a scarf
7. john colin rory and ben are all in the same football team
8. they are playing against pam kate emily and lynn
9. she packed plasters antiseptic cream scissors bandages cotton wool and lint in the first aid  
box
10. i am good at history geography and music. i'm not so good at maths science or technology

## Commas (for lists) Answers

1. Your mother was always kind, caring and considerate. (1)
2. You can either walk, catch the bus or take a taxi. (1)
3. He was carrying eggs, apples, cheese and jam in his shopping bag. (2)
4. The puppies were called Patch, Spot, Rusty, Meg, Molly and Honey. (4)
5. I ran too quickly, fell over, hurt my hands and grazed my knees. (2)
6. Wear strong boots, a raincoat, a warm hat, thick gloves and a scarf. (3)
7. John, Colin, Rory and Ben are all in the same football team. (2)
8. They are playing against Pam, Kate, Emily and Lynn. (2)
9. She packed plasters, antiseptic cream, scissors, bandages, cotton wool and lint in the first aid box. (4)
10. I am good at history, geography and music. I'm not so good at maths, science or technology. (2)

## Present simple



### Use

- You often use the present simple tense to talk about things that are always true.

*They **have** two daughters.*

*She **comes** from India.*

- You also use it to talk about things you do regularly.

*She **watches** TV every day.*

*I **look after** my sister's children on Saturday afternoons.*

*He never **drinks** alcohol.*

### Form

Positive	I / you / we / they <b>work</b> . He / she / it <b>works</b> .
Negative	I / you / we / they <b>don't</b> (do not) <b>work</b> . He / she <b>doesn't</b> (does not) <b>work</b> .
Question	<b>Do</b> I / you / we / they <b>work</b> ? <b>Does</b> he / she <b>work</b> ?

- You add **-s** to the verb with *he, she* and *it*.

*She **works** very hard.*

- You make a question with **does** for *he, she* and *it*.

- For short answers you use the pronoun and *do, don't, does* and *doesn't*.

*Does your wife work?* ⇨ *Yes, **she does**.*

*Do your children go to the Kingsland school?* ⇨ *No, **they don't**.*



## Adverbs of frequency

The buses never come on time.

I often get to work late.

I'm never late for work.

### Use

- You use adverbs of frequency to say how often things happen.

0% | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | 100%  
never                      sometimes                      often                      usually                      always

*I don't **often** go to the cinema.*

*Mr Makmood **always** goes to the mosque on Fridays.*

*She's **never** late.*

### Form

- The adverb of frequency usually just goes before the verb.

*I **always** leave work early on Fridays.*

*Do you **often** watch football on TV?*

- With the verb *be* the adverb of frequency usually goes just after the verb.

*He's **always** at home on Sundays.*

## Present continuous

What are you doing tomorrow?

I'm working all day.

We aren't doing anything special.

My neighbour is coming for lunch.

They're getting married in June.

## Use

You use the present continuous tense to talk about definite future plans.

## Form

- You form the present continuous with *be* and the *-ing* form of the verb.

Positive	<p><b>I'm</b> (am) working.</p> <p>He/ she's (is ) working.</p> <p>You/ we/ they're (are) working.</p>
Negative	<p><b>I'm</b> (am ) <b>not</b> working.</p> <p>He / she <b>isn't</b> (is not) working.</p> <p>We/ you /they <b>aren't</b> (are not)working.</p>
Question	<p><b>Am</b> I working?</p> <p><b>Is</b> he/ she working?</p> <p><b>Are</b> you/ we / they working?</p>

- You often use a future time marker with the present continuous.

*I'm buying a sofa **tomorrow**.*

*I'm going to a Dawali party **next week**.*

*What time are you leaving **on Friday**?*

- When you speak you usually use short forms, e.g.

<i>I am seeing.</i>	⇒	<b>I'm</b> seeing	<i>You are going.</i>	⇒	<b>You're</b> going.
<i>We are leaving</i>	⇒	<b>We're</b> leaving	<i>They are buying.</i>	⇒	<b>They're</b> buying.
<i>She is staying.</i>	⇒	<b>She's</b> staying	<i>He is arriving.</i>	⇒	<b>He's</b> arriving.
<i>It is raining.</i>	⇒	<b>It's</b> raining			

## Adjectives

**Adjectives** are describing words. They describe things, people and places.

Words for things, people and places are called **nouns**.

**Adjectives describe nouns.**

adjective	noun
big	day
happy	man
sad	woman
tall	tree
long	street

The adjectives **sad** and **happy** describe feelings. Some other adjectives for feelings are:

**scared angry mad good excited stressed proud bored joyful wonderful**

You can say: **I felt scared. He was angry. She felt great.**

**Adjectives** give **more detail** and make sentences **more interesting**.

Read the two sentences below.

**I work in a hospital.**

**I work in a busy hospital**

The second sentence provides more detail about the hospital. It says that the hospital is a **busy** place. The adjective **busy** gives a mental picture of lots of people and many things happening.

More than one adjective can be used to give even more detail.

**I have a busy, stressful job.**

**I've got an awful, boring job.**

Here are some more examples of adjectives.

**I work in a busy hospital.**

The adjective **busy** describes the **hospital**.

**I look after sick people.**

The adjective **sick** describes the **people**.

**I wanted a practical job.**

ENTRY 2

The adjective **practical** describes the **job**.

The **angry** motorist in the **blue** car waved his fist at the **calm** traffic warden.

The adjective **angry** describes the motorist's temper.

The adjective **blue** describes the colour of the car.

The adjective **calm** shows the reaction of the traffic warden.

An adjective can come **before** or **after** a **noun**.

I've got a **great job**.

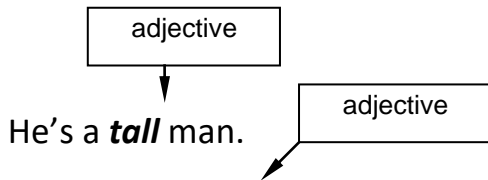
My **job** is **great**.

### More Adjectives



### Form

- An Adjectives tell you more about people and things.



The road is **busy**.

- Usually adjectives go before the noun, not after it.

**bright** colours.

**new** clothes .

- Adjectives can go after the verb *be* and *feel*.

His clothes are **new**.

I feel **tired**.

- When you use two more adjectives they usually go in this order.

opinion	size	age	colour	material	Noun
		new	black	linen	jacket
beautiful			blue		sari

**ENTRY 2**

	big	new			car
	small		grey	leather	sofa
	big		red	velvet	cushions

*He bought a **new black linen** jacket.*

*She 's wearing a **beautiful blue** sari.*

*She's got a **big new** car.*

*He I bought a **small grey leather** sofa, with **big red velvet** cushions.*

- Use **and** for more than one colour.

*I bought blue **and** white cotton shirt.*

**Common errors**

- The adjective must go before the noun.

*I've got a jacket new. ✘ = I've got a new jacket ✓*

- adjectives of opinion must go before age

*It's an old horrible table. ✘ = It's a horrible old table. ✓*

- Adjectives of colour must go before material

*There are some cotton blue curtains. ✘ = There are some blue cotton curtains. ✓*

## Past simple 1

I didn't drive there.

We took the train It was very quick.

### Use

- You use the simple past tense to talk about completed past actions.

I *came* to England in 1997.

I *didn't have* a job at first.

### Form

positive	I / he / she/ it	worked	yesterday?
	We / you / they	went	last week

negative	I / he / she/ it	didn't (did not) work	yesterday ?
	We / you / they	didn't (did not) go	last week?

- To form the regular past simple, you add *-ed* to the verb stem. (or *d* for verbs which end in *e*):

<i>work</i>	<b><i>worked</i></b>	<i>start</i>	<b><i>started</i></b>
<i>arrive</i>	<b><i>arrived</i></b>	<i>visit</i>	<b><i>visited</i></b>

- Many other verbs have irregular forms.

<i>come</i>	<b><i>came</i></b>	<i>have</i>	<b><i>had</i></b>
<i>go</i>	<b><i>went</i></b>	<i>take</i>	<b><i>took</i></b>

- For regular and irregular verbs the form is the same with all pronouns: I / you/ he/ she/ we/ they.

I ***came*** her in 1999.

We ***came*** here last year.

- To form the negative, you put *did not* before the verb stem.

## ENTRY 2

I **didn't** (did not) **go** to work yesterday.  
Cristina **didn't** (did not) **have** lunch.

- You often use these time markers with the simple past.  
*yesterday, last Monday, last week, last month, 2 months ago, last year, 10 years ago, in 1995, when I was a 18*

## Past simple 2

When did you get up?

What time did you arrive at work?

## Form

question	Did I / he / she/ it	work	yesterday?
	Did we / you / they	go	last week?

- Use **did** to make questions in the past.  
**Did she go** to college yesterday?  
What time **did they get up**?  
How **did you get** to work?

## Common errors

- Did you ~~bought~~ anything? ✗ = Did you **buy** anything? ✓

## Be in the past      Be= was/were

## Form

positive	I / he / she/ it <b>was</b> late. You/ we / they <b>were</b> late.
negative	I / he / she/ it <b>wasn't</b> (was not) late. You/ we / they <b>weren't</b> (were not) late.
question	<b>Was</b> I / he / she/ late? <b>Were</b> you/ we / they late?

ENTRY 2

**present**

*We **are** very tired to day.*

⇒

*The match isn't very interesting .*

⇒

*Is Tom at home today?*

⇒

*I am very thirsty.*

⇒

*I am reading a book*

⇒

*They are playing football*

⇒

*I am doing well.*

⇒

**past**

*We **were** very tired yesterday .*

*The match **wasn't** (was not) very interesting.*

***Was** Tom at home yesterday?*

*I was very thirsty.*

*I was reading a book.*

*They were playing football.*

*I was doing well.*



We moved to Derby **because** my wife got a new job.

## Conjunctions

I've got family in the UK **and** in Pakistan.

I work very long hours, **but** the pay is bad.

I want to speak better English **so** I'm studying ESOL at college.

## General meaning

Conjunctions are word like *and*, *because*, *but*, and *so*. You use them to join sentences together.

## Use

- You use **and** to add information.

*In my job I answer the phone **and** I meet customers.*

- You use **but** to introduce a difference.

*In my last job I didn't use a computer **but** now I use one every day.*

- You use **because** to introduce a reason

*She can only work part-time **because** she has small children.*

- You use **so** to introduce a result.

*She has small children **so** she can only work part-time.*

## Form

- You can use **and** to join sentences and shorter phrases. Remember when you use **and**, you don't need to repeat unnecessary words.

*I went to the shop with my friend **and** we bought a mobile phone.*

*We went to three shops **and** (we) looked at a lot of phones.*

*We looked in Dixons **and** ( we looked in) the Orange shop.*

- You can put the because at the beginning of the sentence or between the two parts of the sentence.

*I didn't go to my computer class **because** I was ill.*

***Because** I was ill, I didn't go to my computer class.*

## ENTRY 2

# Joining sentences with conjunctions

Conjunctions **and** and **but**

Two short sentences can be joined with a **conjunction** – the joining word.

The word **and** can be used between two sentences and the full stop taken away from the end of the first sentence.

For example: **I love computers. I spend hours on the Internet.**

Use the conjunction **and**.

The new sentence is: **I love computers and I spend hours on the Internet.**

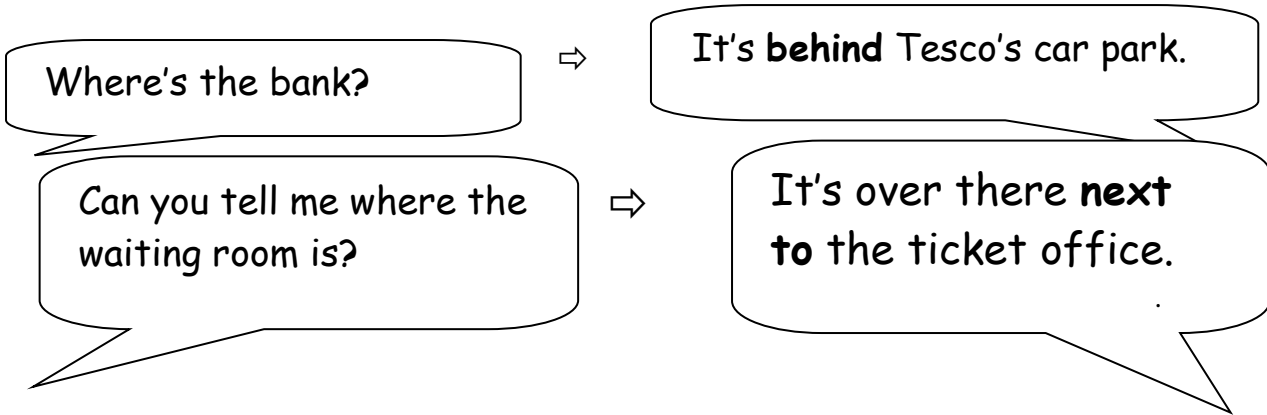
The conjunction **but** can be used to join two sentences and show the difference between the two sentences.

For example: **I'm Mohammed. My friends call me Mo.**

Use the conjunction **but**.

The new sentence is: **I'm Mohammed but my friends call me Mo.**

## Prepositions of place



## Use

- You use the preposition *in* for street names.  
*The health centre's **in** Green Road.*
- You use prepositions of place to say where things are.  
*The bank's **next to** the supermarket.*  
*My house is **at the end of** Riverside Road.*  
*The library **opposite** the town hall.*

## Meaning

next to



behind



*The bank is **next to** the post office.*

*The car park's **behind** the supermarket.*

in front of



opposite



*The bus stop's **in front of** the post office.*

*The car park entrance is **opposite** an Indian restaurant.*

on the left



on the right



## ENTRY 2

*There's a newsagent's **on the left**  
and a bicycle shop **on the right**.*

- Some prepositions of place have more than one word.  
*in front of, next to. on the right/left*

## Common errors

*It's ~~opposite of~~ the bank ✗ = It's **opposite** the bank. ✓*

## Imperatives

How do I get from the station to your house?

**Come** out of the station and **turn** right. **Don't cross** the road. My street's the first street on the left.

## Use

- You can use the use the imperative – just the verb – when you give directions in the street.

***Walk** along Queens street and **turn** left at the traffic lights.*

- You often use the imperative when you give instruction for using things.

***Put** the soap in the soap drawer. Then **set** the temperature control*

- You use a negative imperative - *don't + verb-* to tell people not to do something.

***Don't cross** the road.*

***Don't take** the first road on the left.*

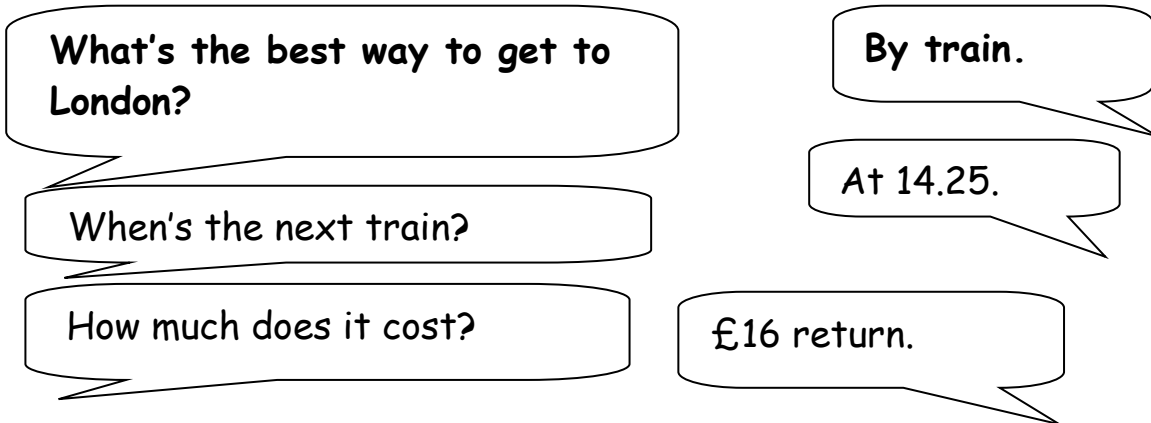
***Don't put** too many clothes in the washing machine.*

- When you give instructions use sequence markers to show the order of steps.

***First**, open the door **Next**, put the clothes in. **Then**, put in the powder and set the program. **Finally**, press the start button.*

***First** come out of the station and turn right. Walk to the end of the road. **Then** turn right, you'll see the supermarket on the left.*

## Question words



## Use

- You often use *Wh-* questions to ask for travel information. *Wh-* questions start with words like: *What, Where, When, Which, Why,*

Use *what* for things

**What's** the best way to get to Hull? ⇨ *There's a good train service.*

Use *when* for times

**When** does the first train leave? ⇨ *At 7.45 ?*

Also use *what time* for times

**What time's** the next train to Hull? ⇨ *At 8.15.*

Use *why* for explanations

**Why** does it take so long? ⇨ *You have to change at Swindon.*

Use *where* for places

**Where** can I buy a ticket? ⇨ *At the ticket office ,over there.*

Use *which + noun* for things

**Which platform** is it? ⇨ *Platform 8.*

- You can also use questions beginning with *how*.

Use *how far* for distances

**How far** is it to Hull? ⇨ *About 30 miles.*

Use *how much* for cost

**How much** doe sit cost? ⇨ *£15 return.*

ENTRY 2

Use *how long* for length of time

**How long** does it take?



*About an hour.*

- When you ask for information, you usually add *please*.

*How much is it to Hull, please?*

*Which platform is, please?*

## Can ...? or could...?

Could you give me change for the ticket machine, please?

I'm afraid I can't. I don't have any change.

Can I have a return to Birmingham, please?

Certainly. That's £10

Could you take me to the station, please?

Yes, of course. What time does the train arrive?

### Use

- You often use *Can I...?* or *Could I...?* when you ask for something.  
*Can I have an cup of coffee, please?*  
*Could I have a single to Glasgow, please?*
- You use *Can you...?* or *Could you...?* when you make requests.  
*Can you help me with my bags, please?*  
*Could you stop by the taxi rank, please?*

### Form

Question	<b>Can I</b> have a return ticket? <b>Could I</b> have a sandwich?
Question	<b>Can you</b> meet me at the station? <b>Could you</b> help me with my bags?

- When you ask for things you usually add, *please*.  
*Could I have a return ticket, **please**?*
- You often say *here you are* when we give somebody the thing they want.  
*Can I have a timetable, please?* ⇨ Yes, **here you are**.
- When you say yes to a request, you say *yes, of course*.  
*Can you meet me at the station, please?* ⇨ **Yes, of course / no problem**.
- When you say no to a request, you can say *I'm afraid I can't* and give a reason.**  
*Could you post this for me?* ⇨ **I'm afraid, I can't. I'm really busy.**

## ENTRY 2

# Can

I can use a computer.

I can speak good English but I can't write it well.

Can you use a till?

He cannot drive because he hasn't got a licence.

## Use

You use *can* to talk about general skills and abilities.

## Form

positive	I / we/ you they can drive. He / she can drive.
negative	I / we/ you they can't (cannot) drive. He / she can't (cannot) drive.
question	Can I / we / you / they drive? Can he / she drive?

Can is the same for all the pronouns.

She **can** type.

I **can** use a computer.

- You use *could* to talk about general ability in the past.

I **could** swim well when I was five.

Before I came to England, I **couldn't** speak English.

- When you speak or write informally you normally use *can't*.
- When you write more formally you normally use *cannot*.

## Common errors

- You don't use *to* with *can*.

I can ~~to~~ speak French. ✘ = I can speak French. ✓

- You never use *do* or *does* in questions with *can*.

Do you can drive? ✘ = Can you drive? ✓



## Must and have to

Does Amina have to wear a uniform?	Yes, all the children have to wear a uniform.
What time does school start?	At 9 o'clock, but you must be in your classroom at 8:45.
Do I have to fill in the form?	Yes, everybody has to fill in the form and complete it.

## Uses

You use *must* and *have to* to talk about rules and things that are necessary.

## Form

Positive	I / we/ you they <b>must</b> go. I / we/ you they <b>have to</b> go. He / she <b>must</b> go. He / she <b>has to</b> go.
Question	<b>Must</b> I / we / you / they go? <b>Do</b> I / we. you/ they <b>have to</b> go? <b>Must</b> he she go? <b>Does</b> he/ she <b>have to</b> go?

- When you talk about rules you can use *must* or *have to*.  
*Children **must** start school when they are five.*  
*Children **have to** start school when they are five.*
- When you talk about something which you think is necessary, you use *must*.  
*I **must** work harder.*  
*He **must** clean his car. It's very dirty.*
- When you ask about rules it more usual to use *Do ... have to ...?* than *Must ...?*  
*Do I **have to** take my passport?*

## ENTRY 2

- The past of *must* and *have to* is *had to*.  
*I **had to** go to a parents' evening last week.*

## Common errors

- You don't add an *s* to *must* for *he* and *she*.  
*She ~~musts~~ do all her homework. ✗ = He **must** do all her homework. ✓*
- You don't use *to* after *must*.  
*She ~~must to~~ improve her spelling. ✗ = She **must improve** her spelling. ✓*

## Mustn't and don't have to

Can I wear my trainers to school?

No! You **mustn't** wear trainers to school.

You **must** fill in an application form for your library card, but you **don't have to** do it today.

## Use

*Mustn't* and *don't have to* have different meanings.

- You use *mustn't* when there is rule that tells you not to do something.  
*You **mustn't** smoke in the bus. Look there's a no smoking sign.*
- You use *don't have to* when you want to say something is not necessary.  
You must fill in the application, but you *don't have to* do it now (you can if you want, but it's not necessary.)

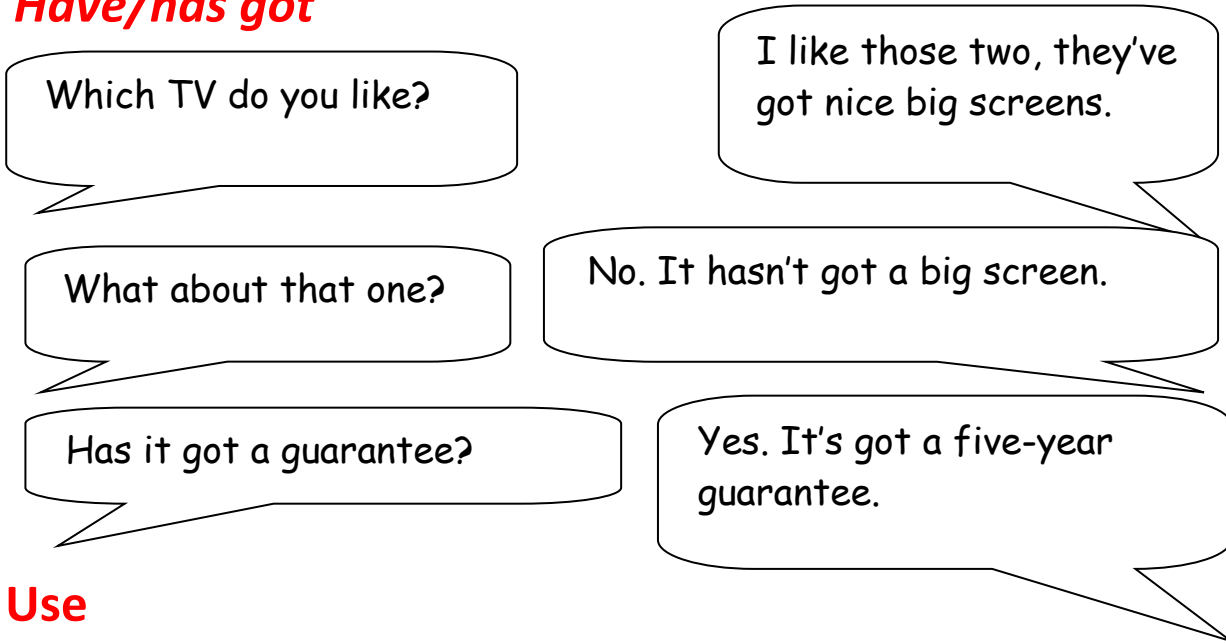
## Form

Negative	I/ you. we/ they <b>mustn't</b> (must not ) eat it. He/ she <b>mustn't</b> (must not) use it.
Negative	I / you / we / they <b>don't</b> (don't) have to eat it He/ she <b>doesn't</b> (does not) have to eat it.

- When you speak you normally use the short form *mustn't*.  
*You **mustn't** park on double yellow lines.*

ENTRY 2

## Have/has got



## Use

- You use *have/has got* when you talk about a product's features - the special things about the product.

## Form

positive	It's (has) got text messaging. They've (have ) got text messaging.
negative	It hasn't (has not) got picture messaging. They haven't ( have not got) picture messaging.
question	Has it got voice dialling? Have they got voice dialling?

## Common errors

- It ~~is~~ got e-mail. ✗ = It has got e-mail. ✓

## Verb + ing

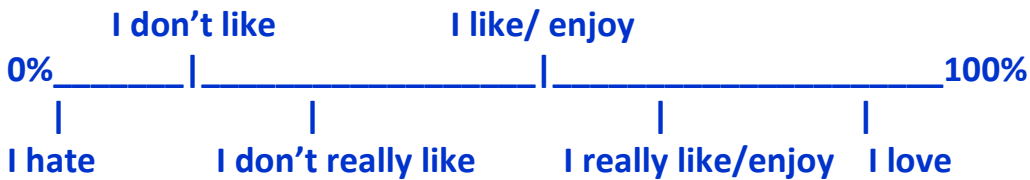
I really like spending time with my family at the weekend.

I hate getting up early in winter.

Ahmed loves playing football.

## Use

- You use the verb + *ing* when you talk about liking or disliking something.



*I **don't like** working in the office all the time.*

*Do you **enjoy** studying English?*

- You can also use the verb *enjoy* + *ing* when you like doing something.

*I like **meeting** new people.*

or

*I **enjoy meeting** new people.*

- When you use the phrase *be good at*, you follow it with a noun or the *verb+ing*.

*I'm not very good at sport.*

*I'm very good at **working** with my hands.*

*He's not very good at **learning** languages.*

- When you use the verb *mind*, you also follow it with verb + *ing*

*I **don't mind working** late some evenings.*

## Comparisons

People are more friendly in my country than they are here.

I think small towns are safer than big cities.

It easier to find work in big towns than in the countryside.

## Use

- You use the comparative when you compare two things, places or people.

*This phone is more expensive than that one.*

*Samira is younger than Hamid.*

- You often use comparatives to talk about changes.

*The air is a lot cleaner now.*

*It's easier to find jobs in the south.*

## Form

- You add *-er* to make the comparative of short adjectives (one syllable words).

*cheap- cheaper*

*old- older*

*dirty dirtier*

*safe safer*

- You put *more* in front of the adjective for long adjectives (e.g. adjectives with more than two syllables and most adjectives with two syllables).

*more expensive*

*more beautiful*

*more dangerous*

*more exciting*

- Some adjectives have an irregular comparative form.

*good = better*

*far = farther/further*

*bad = worse*

- You put **than** before the second thing you are comparing.

*In my country food was cheaper **than** in the UK.*

## ENTRY 2

### Common errors

- With short adjectives you don't use more.

*Wages were ~~more~~ lower in my country. ✘ = Wages were lower in my country. ✓*

- You use *than* after a comparative adjective not *that*.

*This job is harder ~~that~~ my old job. ✘ = This job is harder **than** my old job. ✓*

— The comparative of bad is irregular.

## Reading skills

### Skimming

#### Skimming means:

Looking at: the beginnings or ends of paragraphs, sentences, words or headings to give you a **general idea** about what you are reading

- reading something quickly
- not reading every word
- not using a dictionary

What kind of text do you skim read?

- leaflets
- newspaper articles
- posters

### Scanning

#### Scanning means:

Looking at: sentences, words, headings or numbers to find **important information**.

- reading something quickly
- not reading every word
- not using a dictionary

What kind of text do you scan?

- a telephone book
- an instruction booklet
- a newspaper article leaflet or poster for information like a date, a time or about important events

### Detailed reading

Detailed reading means:

- Reading the text **carefully** because you want to understand everything, using a dictionary

What kind of text do you read in detail?

- a letter from the bank
- a recipe
- instructions

## Writing skills

### Sentences

Sentence checklist. A sentence must:

- begin with a capital letter and end with a full stop.
- have a verb.
- have a subject (the subject is **what** or **who** the sentence is about).
- make sense.

Look at some common mistakes and corrections:

- There are no full stops.

My name is Shaheeda Parveen I came to the UK in 1998 ✗ =  
My name is Shaheeda Parveen. I came to the UK in 1990. ✓

- There is no verb.

I very good at English. ✗ = I **am** very good at English. ✓

- There is no subject.

Live in Manchester. ✗ = I live in Manchester. ✓

This does not make sense. = I like very much. ✗ =  
I like **Manchester** very much. ✓

### Joining parts of a sentence

We use conjunctions like **and**, **but**, **because** and **so** to link two parts of a sentence.

- **Adding information** (++)

We use **and** to add more information to the first part of a sentence:  
I study maths **and** English .



## ENTRY 2

- **Making a contrast ( + - )**

We use **but** to show how the second part of the sentence is different from the first:

I bought a mobile phone from your shop **but** it doesn't work properly.

- **Giving a reason ( ? )**

We use **because** to give the reason for the first part of the sentence:

He came to the UK **because** there was trouble in his country.

- **Giving a result ( = )**

We use **so** to give the result of the first part of the sentence:

I am a nurse **so** I work long hours.

## Filling in forms

### Ten Top Tips for filling in forms

- 1 **Read** the instructions **carefully** before you complete the form.
- 2 **Check the spelling** of all names and addresses you will need for the form.
- 3 **Use a pencil first** in case you make a mistake.
- 4 **Write neatly** – IN CAPITALS IF ASKED TO USE **BLOCK LETTERS**.
- 5 **Think about** how to write **the date**. There are several ways.
- 6 **Look for boxes** that you need to **tick**.
- 7 **Use a dictionary** to check new spellings.
- 8 Ask someone to **read over your form**.
- 9 **Photocopy** your completed form.
- 10 **Keep a copy** of the form for your records

## Listening skills

### Prediction

Prediction helps you to understand what you are going to listen to. Prediction means: **before** you listen, thinking about:

- why you are listening
- what the situation is
- who is speaking
- what people are going to say.

### Listening for gist

Listening for gist means:

- listening for a **general** idea of what someone is saying
- not listening to every word.
- listening for stressed words
- listening for intonation.

### When do you listen for gist?

- face to face conversations
- telephone conversations
- radio and TV programmes
- the first time you listen to a tape in class.

### Listening for detail

- listening **carefully** for important information
- listening for stressed words
- listening for repeated words
- listening for the past, present or future tenses
- checking you understand in a conversation.

### When do you listen for detail?

- instructions
- directions
- explanations
- announcements
- the second time you listen to a tape in class.

- Remember! The most important thing about listening: relax! – don't try to understand everything.

## Learning new words

- First think about how you learn and remember new words. What kind of words do you remember? What kind do you forget?
- Try keeping a vocabulary notebook. Remembering new words is more than just writing a translation. Look at the different ways of making a record of new words. Think about which way suits you.
  - Memory maps: help you to remember words for situations or topics.
  - Pictures: help you remember words by thinking about what they look like.:
  - Marking the grammar V (verb) A (adjective) N (noun) It can help you help you remember where and how to use the word in a sentence:

economise (V)

economy (N)

economical (A)

Example sentences can help you remember when and how to use a word and what words go with it:

*I must **economise**, I'm spending too much money.*

*The Government is trying to improve the **economy**.*

*Mobile phones are not very **economical**.*

## Spelling rules

### Regular verb endings for the past simple

When you form the simple past for regular verb, you add *-ed*, e.g. *start - started* but sometimes the spelling changes.

- When the verb ends in e, you just add *d*.  
*arrive - arrived*   *close - closed*   *live - lived*

*I **lived** in Sudan until I was 10.*

- When the verb ends in a consonant + *y*, the *y* **changes** to *ied*.  
*cry - **cried***   *try - **tried***   *study - **studied***

*He **studied** law in his country.*

- When you add *-ed* to a verb ending in one vowel and one consonant, you double the consonant.

*chat - **chatted***   *grab - **grabbed***   *plan - **planned***

*We **planned** a big party for his birthday.*

### Verb + ing with the *present continuous*

When you form the present continuous, you add *-ing* to the verb, e.g. *visit - visiting* but sometimes the spelling changes.

- with verbs which end in e, you drop the final e:  
*come **coming***  
*write **writing***

*My aunt is **coming** to visit next week.*

- When the verb ends in 1 vowel and 1 consonant, you double the final consonant.  
*get            **getting***  
*stop           **stopping***

*I'm **getting** a new video at the weekend.*

## ENTRY 2

# Comparatives

When you form the comparative of short adjectives you add *er*, e.g. *fast* → *faster*, but sometimes the spelling changes.

- When the adjective ends in *e*, you just add *r*:

*large*            *larger*  
*nice*            *nicer*

*Small towns are **nicer** than big cities.*

- When the adjective ends in *y*, you add *ier*:

*happy - happier*  
*friendly - friendlier*

*In Scotland people were **friendlier** than in England.*

- When the adjective ends in a vowel and a consonant, you double the consonant:

*big bigger hot hotter*

*In Sudan the summers are **hotter** than Britain.*