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My abilities

- ▶ **Vocabulary** Abilities • Jobs (1)
- ▶ **Grammar** Object pronouns • *can*: ability • *can*: possibility, permission and requests • Adverbs of manner
- ▶ **Functions** Describing abilities



- ▶ Audio
- ▶ Video

Presentation

1 048 **READ** and listen. What is Josh's talent?



★ **Teen Talent Show!** ★

21st October, 9.30 p.m.

Cadby School

Email: talentshow@starmail.com

- Josh** Look, a talent show! This is perfect for **us**! What can you do, Emma?
- Emma** Well, I can ride a horse. I can swim and code. I can speak French fluently. Oh, and I can cook well, too.
- Josh** OK, but those things aren't very good for a talent show ... I know! Let's start a rock band!
- Emma** A rock band? Can you sing?
- Josh** No, I can't. I can't sing, but you can sing perfectly!
- Emma** Hmm ... maybe ...
- Josh** Don't worry, Emma. You're amazing!
- Emma** Oh, OK then. Can you play the guitar?
- Josh** I can play the guitar badly, but Ava can play **it** well. Let's ask **her**!
- Emma** Good idea! And Ahmed can play the piano perfectly. Let's ask **him**, too!
- Josh** Great! With **them**, we've got our rock band!
- Emma** But what about you, Josh? Can you play anything?
- Josh** Yes, I can! I can play air guitar with **you**! See?

2 Complete the sentences with **Josh**, **Emma**, **Ava** or **Ahmed**.

- 0 Emma can speak French.
- 1 _____ can't sing.
- 2 _____ can sing.
- 3 _____ can't play the guitar well.
- 4 _____ can play the guitar well.
- 5 _____ can play the piano.

Keep it real

You're amazing!

Sei bravissima!

Good idea!

Buona idea!

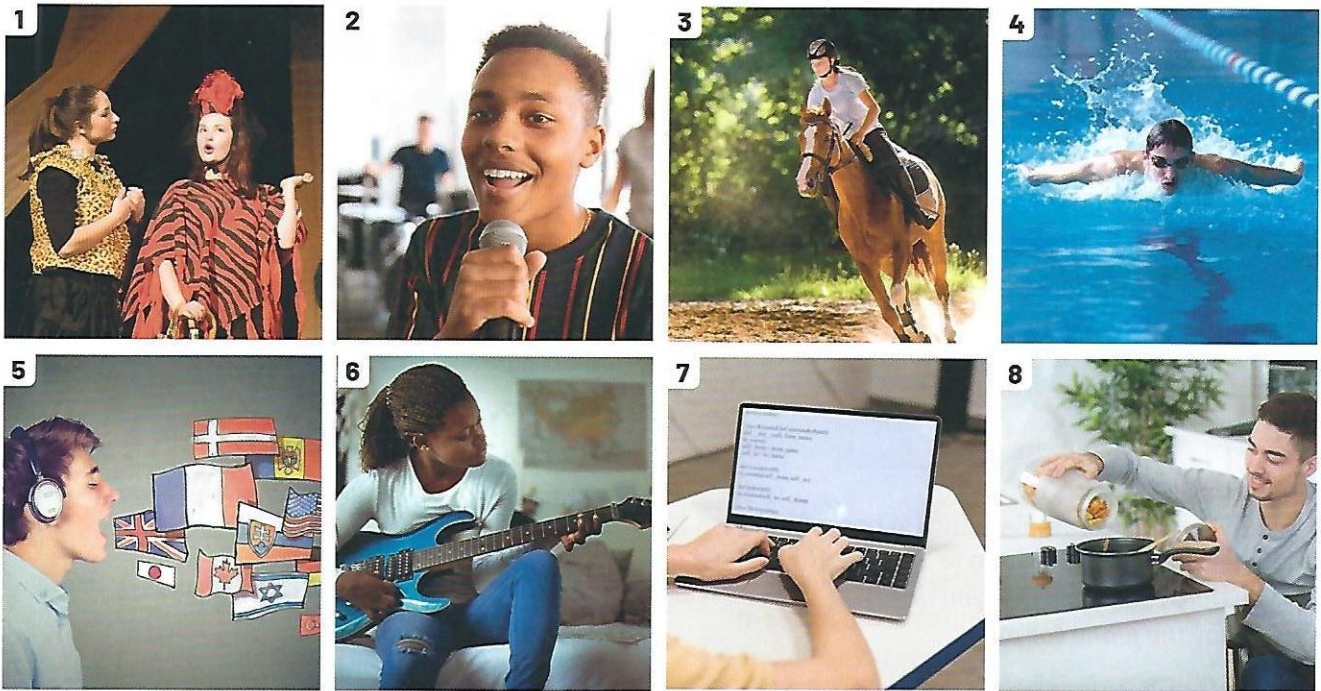
air guitar

chitarra immaginaria

3 Role-play the dialogue in pairs.

Vocabulary Abilities

4 049 Match the photos to the words. Then listen, check and repeat.



- 6 play the guitar
- cook
- ride a horse
- act
- code
- swim
- sing
- speak a foreign language

Jobs (1)

5 050 Write the jobs under the pictures. Then listen, check and repeat.

musician | singer | tour guide | chef | actor/actress | game/app developer | athlete | waiter/waitress | computer programmer | engineer

He's a singer.
 He's singer.



0 singer 1 2 3 4



5 6 7 8 9

6 Complete the table with the jobs from Ex.5. Can you add any other jobs?

Sport and entertainment	Technology and engineering	Service industry and tourism
<u>singer</u>

Grammar ▶ Watch the Grammar animations

7 Complete the table with the highlighted words in the dialogue in Ex.1 on p.42.

Object pronouns	
Subject	Object
I	me
you	⁰ you
he	¹
she	²
it	³
we	⁴
they	⁵

Si usano i pronomi complemento al posto dell'oggetto del verbo e dopo le preposizioni.

Can you ride a horse? → Can you ride **it**?

Please play the piano **for me**!

Grammar reference p.238

8 Choose the correct object pronoun to replace the underlined words in the sentences.

- 0 Let's cook pasta today. Where is the pasta?
A it B them C us
- 1 That's a great photo of Mandeep and you.
A him B you C them
- 2 Hannah's Irish. Speak English to Hannah, please.
A you B him C her
- 3 Pop is my favourite music. I love pop music.
A her B it C me
- 4 Come to Mum and me! Good dog, Fido!
A her B them C us
- 5 Look at that man. He's a famous actor!
A him B her C it
- 6 My scissors aren't here. Have you got my scissors?
A me B it C them

9 Complete the sentences with the object pronouns below.

me | him | her | it | us | them | you

- 0 There's a pen on this desk. Can I use it ?
- 1 We've got a rock band. You can play the guitar with
- 2 I'm your tour guide today. Listen to carefully.
- 3 Jim and Jane are my uncle and aunt. This is a photo of
- 4 Marc is very angry today. Don't speak to
- 5 It's my mum's birthday. This gift is for
- 6 Sorry, Matti, I can't speak to now. I've got a French lesson.

10 Complete the table with can or can't. Use the dialogue in Ex.1 on p.42 to help you.

can: ability

+ Affirmative
I/You/He/She/It/We/They⁰ **sing**.

- Negative
I/You/He/She/It/We/They¹ **sing**.

? Interrogative
² I/you/he/she/it/we/they **sing**?

Short answers
Yes, I/you/he/she/it/we/they³
No, I/you/he/she/it/we/they⁴

Si usa il verbo modale *can/can't* per parlare di abilità.

Grammar reference p.238

! I verbi modali sono invariabili.
I **can** cook. He **can** cook.

11 Write the sentences using can or can't.

- 0 I/play the piano. (+)
I can play the piano.
- 1 We/act. (-)
- 2 Our tour guide/speak Polish. (+)
- 3 They/ride a horse. (-)
- 4 That chef/cook good Indian food. (+)
- 5 That actor/sing. (-)

12 Write the questions using can. Then write short answers about you.

- 0 you/play the guitar?
Can you play the guitar? Yes, I can./No, I can't.
- 1 your parents/ride a bike?
- 2 your best friend/sing?
- 3 your teacher/speak English?
- 4 you and your friends/code?
- 5 your grandparents/swim?

13 SPEAK In pairs. Ask and answer questions about the people in the table.

	Act	Code	Cook	Sing	Swim
Raj	X	✓	✓	X	✓
Jen	✓	X	X	✓	X
Dan	X	✓	X	✓	✓
Lila	X	X	✓	X	X
You					

- A Can Raj act?
- B No, he can't. Can he code?
- A Yes, he can.

can: possibility, permission and requests

Si usa *can* anche per:

- parlare di possibilità

We **can** do sports or music lessons after school.

- chiedere un permesso

Can I go to the bathroom, please?

- fare una richiesta.

Can you repeat that, please?

Grammar reference **p.238**

14 Match the questions to the answers.

- Can I listen to music? C
 - John, can you read question 2?
 - Can I use a dictionary in the exam?
 - Can I ask a question?
 - Can you spell that, please?
 - Can I use your ruler?
- A Yes, of course. What is it?
 B Yes, Mr Weston. 2 What day is St Valentine's Day?
 C No, I'm sorry. The library is a quiet place to study.
 D Yes, you can. It's in my pencil case.
 E Yes, it's E-N-G-I-N-E-E-R.
 F Yes, you can but only one that is in English. You can't use one that has translations from Italian.

15 Complete the sentences with *can* or *can't* and the verbs below.

use | swim | open | read | cook | come | look

- The library has got books in French and English, so we can read books in those languages.
- I'm really hungry. Dad, you some pasta for us?
- I haven't got a rubber. I yours?
- Diana, so she can't go in the sea.
- Thomas and Gianni to the party because they've got lots of homework.
- '..... we at those photos on your phone?' 'Sure, of course!'
- It's really hot in here! I a window?

16 051 Listen to an audition for a talent show. True or false? Write T or F. Correct the false ones.

- The student's name is Andre Ricci. *F The student's name is Andre Rizzo.*
- He's a musician.
- He can play the piano.
- He can also sing and act.
- The name of his song is 'Can you help me?'
- He can play part of his song for them.

17 Read the rules. Then underline the adverbs of manner in the dialogue in Ex.1 on p.42.**Adverbs of manner**

Adjective	Adverb
Most adverbs	
fluent	fluently
bad	badly
Adjectives that end in consonant + -y	
easy	easily
Irregular adverbs	
good	well
fast	fast
hard	hard
late	late
early	early

Si usano gli avverbi di modo per descrivere il modo in cui si fa un'azione:

You can sing **perfectly**.

Grammar reference **p.238**

18 Write the adverbs for the adjectives.

- | | |
|----------------------|-------------------|
| 0 loud <u>loudly</u> | 4 angry |
| 1 slow | 5 hard |
| 2 fast | 6 beautiful |
| 3 quiet | 7 good |

19 Complete the sentences with the adverbs from Ex.18.

- We can't hear you. Can you speak loudly, please?
- Please talk - I can't hear the TV.
- Wow, you're really talented - you can sing!
- My mum can't speak French Her accent is terrible.
- I'm sorry dinner is late. I can only cook
- Please relax. I don't like it when people speak to me.
- There's a party at 8, so let's work and finish our homework!

20 SPEAK Walk around your class. Find somebody who can ...

- | | |
|-------------------------------------|--------------------------|
| • swim fast | • act well |
| • speak a foreign language fluently | • ride a horse perfectly |
| • code easily | • sing beautifully |

A Can you swim fast?



B Yes, I can./No, I can't. I can only swim slowly.

Functions Describing abilities

Degrees of ability

- > Per parlare di livello di abilità si usano:
I **can** play basketball **quite well** (+)/**well** (++)/**very well** (+++).
I **can't** play basketball **very well** (-)/**well** (--)/**at all** (---).
- > Per indicare il livello di abilità si può usare anche **be(not) + aggettivo + at + sostantivo/forma in -ing del verbo**:
I'm **good** (+)/**very good** (++)/**amazing** (+++) **at** (playing) basketball.
I'm **not very good** (-)/**bad** (--)/**terrible** (---) **at** (playing) basketball.

21 Read the language box. Then look at the table and write sentences about Jack and Ella using **can/can't**.

Jack		Ella	
play the guitar	+++	play football	++
sing	+	act	-
speak French	---	swim	--

0 *Jack can play the guitar very well.*

22 Write sentences about Jack and Ella from Ex.21 using **be + adjective + at** and the words below.

- 0 Jack - the guitar *Jack is amazing at the guitar.*
- 1 Ella - football
- 2 Jack - singing
- 3 Ella - acting
- 4 Jack - French
- 5 Ella - swimming

23 Complete the sentences about you. Think about languages, sports, school subjects, musical instruments, etc.

- 0 I'm good at *maths and science*.
- 1 I can't very well.
- 2 I'm amazing at
- 3 I'm not very good at
- 4 I can very well.
- 5 I'm terrible at

24 **SPEAK** In pairs. Share your answers from Ex.23. Then describe the abilities of your friends and family, too.

A I'm good at maths and science.

B Really? I'm terrible at science, but my sister's very good at it.

Reading

25 052 **READ** the infographic on p.47 and answer the questions with a word or number.

- 0 At what age can most teenagers work in the UK?
thirteen
- 1 What time can someone under 16 start work in the morning?
- 2 How many hours can someone under 16 work before they need a break?
- 3 Which job is it necessary to have some qualifications for?
- 4 How many hours can a 14-year-old work on a Saturday?
- 5 What is the maximum number of hours a 17-year-old can work per day during school holidays?

26 Complete the sentences with the jobs from the infographic.

- 0 *Dog walker* is a good job for someone who can run fast.
- 1 is the perfect job for people who are good at making coffee.
- 2 is a good job for people who are very good at swimming.
- 3 is a great job for people who are interested in animals.
- 4 is a good job for people who can only work during school holidays.

Listening

27 053 **LISTEN** to the conversation between a student and a school career advisor. Choose the correct alternative.

- 0 Ryan **can** can't swim very well.
- 1 Ryan can speak French and Spanish **quite** | **very** well.
- 2 Ryan **is** | **isn't** good at working in a team.
- 3 Ryan is **amazing** | **bad** at giving presentations.
- 4 Ryan **is** | **isn't** good at working with money.
- 5 Ryan can't code **at all** | **very well**.

Speaking

28 **SPEAK** Choose one of the jobs from the infographic or from Ex.5 on p.43. Note down the abilities you have that make it a good job for you. Then tell your partner.

I think barista is a good job for me. I'm good at working with customers ...

JOBS FOR TEENS IN THE UK



What to know

A job can help you meet people and learn new skills. But while you're at school, your choices are a bit limited.

- The minimum age that you can work in the UK is 13 – except in areas like modelling, film and television.
- Workers under 16 can't work during school hours, or before 7 a.m. or after 7 p.m.
- Workers under 16 can't work in a dangerous job.
- Workers under 16 can't work for more than four hours without a break.
- There isn't a minimum wage¹ for workers under 16.



What jobs can you do?



Dog walker or pet sitter

These jobs are good for teens because it's easy to work before and after school. If you're active and love animals, these can be great options.



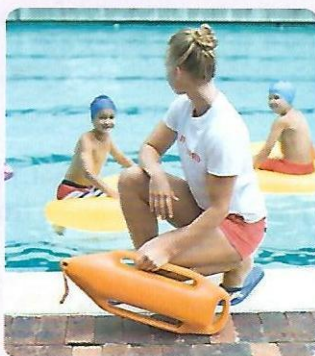
Shop assistant

Have you got a favourite shop? Maybe you can work there! This is a good choice for teens who can work at weekends, or for seasonal work² during the summer holidays and at Christmas.



Barista

Coffee shop jobs are great for friendly people who are good at counting money. You can learn how to make drinks and get experience in customer service³.



Lifeguard

This is a great job for people who can swim very well and are calm when there are problems. NB: For this job, it is necessary to have some special qualifications⁴.



How many hours can teens work?

	School term-time		School holidays	
	Hours a day on weekdays and Sundays	Hours a day on Saturdays	Hours a day on weekdays and Saturdays	Hours a day on Sunday
14-year-olds	2	5	5	2
15-year-olds	2	7	7	2
16–17-year-olds	8	8	8	8

Compito

Create a class vlog

Step 1: Think

1 Discuss the questions.

- 1 What's a vlog? Are you a fan of vlogs? Why/Why not?
- 2 Who are some famous vloggers? Where can you watch their vlogs? What are they about?

2 Look at some popular vlog types (1-5) and match them to the scripts (A-E) below.

- | | |
|-------------------------------------|------------------------------|
| 1 Q&A (questions and answers) | 3 A room tour |
| 2 What's in my bag? | 4 A tutorial or how-to |
| | 5 Ranking or Top 5 |

A Hi guys, this is our classroom. Here you can see our teacher's desk. She's got a laptop and lots of books on it. There's a big whiteboard ...

B This is my school bag. It's blue because that's my favourite colour. In it, I've got some books. This book is for my English class ...

C Are you stressed about an English exam? Don't worry! Here are some great tips for how to prepare. First, make a study group ...

D OK, so our first question today is: Where are you from? That's easy! We're from Bologna. It's a city in the north of Italy ...

E Hey guys, this is a definitive ranking of my top five favourite singers. The first is Adele. She's from the UK. Her music is amazing ...

Step 2: Plan

3 Your English class wants to start a YouTube channel. In groups of four. Choose the type of vlog that you want to make from Ex.2.

4 Write the script for your vlog.

5 Assign a role to each member of your group.

- actors:
- director:
- camera operator:

Step 3: Prepare

6 Decide how to make your vlog. Then film it.

- (actors) Memorise the script.
- (director) Tell the group where to go and what to do.
- (camera operator) Film the video with a phone or camera.

Step 4: Share

7 Play your vlog for the class. Watch the other groups' vlogs. Which is your favourite and why?

Mi autovaluto

Prima di proseguire, valuta con attenzione quale livello hai raggiunto sugli argomenti dell'UDA Starter.



= molto bene



= abbastanza bene



= devo ripassare

Competenze comunicative			
So presentarmi e stringere nuove amicizie. p.16			
So chiedere e dare informazioni personali. p.22			
So parlare della famiglia. p.25			
So descrivere l'aspetto fisico. p.28			
So descrivere oggetti. p.34			
So capire e dare istruzioni. p.39			
So chiedere il permesso e fare richieste. p.45			
So parlare di abilità. p.46			
Competenze chiave			
So organizzare e contribuire al funzionamento di un gruppo di lavoro. p.48			
So progettare e realizzare un video. p.48			