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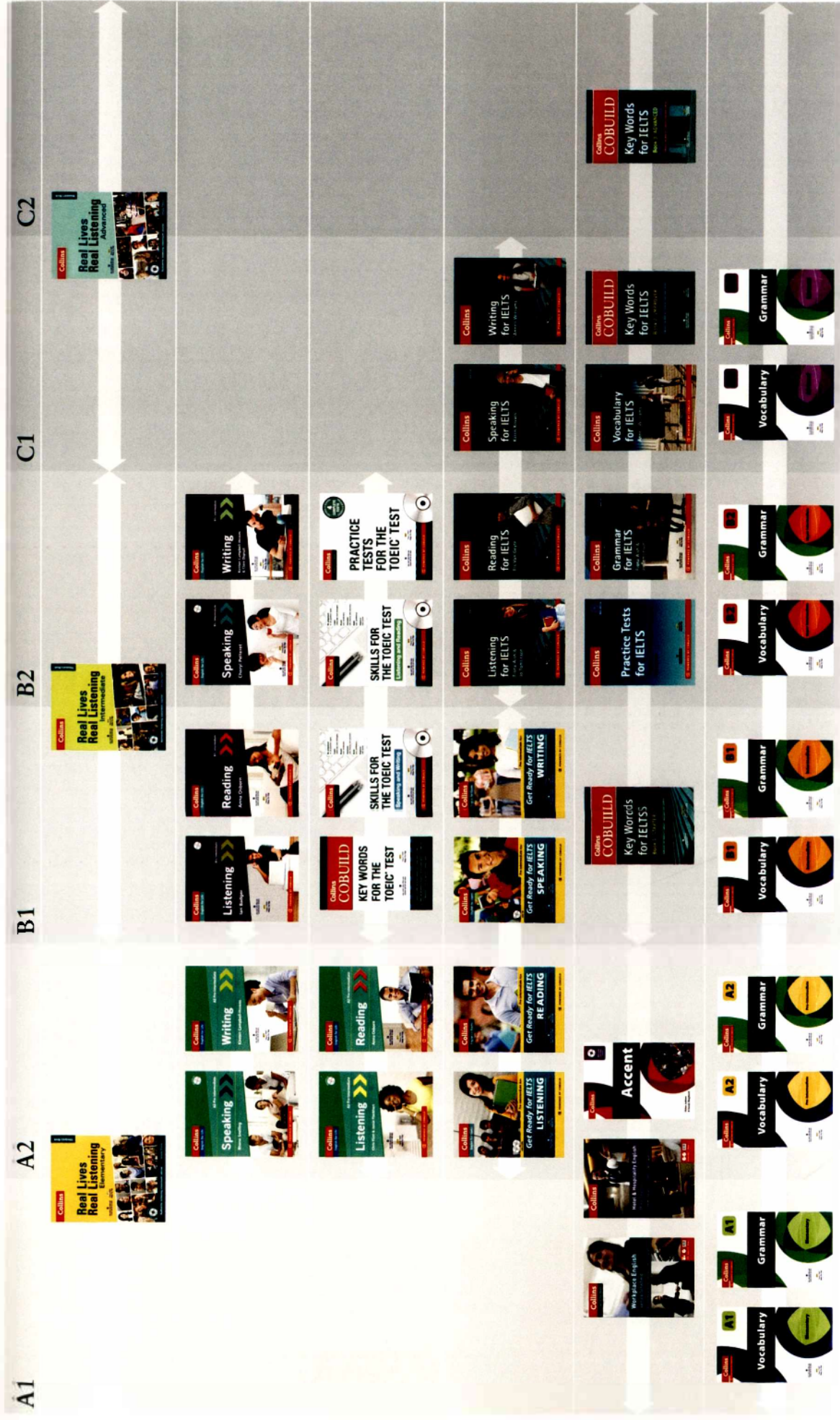
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# Common European Framework (CEF) level mapping chart

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**WORK ON YOUR GRAMMAR – ELEMENTARY A1**

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# Introduction

Welcome to *Work on your Grammar – Elementary (A1)*.

## Is this the right book for me?

This book, *Work on your Grammar – Elementary (A1)*, helps students to learn and practise English grammar at CEF level A1. This book is suitable for you to use if you are at CEF level A1, or just below.

So, what is CEF level A1? Well, there are six Common European Framework levels. They go up from A1 for beginners, A2, B1, B2, C1 and finally C2.

If the description below sounds like you, then this is probably the right book for you. If you think your English is higher in level than this, choose *Work on your Grammar – Pre-intermediate (A2)*.

- I can understand and use common everyday expressions and simple phrases.
- I can introduce myself and ask other people simple questions about who they are and where they live, and so on.
- I need other people to speak slowly and clearly to me.
- I try to use verbs to talk about the past, the present and the future – but I know I make a lot of mistakes!

## What does this book contain?

This book contains 30 units to help you learn and practise important grammar for this **Elementary (A1)** level.

Each unit explains the **grammar point** and then there is a series of **exercises** that gives you useful practice in this particular area. The exercises are there to help you really understand the grammar point and remember how to use it correctly.

There are different types of exercise. This helps you to see different aspects of the grammar, and it means you have a range of practice to do.

The **answers** to all the exercises are at the back of the book.

**Remember!** boxes highlight important information about the grammar points, so it is a good idea to read these and think about them.

## I'm a student: how can I use this book?

You can use this book in different ways. It depends on your needs, and the time that you have.

- If you have a teacher, he or she may give you some advice about using the book.
- If you are working alone, you may decide to study the complete book from beginning to end, starting with Unit 1 and working your way through to the end.
- You might find that it is better to choose which units you need to study first, which might not be the first units in the book. Take control of what you learn and choose the units you feel are the most important for you.
- You may also decide to use the book for reference when you are not sure about a particular grammar point.
- You can find what you want to learn about by looking at the **Contents** page. Each unit is separate and independent from the others.
- Please note that, if you do not understand something in one unit, you may need to study a unit earlier in the book, which will give you more information.

### Study tips

- 1 Read the aim and introduction to the unit carefully.
- 2 Read the explanation. Sometimes there is a short text or dialogue; sometimes there are tables of information; sometimes there are examples with notes. These are to help you understand the most important information about this grammar point.
- 3 Don't read the explanation too quickly: spend time trying to understand it as well as you can. If you don't understand, read it again more slowly.
- 4 Do the exercises. Don't do them too quickly: think carefully about the answers. If you don't feel sure, look at the explanation again. Write your answers in pencil, or, even better, on a separate piece of paper. (This means that you can do the exercises again later.)
- 5 Check your answers to the exercises using the **Answer key** at the back of the book.
- 6 If you get every answer correct, congratulations! Don't worry if you make some mistakes. Studying your mistakes is an important part of learning.
- 7 Look carefully at each mistake: can you now see why the correct answer is what it is?
- 8 Read the explanation again to help you understand.
- 9 Finally, if the unit includes a **Remember!** box, then try really hard to remember what it says. It contains a special piece of information about the grammar point.
- 10 Always return: come back and do the unit's exercises again a few days later. This helps you to keep the information in your head for longer.



## I want to improve my grammar

Good! Only using one book won't be enough to really make your grammar improve. The most important thing is you!

Of course, you need to have a paper or electronic notebook. Try these six techniques for getting the best from it.

- *Make it real:* It's probably easier to remember examples than it is to remember rules. Often, it's better to try to learn the examples of the grammar, not the explanations themselves. For example, rather than memorizing 'You use the present simple to talk about habits', you should learn 'I play tennis every weekend'.
- *Make it personal:* When you're learning a new structure or function, try to write some examples about yourself or people or places you know. It's easier to remember sentences about your past than someone else's! For example, 'I'm studying art this year'.
- *Look out:* Everything you read or hear in English may contain some examples of the new grammar you're learning. Try to notice these examples. Also, try to write down some of these examples, so that you can learn them.
- *Everywhere you go:* Take your notebook with you. Use spare moments, such as when you're waiting for a friend to arrive. Read through your notes. Try to repeat things from memory. A few minutes here and there adds up to a useful learning system.
- *Take it further:* Don't just learn the examples in the book. Keep making your own examples, and learning those.
- *Don't stop:* It's really important to keep learning. If you don't keep practising, you won't remember for very long. Practise the new grammar today, tomorrow, the next day, a week later and a month later.

## I'm a teacher: how can I use this book with my classes?

The content of this book has been very carefully selected by experts from Language Testing 123, using the Common European Framework for Reference, English Profile, the British Council Core Inventory, the Collins Corpus and material created for *Collins COBUILD English Grammar*, *Collins COBUILD Pocket English Grammar* and *Collins COBUILD English Usage*. As such, it represents a useful body of knowledge for students to acquire at this level. The language used is designed to be of effective general relevance and interest to any learner aged 14+.

The exercises use a range of types to engage with students and to usefully practise what they have learnt from the explanation pages. There are a lot of exercises in each unit so it is not necessary for students to do all the exercises at one sitting. Rather, you may wish to return in later sessions to complete the remaining exercises.

The book will be a valuable self-study resource for students studying on their own. You can also integrate it into your teaching.

The explanations and exercises, while designed for self-study, can be easily adapted by you to provide useful interactive work for your students in class.

You can use the units in the book to extend, back up or consolidate language work you are doing in class. The **Contents** will help you choose which units are most appropriate.

You may also find that you recommend certain units to students who are experiencing particular difficulty with specific language areas. Alternatively, you may use various units in the book as an aid to revision.

## Lesson plan

- 1 Read the aim and introduction to the unit carefully: is it what you want your students to focus on? Make sure the students understand it.
- 2 Go through the explanation with your students. You may read it aloud to them, or ask them to read it silently to themselves. With a confident class, you could ask them to read some of it aloud.
- 3 If there is a dialogue, you could ask students to perform it. If there is a text, you could extend it in some way that makes it particularly relevant to your students. Certainly, you should provide a pronunciation model of focus language.
- 4 Take time over the explanation page, and check students' understanding using concept-checking questions. The questions will vary according to content, but they may be based on checking the time in verb tenses. For example, with the sentence, 'She came on the train that got here yesterday,' you could ask, 'When did she arrive?'. This might elicit the correct answer 'yesterday' and the incorrect answer 'tomorrow', and you would know if your students understood the meaning of the past simple verb. Or you could ask, 'Where is she now?' and correct answers would include 'here' while incorrect answers would include 'on the train'.
- 5 Perhaps do the first exercise together with the class. Don't do it too quickly: encourage students to think carefully about the answers. If they don't feel sure, look together at the explanation again.