



# I CAN DO IT



Scan to review worksheet

Expemo code:  
13IX-12RC-CJ6V

## 1 Warm up

Match the words and pictures of skills that people need at work.

make coffee  
use social media

make presentations  
use the till

serve customers  
work with other people

speak English  
write reports



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_

1. Which skills do you need to work in a coffee shop?
2. Which skills do you need to work in an office?
3. Which skills do you need for both jobs?



## 2 Listening



Tony needs a job. Listen to the conversation and decide which job he is applying for.

Job advertisement:

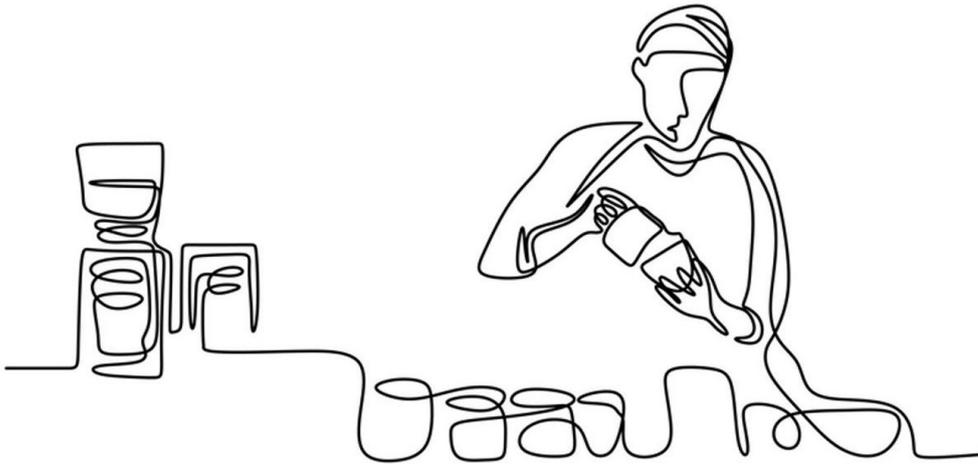
**City Coffee**, High Street - four days a week,  
including weekends, **8:00-16:00**.

Job advertisement:

**BikeLove** - sell bicycles and equipment to  
shops, 40+ hours/week, in our city centre  
office.

Listen again and answer these questions:

1. What skills does he need for the job?
2. What skills does he have?
3. Does Tony get the job?





### 3 Language point

Study the sentences below:

- Can you **make** coffee? / Oh yes, I **can make** coffee.
- Can you **speak** English? / **Yes, I can...**a bit.
- Can you **use** a till? / **No, I can't.**

We use **can + verb** to talk about **skills and abilities**.

Study the table and then choose the correct answer to complete the sentence below.

<b>questions:</b>
Can I / you / he / she / it / we / you / they make coffee?

<b>positive:</b>	<b>negative:</b>
I / you / he / she / it / we / you / they can make coffee	I / you / he / she / it / we / you / they can't make coffee (To be formal, we say: I cannot make coffee.)
<b>short answer:</b>	<b>short answer:</b>
Yes, I can. / Yes, you can. / etc.	No, I can't. / No, you can't. / etc. (To be formal, we say: No, I cannot.)

1. *Can* has **different** / **the same** form with different subjects.
2. We need to use an infinitive **with to** / **without to** after *can*.
3. We use the contraction *can't* to be more **informal** / **formal**.

**Pronunciation:** *can* and *can't* are opposites, so it is very important to pronounce them clearly.

- **Can:** has a short vowel sound /kən/ and is only stressed in short answers.
- **Can't:** has a long vowel sound and you have to pronounce the final sound clearly /kɑ:nt/. It is usually stressed.

**Practise saying these sentences with the correct pronunciation. The stressed syllables are in bold:**

1. I can **speak** English.
2. I **can't** **speak** Italian.
3. What **languages** can you **speak**?
4. Can you **use** a till?
5. **Yes, I can.**
6. **No, I can't.**



## 4

## Practice

Isabel wants an office job in the sales department at BikeLove. Read the messages and choose the best option to make the sentences.

09:12 AM > Isabel: Hi! I want to know more about the job in the sales department.

09:13 AM > Manager: OK. We need someone who <sup>1</sup> can to work with other people / can work with other people.

09:15 AM > Isabel: <sup>2</sup> I can work / I can working with other people.

09:16 AM > Manager: Great. <sup>3</sup> You can make presentations? / Can you make presentations?

09:16 AM > Isabel: <sup>4</sup> Yes, I can / Yes, I can make and <sup>5</sup> can I / I can also use social media. I have great IT skills.

09:17 AM > Manager: Very good! Can you also speak English?

09:18 AM > Isabel: <sup>6</sup> Yes, I can. / No, I can't. I'm B2 level.

09:20 AM > Manager: Wonderful. <sup>7</sup> Can / Cannot you write reports?

09:21 AM > Isabel: <sup>8</sup> No, I cant. / No, I can't. But I can learn!

09:22 AM > Manager: Can you come for an interview tomorrow?



## 5

## Speaking

Work in pairs. What can your partner do? Look at the list of skills below and guess tick ✓ (he/she can) or X (he/she can't). Then ask your partner "Can you...?" Write the total number of correct guesses below the table.

skill	your guess	your partner's answer	extra information
Example: speak more than three languages	✓	✓	English, Japanese and Italian
speak more than three languages			
drive a car			
swim			
cook dinner			
play the piano			
use a till			
make presentations			
remember three items of vocabulary from the last lesson			
other ideas?			





**6** Extra Practice/Homework

Use the verbs and information you are given to write questions and sentences.

Example: use the till / you & negative short answer

Can you use the till? No, I can't.

Cook dinner: question / he & positive short answer

1. \_\_\_\_\_

Dance: positive sentence / we

2. \_\_\_\_\_

Ride a bike: negative sentence / I

3. \_\_\_\_\_

Play the piano: question / you & negative short answer

4. \_\_\_\_\_

Swim: formal negative sentence / she

5. \_\_\_\_\_

Speak English: question / they & positive long answer

6. \_\_\_\_\_

Use chopsticks: positive sentence / I

7. \_\_\_\_\_

Drive a car: question / he & positive short answer.

8. \_\_\_\_\_



## 7

## Optional Extension

When you are learning a language, it is helpful to stop and think about what you can/can't do after your lessons. Put a tick ✓ in one column of the table to show your skills and abilities.

	in English ...	I can do it - it's easy!	I can do it sometimes.	I can't do it.
skills				
	I can <b>read</b> short e-mails and messages.			
	I can <b>listen to</b> and understand short dialogues.			
	I can <b>speak</b> in a social situation.			
	I can <b>write</b> a short message.			
language points				
	<b>grammar:</b> I can use 'to be' correctly.			
	<b>vocabulary:</b> I can say the time.			
	<b>pronunciation:</b> I can say <i>can</i> and <i>can't</i> clearly.			
study skills				
	I can <b>work in pairs and small groups</b> in class.			
	I can <b>ask questions</b> when I don't understand.			

1. Do you need to practise any skills or review any language points?
2. Show your teacher your answers. Ask your teacher how you can practise and review your weak areas.



# Transcripts

## 2. Listening

**Tony:** Hi! Are you the manager? My name's Tony. I'm here about the job.

**Manager:** Yes, I'm the manager. I have a few questions for you. Can you make coffee?

**Tony:** Oh yes, I can make coffee. I'm a barista.

**Manager:** Great! I guess you can serve customers too.

**Tony:** That's right. I can serve customers with a smile!

**Manager:** OK, very good. Can you speak English?

**Tony:** Yes, I can...a bit.

**Manager:** Good. Can you use a till?

**Tony:** No, I can't. But I can learn!

**Manager:** I'm sure you can. When can you start?



# Key

## 1. Warm up

5 mins.

Call attention to the pictures and set the context. Work with the whole class to match the words and pictures. Drill the pronunciation. Then nominate students in the class to answer the three follow-up questions. Accept any sensible answers.

- |                       |                    |                     |                           |
|-----------------------|--------------------|---------------------|---------------------------|
| 1. make coffee        | 2. serve customers | 3. speak English    | 4. work with other people |
| 5. make presentations | 6. write reports   | 7. use social media | 8. use the till           |

Questions:

1. Make coffee, serve customers, use the till, work with other people, speak English
2. Make presentations, write reports, use social media, work with other people, speak English
3. Both jobs could require you to work with other people and speak English.

## 2. Listening

10 mins.

Call attention to the two job ads to set the context and then go over the instructions. You could ask a couple of students to remember some skills people need for these jobs. For the first listening task, play the recording and check answers with the class. For the second listening task, students can first work in pairs to remember which skills the manager asked Tony about and whether he has those skills. Play the recording a second time for them to make notes. Finally, ask students to say if Tony gets the job and how they know.

Which job he is applying for?- The job is at the coffee shop.

1. make coffee, serve customers, speak English, use a till
2. Tony can do all of these except for 'use a till'
3. Yes, Tony gets the job - the manager asks when he can start.

## 3. Language point

10 mins.

Have students focus on the sentences, explanation and table. It may be helpful to use students' L1, if your class is monolingual, to explain *skills* and *abilities* (things we have learned how to do). Nominate students to answer the questions 1-3, to clarify the rules of this simple form. Using *can* with an infinitive with *to* is a common mistake at this level (wrong - I can to make coffee).

The pronunciation of the target language is the trickiest thing to master for many students - it is extremely important that they differentiate the positive and negative forms when they speak and listen. Drill the sentences with the students.

1. *Can* has the same form with different subjects.
2. We need to use an infinitive without *to* after *can*.
3. We use the contraction *can't* to be more informal.



#### 4. Practice

10 mins.

Do the first sentence as an example with the whole class. Students work alone and then check answers in pairs, before going over the answers with the whole class. If you have time, students can then work in pairs to read the dialogue out loud, to re-enforce grammar and pronunciation.

NOTE: If students are finding this difficult, skip the speaking stage and do the extra practice/homework exercises in class for additional support.

1. can work with other people
2. I can work
3. Can you make presentations?
4. Yes, I can
5. I can
6. Yes, I can.
7. Can
8. No, I can't.

#### 5. Speaking

13 mins.

In this stage, students will activate the vocabulary and grammar from the lesson in a speaking activity. Go over the instructions/examples for the activity and the example and elicit/explain the meaning of any unknown items. Set up A/B pairs and give students a few minutes to work alone to make their guesses about their partner. Monitor and support students as necessary - the final box is for early finishers to add their own categories. After a few minutes, ask students to stop and ask and answer questions in pairs. In addition to finding out if their partner can/can't do something, encourage them to find out and record some more information in the column on the right, for example, which languages they speak (or want to speak). Round off the session by asking a few students to report what their partner told them, to demonstrate listening, or by correcting any errors with the target language that you heard while monitoring, including pronunciation.

#### 6. Extra Practice/Homework

2 mins to explain.

These exercises can be assigned for homework or used instead of the speaking activity if the class needs more support. If you use these for homework, make sure that you mark the exercises in a future class, or collect them from students and mark them yourself outside class. If you prefer, you can make the answers available to students and they can check their own answers.

1. Can he cook dinner? Yes, he can.
2. We can dance.
3. I can't ride a bike.
4. Can you play the piano? No, I can't.
5. She cannot swim.
6. Can they speak English? Yes, they can speak English.
7. I can use chopsticks.
8. Can he drive a car? Yes, he can.



## 7. Optional Extension

10 mins.

These exercises are designed as a cooler activity if you have time in your lesson. In this activity, students can reflect on their learning so far and prioritise what they need to review or practise. Explain the three main categories in the table, and make sure students understand all the items. These refer to what has been covered in this course so far. Students should give honest answers which could then inform future work in and out of class. It's important for students to show their answers to the teacher – this is so that the teacher can plan future lessons to support individuals or the whole group in their weak areas, perhaps by planning more practice of a weak skill like listening, or a revision session for a weak area, like social English. Students should also consider what they could do outside of class to improve in weak areas, including reviewing notes and lessons or doing extra study using materials suggested by the teacher. It is worthwhile repeating this activity from time to time throughout the course.