



I CAN DO IT



Scan to review worksheet

Expemo code:
19IF-R38D-TVMA



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:

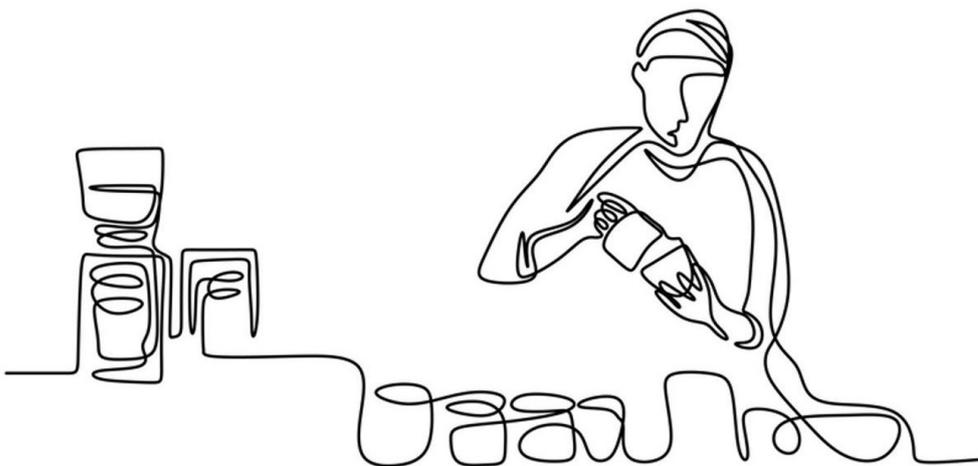
City Coffee, High Street - four days a week,
including weekends, **8:00-16:00**.

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 sentences below.

questions:

Can I / you / he / she / it / we / you / they make coffee?

| positive: | negative: |
|---|---|
| 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.) |
| short answer: | short answer: |
| 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 ¹ can to work with other people / can work with other people.

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

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

09:16 AM > Isabel: ⁴Yes, I can / Yes, I can make and ⁵can 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: ⁶ Yes, I can. / No, I can't. I'm B2 level.

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

09:21 AM > Isabel: ⁸No, 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 read short e-mails and messages. | | | |
| | I can listen to and understand short dialogues. | | | |
| | I can speak in a social situation. | | | |
| | I can write a short message. | | | |
| language points | | | | |
| | grammar: I can use 'to be' correctly. | | | |
| | vocabulary: I can say the time. | | | |
| | pronunciation: I can say <i>can</i> and <i>can't</i> clearly. | | | |
| study skills | | | | |
| | I can work in pairs and small groups in class. | | | |
| | I can ask questions 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.