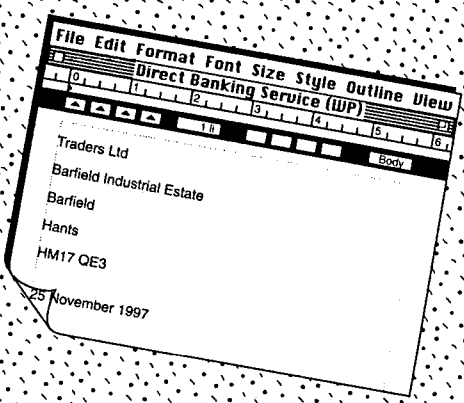


13

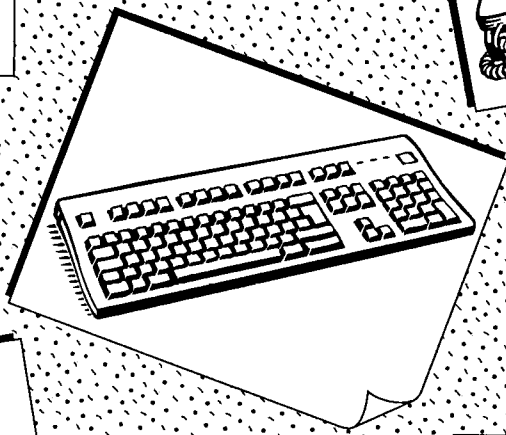
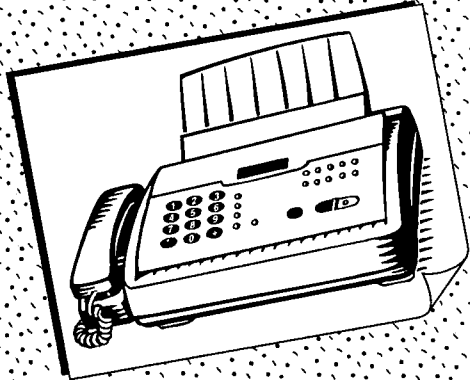
Work skills

I can...

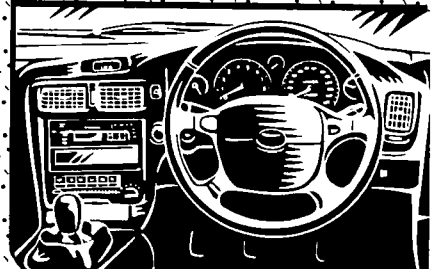


¿Puedo dejar un recado?

*Gentile Signori.
Seikyusho
o atode
okurimasu*



Handwritten Japanese characters: 70E



I can't...

File Edit Format Font Size Style Outline View
SUMMARY SPREADSHEET (Overheads)

Month	A	B	C	D	E
1 Jan	2200.00	00.00	130.10	750.56	24900.50
2 Feb	2200.00	00.00	130.10	678.95	25000.75
3 Mar	2200.00	700.00	130.10	25987.66	24876.00
4 Apr	2200.00	510.00	130.10	25897.46	25651.38
5 May	2200.00	510.00	130.10		
6 Jun	2200.00	510.00	130.10		
7 Jul	2400.00	510.00	130.10		
8 Aug	2400.00	510.00	130.10		
9 Sep	2400.00	510.00	130.10		
10 Oct	2400.00	510.00	130.10		
Nov	2400.00	510.00	130.10		
Dec	2400.00	510.00	130.10		

Work skills

Worksheet

13

ACTIVITY

Groupwork

AIM

To talk about things at work that students can and can't do.

GRAMMAR AND FUNCTIONS*can/can't* for ability**VOCABULARY**

In this lesson, the vocabulary depends on what is suggested by the students.

PREPARATION

Make one copy of the worksheet for each student.

TIME

5 to 15 minutes

PROCEDURE

- 1 Tell the students they are going to talk about the things they can do at work. Give some examples for yourself:
I can use two word processing programmes.
I can speak Italian...
- 2 Hand out the worksheets.
- 3 Ask the students to make a list of three things they can do and two things they can't. Point out a couple of the pictures, which may help them to think of ideas. Circulate, helping with vocabulary. Allow about five minutes. The languages are: Spanish (*Can I leave a message*), Japanese (*I'll send the invoice*), and Italian (*Dear Sirs*). The shorthand reads: *The package is on its way*.
- 4 Put the students into groups of three or four to compare the things they can do. Each should say one sentence in turn.
- 5 When they've finished, ask students to report back to the class on what their partners can and can't do. Find out how many people have the same things on each list, and check if anyone has any unique skills.