Grammar Lesson Plan

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| I believe I can fly |
| Instructor:Debbie (In Ok Kim) | Level:High Beginner | Students:12 | Length:20 minutes |

**Materials:**

-Song, “I believe I can fly” by R, Kelly, & singer’s picture

-Computer, screen, white board, board marker

-some copies of the practice worksheets,(12 pieces of #1, #2, #3, #4, #5)

- substitution table

**Aims:**

-Students will be able to predict the situation of ability(can/can’t,could/couldn’t) in the past and the present by listening R, Kelly’s song

”I believe I can fly”.

- Students will know the form of modal verb by the substitution table.

- Student will practice the can/could/can’t/couldn’t by CCQ and completing the worksheets.

- Students will practice listening and speaking ability by free production with a partner or group work.

**Language Skills:**

-Listening: listening to the music, teacher’s instructions, and sharing with partners or groups.

-Reading: worksheet instructions, teacher’s sample sentences on the screen.

-Writing: completing worksheet (writing + fill in the blank) with the practice.

-Speaking: answering to teacher’s CCQ’s, in class pair work, and drilling

**Language Systems:**

-Phonology: the sounds of each word

-Grammar: use can/can’t in the proper situation

-Function: describing various situation

**Assumptions:**

-Students already had previous grammar lessons on:

 pronoun, singular& plural, article a/an or the.

-Students have previous experiences of pair work and group work.
They feel comfortable sharing their ideas to their peers and the whole class.

-Students have previous experience of completing a worksheet.

When the teacher assigns worksheet with given limited time, they are capable of completing it.

-Students have done previous drilling.

They are used to drilling through repetition and substitution drills.

**Possible Problems and Solutions:**

-If lesson is too short,

not only individual work but also discussing in pairs or groups more

-If the students don’t understand clearly, then teacher should provide ore example.

-If students finish their tasks earlier than let them help other student on order to practice more.

**References:**

[**http://www.learnenglish.de/grammar/noununcount.htm**](http://www.learnenglish.de/grammar/noununcount.htm)

[**http://www.azargrammar.com/materials/beg/BEG\_PowerPoint.html**](http://www.azargrammar.com/materials/beg/BEG_PowerPoint.html)

**http://www.azargrammar.com/materials/beg/BEG\_SongLessons.html**

**Song adapted from:** **http://search.naver.com/search.naver?where=nexearch&query=i+believe+i+can+fly&sm=top\_sug.pre&fbm=1&acr=1&acq=I+be&qdt=0&ie=utf8**

**Lead-In**

Materials: **Pens / pencils / erasers (collected from Ss)**

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| **Time** | **Set Up** | **Description of activities** |
| 4min | whole students | **Procedure:**Hello everyone, How are you today?**Review**Do you remember what we had learned last time? We learned about the subject and the verb’s relevant. For example, “I go to church on Sunday/She goes to church on Sunday.”“Blare, I will make a sentence with 1st person, then please change 3rd person’s sentence.”T:We have dinner at home.S:She has dinner at home.OK, Good job!**Elicitation**T: Do you like pop song? Has anyone heard about the song, <I believe I can fly>?(Wait a second until Ss answering)T: Do you know R. Kelly, the singer of this song?(Show his picture & tell the Ss the background of the singer)R. Kelly is an R & B (rhythm and blues) singer and songwriter. He first sang in subway stations in Chicago, Illinois, but now he is very famous. In fact, he was one of the most successful R & B performers of the 1990s. R. Kelly first sang this song, “I Believe I Can Fly,” in 1996. R. Kelly says that he wrote the song for Michael Jordon, a very famous basketball player who jumps very high. He tries to help people succeed in life.In the autumn, some people are getting sensitive, and depressed. But, a song is inspirational. I want listen this song with my close friends. now. |

**presentation**

Materials: substitution table

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| **Time** | **Set Up** | **Description of activities** |
| 7min5 min(continued) | whole#1(individual)partner#2(partner)USB | procedure:\*recall**Guided warmer activity**When you listen this song, try to hear the modals **can**and **could.**Make a mark under **can/can’t** every time you hear.Make a mark under **could/couldn’t** every time you hear.CCQ1. What do you have to do when you listen the song?2. Do you work alone?~~~song~~~ Did you enjoy the song?(Ss answer)What was the title of the song?(I believe I can fly)How does the song make you feel?(come down, emotional..)\*reflectNow, You can share your answer with your partner. I’ll give you 1 minute.How many times did you hear **can,** and **can’t**? How many times did you hear **could**, and **couldn’t**?CCQ-How much time do I give you?-Do you work alone?Now I pass the script of this song, and, with your partner, answer the question below. Let me give you 3 minutes.● Write the words you hear after ‘can’.CCQ- How many members in your group?- How much time do you have?\* conclude(Write on the board)Have you found some words you hear after ‘can’?Ask each team; go, see, do, fly, touch, soar,….Oh, you did a good job!According to this song,

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| before he knew meaning of the true love  | After he knew meaning of the true love |
| He couldn’t go on | He believe he can see he can do he can fly he can touch |

Drilling

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| IYouWeTheyHeSheIt | can | swimplay soccer | in the river.at the park. |
| can’t | eat dog meat.stand on my head |  |
| could | ride a bike | when he was young. |
| couldn’t | make Gimchi | before I married. |

Use beam project to save writing time.Practice with the screen things. |

**Practice**

Material: board, marker, and 12 copies of the practice worksheets.

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| **Time** | **Set Up** | **Description of activities** |
| 1min1min | Individually#3Whole class | Less controlled Practice 1Introduction;Do the worksheet individually. Fill in the blanks. I’ll give you 1 minute.CCQ.How much time do you have?Do you work alone?What do you do?(feedback)Do you need more time to finish?(If yes)Than I’ll give you 30 seconds extra time(If no) OK, Let’s check together.We will chain-drill game.I will start by saying with rhythm, then Each student have to say the sentences with I can \_\_\_\_\_\_\_\_\_. For example;When I go to the mountain,S1) I can see many treesS2) I can buy a cotton candy.S3)I can take a picture…. |

**Production**

Materials: board, marker, and 12 copies of the practice worksheets.

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| **Time** | **Set Up** | **Description of activities** |
| 3 min2 min | Whole classWhole Class | Free practiceInstruction) Now we will interview our classmates. There is a interview form.so, you should interview at least 8 students. You can freely walk around. I will give you 3 minutes.CCQ.What are we going to do now?How much time do you have?Are you doing sitting on the chair?(Monitor discreetly)Feedback)Have you all finished?If no, I’ll give 30 more second Let’s share your group’s opinion.Wrap-upDid you have fun today? I hope you enjoy today’s lesson.I had no enough time to listen whole song. If you want, I can give the whole script. Thanks. |

#1

Make a mark under *can/can’t* every time you hear *can/can’t.*

Make a mark under *could/couldn’t* every time you hear *could/couldn’t*.

 Can Could

#2

**R.Kelly - I believe i can fly**

I used to think that I could not go on

And life was nothing but an awful song

But now I know the meaning of true love

I'm leaning on the everlasting arms

If I can see it than and i can do it

If I just believe it there's nothing to it I believe I can fly

I believe I can touch the sky

I think about it every night and day

Spread my wings and fly away

I believe I can soar

I see me running through that open door

I believe I can fly

I believe I can fly

I believe I can fly

See I was on the verge of breaking down

Sometimes silence it can seem so loud

There are miracles in life I must achieve

But first I know it starts inside of me

If I can see it than and i can be it

If I just believe it there's nothing to it

I believe I can fly

I believe I can touch the sky

I think about it every night and day

**#3**

***Can / Can’t* Practice**

Fill in the blanks with *can* or *can’t*. Make sure the answer is true.

1. A fish \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (fly).
2. Dogs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (talk).
3. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (swim).
4. My teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (speak) Arabic.
5. Animals \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (go shopping).
6. People \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (help) each other.
7. A computer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (do) work quickly.
8. My parents \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (send) me letters.

Now use past tense: *could* / *couldn’t*

When I was a child,

* + 1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (play) outside.
		2. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (read) English.
		3. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (read) a clock.
		4. My parents \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (teach) me many things.
		5. My mother \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (read) books to me.
		6. My father \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (play) with me

#4

# Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

can / can’t

Directions: Create sentences from the given words to express ability. Use *can* or *can’t*.

1. A dog/bark \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. A teenager/drive \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. Wood/float \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. A bird/read \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
5. I/swim \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
6. My mother/sing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
7. My friend/play tennis \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
8. A deaf person/hear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
9. My father/play golf \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

10. An airplane/fly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Score \_\_\_\_\_\_\_\_\_

**#5**

## **Can / Can’t Practice – Interview**

1. What can’t you do in the U.S.?

answer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What couldn’t you do 1 year ago?

answer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What could you do 1 year ago, but can’t do now?

answer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What can women do, but men can’t?

answer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What can men do, but women can’t?

answer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What could you do when you were a child, but can’t now?

answer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What can’t Americans do, but people in your country can?

answer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What can some animals do, but people can’t?

answer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_