

Lesson Plan Template – PPP

☐ Listening ☐ Speaking ☐ Reading ☒ Grammar ☐ Writing

Topic: *Can and Could*

Instructor: Julia Kim

Level: intermediate

Students: **10**

Length: **50 Minutes**

Materials:

- Discovering patterns of use (worksheet #1 _ 10 copies)
- Practice in dialogue (worksheet #2 _ 10 copies)
- Summary (worksheet #3_ 10copies)
- White Board & Marker

Aims:

- Ss will be able to understand the differences between *can* and *could*

Language Skills:

- Reading: worksheet
- Writing: fill in the blanks
- speaking: practice in dialogue
- Listening: the teacher's explanation & Ss' talk

Language Systems:

- Grammar : usage of can and could
- Lexis: New vocabularies used in worksheet
- Phonology : Vocabularies and expressions
- Functional : Proper answer to questions
- Discourse : Conversation while practice in dialogue

Assumptions:

- Ss know the usage of *can* & *could* not very well.

Anticipated Errors and Solutions:

Some Ss will have difficulty in understand between can and could

-Give some easy examples or similar questions

Some Ss may not be able to know vocabularies and phases.

-Let them know the meanings of vocabularies and phases

References:

Exploring Grammar in Context (2000). Cambridge University Press.

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Lead-In			
Materials: Board & Makers			
Time	Set Up	Student Activity	Teacher Talk
2min	Whole class	Set up	<p>[Greeting] Hello, everyone! How are you? Today's topic is <i>Can</i> and <i>Could</i>. We focus on Grammar.</p>
8min	Whole class	Ss Answer the questions	<p>[Background Information] Does anyone know the meaning of auxiliary verb? (write down " auxiliary ") How often do we use auxiliary verb in a sentence?</p> <p>(Write on the board 'Can & Could') We can calls Auxiliary verb that modified main verbs meaning.</p> <p>(Write on the board Can you swim across the river? I can't quite follow you. You can use my library. Could lend me some money?)</p> <p>What is 'can & could' mean'? Sometimes it means ability, possibility, permission, and indirectness expression (euphemism).</p>

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Pre-Activity			
Materials: Discovering patterns of use worksheet			
Time	Set Up	Student Activity	Teacher Talk
10min	pair	Ss answer the worksheet.	<p>[check the usage]</p> <p><u>Instruction</u> I am going to distribute a piece of paper. Let's check the A section together. (Distribute the worksheet #1)</p> <p>And go through the section B, C, D. I will give you all 8 mins. And do this worksheet pair.</p> <p><u>ICQ</u> 1. Are you working individually? 2. How much time do you have?</p> <p>Okay, from now on, please do your work.</p> <p><u>Monitoring</u> (While students answer their questions, check the students sheets. If students ask about the questions, give them a little help.)</p> <p>(Give students time warning) 1 minute left. Times up, students.</p>
5min	Individually	Checked their answer	<p><u>Check answers</u> Let's check our answers.</p> <p>(With students, check all questions one by one. If students don't know the words clearly, explain about the meanings more detail.)</p>

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Main Activity			
Materials: Practice in dialogue worksheet			
Time	Set Up	Student Activity	Teacher Talk
5min	Whole class	Set up	<p>[Using in can & could]</p> <p><u>Instruction</u> (Give them a Practice in dialogue worksheet #2) Now we practice in dialogs of can/ could. Using this work sheet, you can talk your partner.</p> <p><u>Check answers</u> First, Let's check the answers.</p> <p>(With students, check all questions one by one. If students don't know the words clearly, explain about the meanings more detail.)</p>
10min	Pair	Fill the blank and practice with a partner	<p><u>Practice</u> Now, Speaking time. Use this worksheet, you can fill out the blank and talk to your partner.</p> <p>(Ss practice the speaking through worksheet, and Ts give them a correct opinion which expression, pronunciation, and grammar, etc.)</p> <p><u>ICQ</u> 1. Are you working individually? 2. How much time do you have? Okay, Go. Go. Go.</p> <p><u>Monitoring</u> (While students answer their questions, check the students sheets. If students ask about the questions, give them a little help.)</p> <p>(Give students time warning) 1 minute left. Times up, students.</p>

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Post Activity			
Materials: Interview Worksheet			
Time	Set Up	Student Activity	Teacher Talk
8min	Whole class	Ss learn the usage of can & could	<p>[Review] <u>Instruction</u></p> <p>(Give them a worksheet #3) I am going to distribute a summary of this lesson. Through this we can review our expression.</p> <p>Read each Sentence with student and get them an explanation.</p> <p>[Close] <u>Feedback/Conclusion</u> (Give students correct answers and make an error correction of students' grammar errors, inappropriate expressions and pronunciations.)</p>
2min	Whole class	Close their lesson	<p><u>Closing</u> All of you did a really good job. Please review what we have learned and checked expressions. Thank you for your active participation and see you tomorrow.</p>

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Appendix 1: Discovering patterns of use

A. Instruction

Put each use of could/can/can't in bold in the extracts, against its function in the table.

	could	can	Can't
Possibility			
Capacity or ability			
Impossibility			

B. Expressing ability or inability, probability

1. You _____ sail on a course to long-term prosperity with LG.
2. _____ you imagine how much more effective, and cost effective your company _____ be?
3. To find out what we _____ do for you, ring, fax or visit our website. It _____ change your life, Forever.
4. There's no way you _____ achieve that on a normal train.
5. In business, an intimidating facial expression can be a valuable asset.

C. To express facts

1. The language of wealth management _____ be foggy.
2. Ever noticed how a supposedly simple business trip _____ quickly turn into a crippling spendfest?
3. Our new computer network _____ deliver solution to most of your communications problems?
4. Local accent _____ be confusing.

D. Requests, offers

1. _____ you have some ice at all?
2. You _____ stay if you want to.
3. _____ I have that bag?.
4. _____ you open the door, please?
5. _____ you give me a refund on that do you think?
6. _____ I turn this radiator off now?
7. _____ you give me a call about nine o'clock tonight?

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Appendix 2: Practice in dialogue

Choose the correct word.

I	A: I'm ever so thirsty. B: Are you? C: Mm. Quite hot in here. B: [Can/ Could] you open the roof Bob?
II	A: We're nearly there now anyway. B: What time's it start? Three? C: No. Half past. B: Oh. A: We [can't / couldn't] expect to be there on time though.
III	A: Did you see the note about the club, Dad, that I left? B: Teah, Who phoned? A: [Can't/ Couldn't] remember, Jack, [Can/Could] it have been?
IV	A: Oh Ingrid Meadows has just got engaged. B: Oh, right. Who to? Not the chap that she was working for? A: Well it [Can/Could] be, I don't know.
V	A: That looks like Charlotte, but it [can't / couldn't] me. B: oh, yeah.
VI	A: Finish it up. Then I'll wash the plate. B: We [can/could] leave it all till later.

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Appendix 3: Summary; How do you use 'can' and 'could' correctly?

"Can" and "Could" for ability

You can use "can" to talk about things that someone is able to do:

I can speak Spanish and French, too!

In the past, "could" is actually a little tricky. Sometimes we say "could" (for abilities that were long-lasting) and sometimes we say "was able to":

I could already read by the time I entered kindergarten.

I was able to get us a couple of free tickets.

When you're talking about the future, you have to use "be able to":

Do you think you'll be able to remember all of that for the test?

"Could", "can't", and "couldn't" for belief or possibility

You can use "could" to talk about something that might be true:

A: Why's there so much traffic?

B: I don't know. It could be because of the baseball game getting out.

"Could" in this kind of situation can be replaced by "might".

You shouldn't use "can" to discuss possibilities.

But you can use both "can't" and "couldn't" to talk about something that you **don't** believe is true:

He can't be 18 years old already! Last time I saw him, he was still in elementary school.

This couldn't possibly be the last one, could it?

"Can" for making offers

You can offer to help someone with "Can"

Can I help you with those bags?

It's possible that some English speakers might use "could" in this situation, but usually not.

"Can" for permission

English speakers often use "can" to ask for something:

Can I leave a little early today?

This is a casual way to ask for things. A more formal word to replace "can" is "may":

May I borrow your stapler?

You can also tell someone that they don't have permission for something:

You can't go in there.

"Can" and "could" for asking for making requests

Ask people for something with "can":

Can I get a bacon cheeseburger with pickles and lettuce?

Can you email that to me?

You can make the same requests with "could", which is more formal:

Could I get a bacon cheeseburger with pickles and lettuce?

Could you email that to me?

There are a lot of other little complications, but to learn to use "can" and "could" correctly, you'll need to get a lot of practice with reading, writing, hearing, and speaking natural English.