I BELIEVE I CAN FLY

EAE Learning objectives for this lesson

Learn how to talk about CAPACITIES in English (can and able to). Learn a method for understanding when native speakers talk and practice trying to understand.

Activity One - ***Discuss with your partner.***

1. Do you like flying in a plane?
2. Would you like to fly if there was a special type of clothes you could wear to make that possible?
3. Do you ever dream that you can fly?
4. Have you ever been in a helicopter?
5. Have you ever done hang gliding or bungee jumping?
6. Would you like to get a birds' eye view of the world?

Activity Two - Review. (Source - http://www.englishgrammar.org/difference-3/)

TO CAN - TO BE ABLE TO

Both can and be able to can be used to talk about ability. In some cases they are interchangeable.

Using can

Can is used in the present tense. It is used to talk about our ability to do



Examples
I can swim.
She can speak English well.
In a helicopter we can fly across that river.

Be able to is also possible in these cases; (able to sounds slightly more
I am able to knit. (Less natural than 'I can knit.')
She is able to speak English well.
To talk about our past ability, we use **could**. (Was/were able to is also possible.)

She could read English when she was three. OR She was able to read when she was three.

As you can see in all of these sentences, we were talking about **general ability.** Things that we can or we could do **at any time** in the present or in the past.

To talk about things that we **managed to do on specific occasions** in the past, we cannot use could. Instead, we use was/were able to. (The verb ***managed, succeeded*** (in…ing) are also possible in this case.)

I was able to get some really good bargains in the sale. (NOT ~~I could get some really good bargains in the sale~~.)
After climbing for several hours, we managed to get to the top of the mountain. OR After climbing for several hours, we were able to get to the top of the mountain. (NOT … ~~we could get to the top of the mountain~~.)
Both could and be able to can be used to say that we were **not capable** of doing something on a specific occasion.
In spite of climbing for hours, we couldn't get to the top of the mountain. OR In spite of climbing for hours, we weren't able to get to the top of the mountain.

Read more at http://www.englishgrammar.org/difference-3/#Ak5GMOkZmgzq1Hsi.99

Activity Three - Fill the gaps and then discuss in two groups.

1. Do you think that one day men will…… to fly?
2. Do you think that cars will soon…….. to fly?
3. ……. people one day feel totally safe in airplanes?
4. ……. you think of a way that drones could be used for humanitarian causes?
5. How soon do you think ordinary people will……..to fly to the moon?
6. ……..you imagine what it will be like when drones are used by delivery companies every day and in all towns and cities?

Activity Four - Comprehension activity. **A note about understanding:** *(Read together).*

When you are in an English speaking country or with native speakers who are talking at normal speed, there are no subtitles, you can't press pause and you have not time to stop and use the dictionary. Furthermore, people will not choose their words especially so that you can understand. So, you will need to find a way to understand the general meaning of what is being said even if you don't understand every word. This might entail changing your way of thinking and will probably mean changing your expectations. Instead of expecting to understand everything and then saying you understand nothing, expect to understand generally and feel good when you do! So, how can you do this?

First of all you need to listen for the key words and important words, the ones that are pronounced more clearly, or spoken more slowly.

Then, you should use the context and trust your judgement about what the context tells you.

You should also continue to listen attentively, actively, even when there is something that you didn't hear or didn't understand. Forget it and move on, or you will get lost.

The best way to perfect your listening comprehension skills is to get a lot of exposure to the language so that you learn to distinguish the different sounds even when there is background noise or different accents. This is something we work on in the lessons, but this is not enough. You need regular practice and so watching films or TV shows in English is really the best way to do this.

See this article for some ideas. **http://www.easyaccessenglish.com/blog/2014/10/09/conseils-apprendre-anglais-films-series-television/**

The Flying Man (*Marcus Alqueres*)

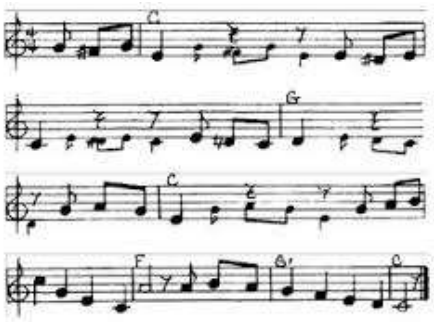
Watch the video (short film) and answer the **questions**. Your objective is only to understand the answers to these specific questions. **Please prepare this at home.**

https://www.youtube.com/watch?v=Gj1MqHgFnmE

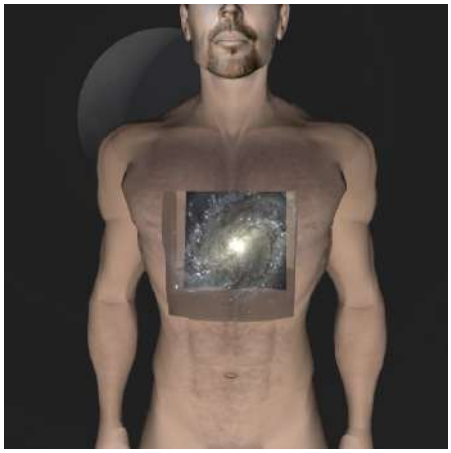
1. What has been say
2. What do the experts say?
3. What does his suit look like?
4. Why do helicopters have to go back
5. What did the flying man demonstrate?
6. How many victims were attacked?
7. What do the victims have in common?
8. A man has been taken, why?
9. What is the drivers question?
10. Why do you think the driver is worried?
11. Why does Rob get out of the car?
12. What did the driver (Mike) hear?
13. What does Rob get out of the back of the car?
14. Why is Mike surprised?
15. What does Rob tell him to flash?
16. What time is it at that point?
17. What happens on the road?
18. Who dies?
19. Who survives?
20. What do you think the flying man is doing?

Activity Five - **Listening *Actively*.**
Listening actively means not giving up, even when there is something you don't understand you carry on trying to understand the general meaning of what is being said.

'I believe I can fly' - Number the images in the order that you hear about them in the song:













Activity Six - Flying car - Read the text and then watch the video.

Soon we might all **be able** to fly every day! The flying car has now been tested and could soon be commercialised, (within two years). It will cost 300 000 € so I don't know if you will be **able to** afford it. But we can now say that cars **can** fly. You would **be able to** drive to the airport and then the passengers could stay in the car and it would take off and fly to its destination. This car **can** fly up to 320km/h. It can avoid dangers in the sky thanks to its sense and avoid technology. It **can** also keep the passengers safe in case of an engine failure because it has a parachute system. There are now several different companies who **are able** to manufacture flying cars and who can comply with the regulations for roads and air traffic. However as many people are still afraid of flying they might not be very popular. Would you want to travel in a flying car? You would **be able to** avoid the traffic. You can find out more here, let's watch the video presentation.

https://www.youtube.com/watch?v=WUgsyYotLkQ
Flying Car - *Terrafugia* TF-X introduction

Activity Seven - OK so maybe you CAN'T fly - but how well CAN you do these things?

Team Competition - Find someone in your team who you think is the best ABLE TO -

A. Flap their 'wings' (arms) while standing on one leg.
B. Jump as high as they can, high enough to touch the ceiling.
C. Spin their hands around as fast as they can like a helicopter.
D. Imitate a rocket taking off.
E. Make a paper plane which can fly further than the other teams' plane.

You have five minutes to practice and decide with your team and then the competition starts - each team representative has to compete with the opposite teams' representative to see who can complete the challenges above most successfully.

Activity Eight - Role Plays. Act out the following scenarios with a partner:

1/ You work for *Terrafugia* and you are trying to sell a flying car to a wealthy customer.
2/ You are very afraid of flying and you are on a flight to New York. The air hostess has to calm you down because you have a panic attack.
3/ You are Superman and you are rescuing someone from a high building.
4/ You are convinced that you can fly. Your girlfriend is trying to talk you out of jumping off a building.



