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| **Topic: Pet dogs lower stress in kids** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Y.J.**  **(Yu Jung Shin)** | **Upper Intermediate** | **Adults** | **6** | **50Min.** |
| **Materials:**   * **A board and Markers** * **Mp3 file and a player** * **Posters of verb phrases** * **fresh cards** * **6 copies of worksheets for interview** | | | | |
| **Aims:**  **-SWBAT identify and use the key vocabulary and expressions through listening Mp3 file of topic.**  **-SWBAT identify differences between "Direct speech" and Reported speech by drilling on the board.**  **-SWBAT use reported speech after finishing the interview through re-write the answer.** | | | | |
| **Language Skills:**  **-Reading: Read on the board; worksheet**  **-Listening: Listening Mp3; other students and the teacher's talking**  **-Speaking: Answer teacher's questions; Speak of drilling; Interview others**  **-Writing: Write the answer of reported speech from what the student interviewed** | | | | |
| **Language Systems:**  **-Lexis: Key vocabulary**  **-Grammar: Using the reported speech**  **-Phonology: Drilling**  **-Function: Giving and receiving ideas**  **-Discourse: Expressing opinion** | | | | |
| **Assumptions:**  **-Students are at upper intermediate level and know all vocabulary.**  **-Students already know the teacher's style of teaching and the pace of the class.**  **-Students already know what verb tense is.**  **-Students can express their ideas in English fluently.**  **-Most students love pet dog** | | | | |
| **Anticipated Errors and Solutions:**  **-Students may have difficulties in understanding the structure.**  **→Give students more examples.**  **-Students may not speak up during the drilling.**  **→Encourage students not to worry about making an error.**  **-Students may know much of the topic or the main point of the lesson.**  **→Give them a chance to help others who have a trouble with understanding.** | | | | |
| **References:**  **Pet dogs lower stress in kids**(n.d.) In breakingnewsenglish. Retrieved December 6, 2015. http://www.breakingnewsenglish.com/1512/151204-anxiety.html  **Playing With Pets Perfect Anxiety Cure** (Vinay Patel. November 30, 2015.) In healthaim. Retrieved December 6, 2015. http:// www.**healthaim.com**/playing-pets-perfect-anxiety-cure/33472  **REPORTED SPEECH (Direct / Indirect Speech)** (n.d) In grammarworm. Retrieved December 9, 2015. http://grammarworm.blogspot.kr/2012/11/reported-speech-direct-indirect-speech.html | | | | |
| **Notes:** | | | | |

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| **Presentation:** | | | | |
| **Aims:**  **-SWBAT identify and use the key vocabulary and expressions through listening Mp3 file of topic.** | | | **Materials:**  **Mp3 file and a player**  **Markers and a Board**  **A picture of pet dog** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **10min.** | **Whole** | **Answer teacher's questions** | | **Procedure:**  **<Greeting>**  **Hello everyone, how are you today?**  **<Eliciting>**  **Show them a picture of pet dog**  **★Have you ever had a pet dog in your childhood? (Did that experience help to reduce your stress?)**  **<Instruction>**  **Now, Let's listen to the report of the research. It's about" Pet dogs can help to reduce children's stress."**  **★ What did the researchers say?**  **(On the board)**  **<Direct Speech>**  **-The researchers said, "A pet dog can help to reduce children's stress."**  **<Reported Speech>**  **-The researchers said (that) a pet dog can help to reduce children's stress. (X)**  **-The researchers said (that) a pet dog could help to reduce children's stress (O)**  **★Did you figure the main difference between direct speech and reported speech?** |
| **Notes:** | | | | |
| **<Other examples>**  ***1. Say-Tell***  ***EX. of SAY***  ***-He said that he was Ted.***  ***-He said to me (that) he was Ted.***  ***EX. of Tell***  ***-He told me (that) he was Ted.***  ***2. Commands***  ***-The police: "Put the gun down!"***  ***-The police ordered him to put the gun down.***  ***3. Requests***  ***-Jack said to Jane," Help me please!"***  ***-Jack asked her to help him.***  ***4. Suggestion***  ***-Tom:"Let's go out.";"We can go out.";"Shall we go out?";"How about going out?"***  ***-Tom suggested going out.***  ***5. WH Questions***  ***-Jill:"What do you want to know?"***  ***-Jill asked me what I wanted to know.***  ***6. YES/NO Questions***  ***-Tim:"Have you seen him before?***  ***-Tim asked IF/WHETHER I had seen him before.*** | | | | |
| **Practice: Drilling** | | | | |
| **Aims:**  **-SWBAT identify differences between "Direct speech" and Reported speech by drilling on the board.** | | | **Materials:**  **-Posters of verb phrases** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **20min.** | **Whole** | **Participate in Drilling**  **Answering the teacher** | | **Procedure:**  **Now, We will practice more.**  **<Drilling1>**  **Repeat the teacher's talk**  **<Drilling2>**  **S1 says <Direct speech>**  **+ S2's name said (that)**  **S2 finishes up**  **+S3 said,<Direct speech>**  **<Demonstration>**  **I said,**  **"A pet dog to my house."**  **She said (that) a pet dog to her house.**  **<CCQs>**  **Do we need to write the sentence?**  **Do we choose the person who wants you to answer?** |
| **Notes:** | | | | |
| **Substitution table**  **<Direct Speech>**  **I said,**   |  |  |  | | --- | --- | --- | | **"A pet dog** | **comes**  **is coming**  **has come**  **has been coming**  **came**  **was coming**  **had come**  **had been coming**  **will come**  **will be coming**  **will have come**  **can come**  **shall come**  **may come**  **must/has to come** | **to my house."** |     **<Reported Speech>**  **She said (that)**   |  |  |  | | --- | --- | --- | | **a pet dog** | **came**  **was coming**  **had come**  **had been coming**  **had come**  **had been coming**  **had come**  **had been coming**  **would come**  **would be coming**  **would have come**  **could come**  **should come**  **might come**  **had to come** | **to my house.** | | | | | |
| **Production:** | | | | |
| **Aims:**  **-SWBAT use reported speech after finishing the interview through re-write the answer.** | | | **Materials:**  **-Fresh cards**  **-6 copies of worksheets** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **15min.** | **Pairs**  **Individually** | **Read and answer**  **Interview others and write on the board** | | **Procedure:**  **1. Role play with fresh cards**  **<Instruction>**   * **Make a pair.** * **One is showing and the other answers it.** * **When you done, switch the role** * **Distribute fresh cards**   **<CCQs>**  **Do you need to switch the role?**  **2.**  **<Instruction>**   * **Work alone** * **Find the person and ask the question.** * **Write one sentence of direct speech and one sentence of reported speech on the board.** * **Distribute interview sheet.** * **When you done, come on up and write your answers on the board**   **<CCQs>**  **Do you interview anyone?**  **Do you write on the paper?**  **How many sentences do you need to write?**  **<Error correction>**  **Check the answers on the board and correct them** |
| **Notes:** | | | | |
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| **Post Production:** | | | | |
| **Aims:**  **SWBAT speak with the reported speech** | | | **Materials:**  **Board and markers** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **5min.** | **Whole** | **Answer the teacher** | | **<Feedback>**  **Did you enjoy today's lesson?**  **Do you figure the difference between direct speech and reported speech?**  **<Filler>**  **Speech race individually.**  **<Closing>**  **Okay, Thank you for enjoying my class**  **Let's finish up with~"Enjoy the life."**  **I will say Direct speech**  **You will say Reported speech** |
| **Notes:** | | | | |
| **<Speed race>**  **1."I wanted to have a pet dog in kids."**  **2."I lost my pet dog last year."**  **3."I don't like to have a cat as a pet dog."**  **4. "She was fat."**  **5. "He loved me a lot."**  **6."Kevin has gone for many years."**  **7."I wanted to be a doctor when I was in high school."**  **8."I wish to have a pet dog."**  **9."He finished his master's degree."**  **10."She has loved him since she met him."** | | | | |

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| Q: What does Hannah do to reduce her stress?  And why? | Q: What secrets did Jay have when he was a child?  And why? |
| Q: What things made Jimi stressed when she was a kid? and why? | Q: Did Gigi agree with that a dog is so good at reducing stress in children? and why? why not? |
| Q: What does Joan think that is better to have a cat or a dog as a pet? | Q: What does Rishelle think what a child learn from taking care of a pet? |