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| [ ]  Listening [ ]  Speaking [ ]  Reading [x]  Grammar [ ]  Writing |
| **Topic: A Perfect Day** **(Target: Reported Speech)** |
| **Instructor:****Gowoon** **Sarah** | **Students Competency Level****Upper Intermediate** | **Number of Students:****12** | **Lesson Length:****60min** |
| Materials: **(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**Board and Markers‘Situation’ Card Drilling Wall Chart ‘Direct – Indirect Speech’ |
| Aims: **(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)*** Improve Ss listening skill by listening to T’s introduction, questions and ICQ-CCQs and listening to other Ss statements during activity and group discussion.
* Improve Ss speaking skill by responding to T’s questions, participating in group discussion and presenting.
* Improve Ss reading skill by reading the board and the ‘Situation’ Card.
* Improve Ss writing skill by filling in the ‘Situation’ Card
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| Language Skills: **(Lists what activities language skills students will be using by participating in the activities of the lesson.)*** ***Reading***: **(Where did reading occur in the lesson?)**

Worksheet* ***Listening***: **(Where did listening occur in the lesson?)**

T instruction and explanation, discussion* ***Speaking***: **(Where did speaking occur in the lesson?)**

Ss respond to T’s questions, CCQs and questions, presentation and discussion* ***Writing***: **(Where did writing occur in the lesson?)**

Completing the worksheet |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)*** ***Phonology***: **(sound)**

Discussion, S-S talk, S-T talk * ***Function***: **(situation)**

Reporting what other people said * ***Lexis***: **(meaning)**
* ***Gramma***r: **(language structure)**

Direct Speech, Indirect speech***Discourse***: **(communication)** Discussion in pairs and CCQ, ICQ |
| Assumptions: **(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)*** All Ss would like to share their everyday life.
* All Ss understand everything written on the ‘Situation’ card.
* All Ss are willing to speak out in class.
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| Anticipated Errors and Solutions: **(What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)*** If Ss may not understand the target grammar

Solution: Provide more drilling and example sentences.* If some Ss are too shy to participate during the group discussion.

Solution: Encourage Ss to participate and give positive feedback* If Ss make many grammatical mistakes

Solution: Correct errors by reformulating and Mouthing. * If activity finishes too soon.

Solution: Give Ss more time for discussion |
| References:   |

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| **Lead-In or Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** |
| Materials: **(List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)**Board and Markers |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 4 min3 min1 min | WholeS-TS-T | Ss listen carefullySs answer to T’s questionsSs listen | <Lead in>One teacher talks about a fun day she had. The other teacher reports it to class using ‘reported speech’, target grammar.Ask Ss about their daily life.T Rephrases it by using ‘reported speech’Introduce the topic and targeted grammar. |

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| **Pre-Activity or Task Familiarization Part (Presentation Part Presenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** |
| Materials: **(List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)**Board and MarkersDrilling Wall Chart ‘Direct – Indirect Speech’‘Situation’ Card |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 6min3 min1 min | WholeWholeSs | Ss read, listen, speak and drill to learn and become familiar with reported speechListen to Ts and observe what Ts are doingReceive Situation Card.Get in pairs | Put drilling wall charts on the boardDo drilling with Ss. T introduces a pair activity and shows examples. Give out ‘Situation’ Card. Put Ss in pairs |

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| **Main Activity or Task Realization Part (Practice to Production Part Teacher lead practice of the language presented and move to communication based more student centered activity)** |
| Materials: **(List the Names of all materials used in the Main Activity or Task Realization Part of the lesson. Materials must be shown at the end of this document)**Board and Markers  ‘Situation Card’ |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 4min3min3min6min1min | WholePairGroup/IndividualGroup/IndividualWhole  | Write down on the ‘situation card’ individually. Ask Ts questions if needed.Practice Direct- Indirect speech with their partners. *Happens twice*Group A to come to front. Ss read what they have written on their cards. Ss listen carefully.*Happens twice*Remember and tell what other Ss said. Use reported speech. Listen to teacher. Give back situation cards. | Instruct Ss to write down 3 sentences on the ‘situation card’. Answer Ss’ questions.Instruct Ss to practice direct – indirect speech with their partners. *Happens twice*Divide into 2 groups. Call group A to the front. Ask Ss to read what they have written on their ‘situation card’.*Happens twice*T selects one S and asks him/her to tell what others wrote on their cards in the target language. Ask every S.Appreciate participation. Collect situation cards. Move on to the last activity.  |

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| **Post Activity or Post Task Part (Wrap-Up Part Close the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** |
| Materials: **(List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)**Board and Markers ‘Situation Card’ |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 2min5min4min1 min  | WholeGroupWholeWhole/ groups | Each group picks 6 situation cards. Listen to T.Each group makes a ‘Perfect Day’ story using every sentence on the cards. *Happens twice*Each group comes up and tells stories they made.Ss listen to T closing the activity. Thank teacher and say goodbye. | Divide Ss into two groups. Ask each group to pick 6 situation cards. T explains how to come up with a story of ‘Perfect day’ using all the cards. Guide Ss to activity complete “perfect day” using 6 situation cards.T monitors Ss and responds. Make sure Ss use target language.*Happens twice*T listens and corrects errors if needed. Elicit positive feedback from the other group.Thank all the Ss for actively participating in the lesson. Give feedback and say good-bye. |

Drilling Wall Chart



If I Become ….

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| If I become a superhero for a day…\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_관련 이미지 | If I become a Richie Rich for a day…. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Richie Rich에 대한 이미지 검색결과  | If I become an infant for a day …\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_baby characters에 대한 이미지 검색결과 | If I become a dog for a day …\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_dog에 대한 이미지 검색결과 |

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| If I become invisible for a day…\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Invisible에 대한 이미지 검색결과 | If I can change one thing in the world…\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_change에 대한 이미지 검색결과 | If I become CEO of Apple for a day….\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_관련 이미지 | If I become the most beautiful woman/handsome man in the world for a day…\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_audrey hepburn에 대한 이미지 검색결과 |

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| If I can fly for a day…\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_flying person에 대한 이미지 검색결과 | If I can live anywhere in the world for a day…\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_globe에 대한 이미지 검색결과 | If I can become a Harry Potter for a day…\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Harry Potter에 대한 이미지 검색결과 |