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| Listening  Speaking  Reading  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 | | | |
| 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. | | | |
| 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: | | | |

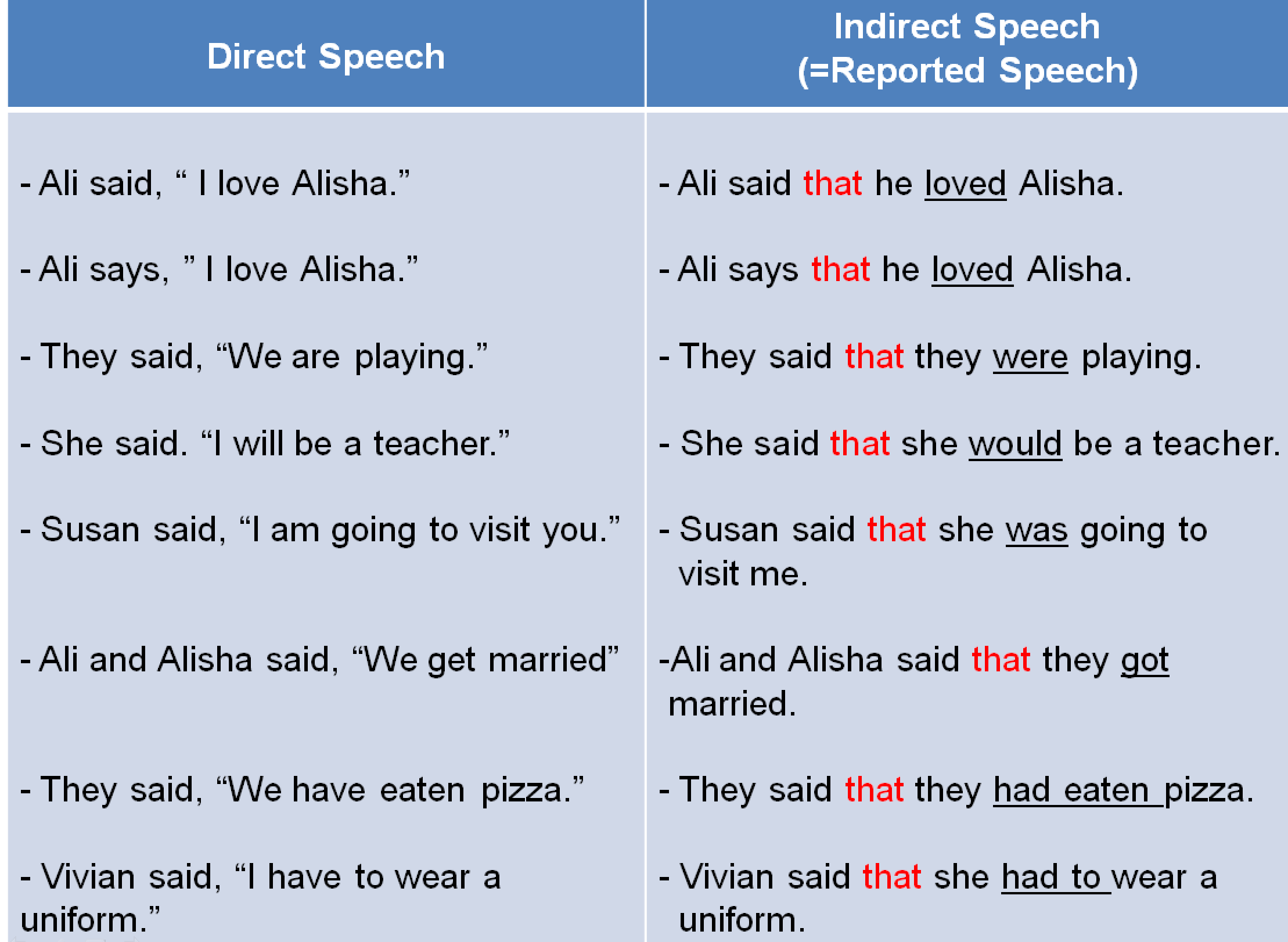
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| **Lead-In or Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** | | | |
| Materials: **(List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)**  Board and Markers | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 4 min  3 min  1 min | Whole  S-T  S-T | Ss listen carefully  Ss answer to T’s questions  Ss 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 Markers  Drilling Wall Chart ‘Direct – Indirect Speech’  ‘Situation’ Card | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 6min  3 min  1 min | Whole  Whole  Ss | Ss read, listen, speak and drill to learn and become familiar with reported speech  Listen to Ts and observe what Ts are doing  Receive Situation Card.  Get in pairs | Put drilling wall charts on the board  Do 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:** |
| 4min  3min  3min  6min  1min | Whole  Pair  Group/  Individual  Group/  Individual  Whole | 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:** |
| 2min  5min  4min  1 min | Whole  Group  Whole  Whole/ 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](https://www.google.co.kr/imgres?imgurl=http://www.telegraph.co.uk/content/dam/film/best-superheroes/superheroes-incredibles-xlarge.jpg&imgrefurl=http://www.telegraph.co.uk/film/what-to-watch/best-superhero-movies-ever/&docid=0Njpoicf4f3-mM&tbnid=Tvld7fJ5rXJNHM:&vet=1&w=1280&h=721&bih=674&biw=1366&ved=0ahUKEwiLzYyG1NXRAhWiIsAKHSfCCfwQMwhFKCAwIA&iact=c&ictx=1) | If I become a Richie Rich for a day….  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  [Richie Rich에 대한 이미지 검색결과](https://www.google.co.kr/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjol_W72dXRAhUC6RQKHWYDA58QjRwIBw&url=https://www.pinterest.com/pin/297448750363088021/&psig=AFQjCNHFI1lA5UZsuCqYQw2l3tgH4AnBVA&ust=1485172598907297) | If I become an infant for a day …  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  [baby characters에 대한 이미지 검색결과](https://www.google.co.kr/imgres?imgurl=https://image-gr.s3.envato.com/files/29335531/bbabby_003.jpg&imgrefurl=https://graphicriver.net/item/sweet-baby-boy/2536004&docid=G_QrzCJtrXC-JM&tbnid=2xJdur2CshqIMM:&vet=1&w=590&h=585&bih=674&biw=1366&q=baby%20characters&ved=0ahUKEwiLrY352tXRAhWTF8AKHbtWCqA4rAIQMwgqKCgwKA&iact=mrc&uact=8) | If I become a dog for a day …  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  [dog에 대한 이미지 검색결과](https://www.google.co.kr/imgres?imgurl=http://www.doglost.co.uk/images/dog-with-puppies.jpg&imgrefurl=http://www.doglost.co.uk/&docid=spx9CVreyIVczM&tbnid=c_xCkibui8GdQM:&vet=1&w=1183&h=524&bih=674&biw=1366&q=dog&ved=0ahUKEwidxuys29XRAhUMJ8AKHeXXDTkQMwhBKCAwIA&iact=mrc&uact=8) |

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| If I become invisible for a day…  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  [Invisible에 대한 이미지 검색결과](http://www.google.co.kr/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwicx6Sp3dXRAhXkHJoKHSO7C7gQjRwIBw&url=http://www.lovethispic.com/image/176244/invisible&bvm=bv.144224172,d.ZGg&psig=AFQjCNGZkaGqxd7m_cr34FMpIYSx1B1ykw&ust=1485173619525822) | If I can change one thing in the world…  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  [change에 대한 이미지 검색결과](https://www.google.co.kr/imgres?imgurl=http://www.unlockingthegrowth.com/wp-content/uploads/2016/05/change-1.jpg&imgrefurl=http://www.unlockingthegrowth.com/2016/06/change/&docid=PES_-UUWXFOb-M&tbnid=P09cZ609SGqHfM:&vet=1&w=424&h=283&bih=674&biw=1366&q=change&ved=0ahUKEwj1tqPO39XRAhXkF5oKHcZqBTIQMwgqKBIwEg&iact=mrc&uact=8) | If I become CEO of Apple for a day….  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  [관련 이미지](https://www.google.co.kr/imgres?imgurl=https://ccej.or.kr/index.php?module=file&act=procFileDownload&file_srl=417657&sid=f89c41b9f5ad4be65bf4f50c5aac3c1e&imgrefurl=https://ccej.or.kr/index.php?order_type=desc&sort_index=readed_count&mid=brd_org_6_1&page=2&document_srl=417652&list_count=50&docid=ysxx0Rn3IN2DNM&tbnid=GkdSWlxa83bmMM:&vet=1&w=500&h=500&bih=674&biw=1366&ved=0ahUKEwjhqczx3dXRAhXjBZoKHdabALQQxiAIBygF&iact=c&ictx=1) | If I become the most beautiful woman/  handsome man in the world for a day…  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  [audrey hepburn에 대한 이미지 검색결과](https://www.google.co.kr/imgres?imgurl=https://cdn.theculturetrip.com/wp-content/uploads/2016/05/audrey-hepburn-394261_960_720.jpg&imgrefurl=https://theculturetrip.com/europe/belgium/articles/10-things-you-didnt-know-about-audrey-hepburn/&docid=FJ6MZJrTkNuT8M&tbnid=haDm95tFvyVGNM:&vet=1&w=960&h=687&bih=674&biw=1366&q=audrey%20hepburn&ved=0ahUKEwioiJ6y3tXRAhVmM5oKHWmzD88QMwg4KBcwFw&iact=mrc&uact=8) |

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| If I can fly for a day…  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  [flying person에 대한 이미지 검색결과](https://www.google.co.kr/imgres?imgurl=http://media.gettyimages.com/photos/digital-composite-image-of-person-flying-with-umbrella-over-mountains-picture-id553248569?s=170667a&imgrefurl=http://www.gettyimages.com/detail/photo/digital-composite-image-of-person-flying-with-royalty-free-image/553248569&docid=UtL7ABx7IXWV3M&tbnid=0CyT5r55ZOuYWM:&vet=1&w=525&h=328&bih=674&biw=1366&q=flying%20person&ved=0ahUKEwjJ37DX4dXRAhVqMJoKHagtBd4QMwgqKBIwEg&iact=mrc&uact=8) | If I can live anywhere in the world for a day…  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  [globe에 대한 이미지 검색결과](https://www.google.co.kr/imgres?imgurl=https://qph.ec.quoracdn.net/main-qimg-25489d1ff444cb19b2ae23457b7b9443?convert_to_webp=true&imgrefurl=https://www.quora.com/Where-can-I-purchase-a-world-globe-in-Lagos-Nigeria&docid=5S6OkkaggAasGM&tbnid=JhljQnxnm1CjbM:&vet=1&w=461&h=407&bih=674&biw=1366&q=globe&ved=0ahUKEwj_28v-4dXRAhUkDZoKHTq-CG0QMwhlKEQwRA&iact=mrc&uact=8) | If I can become a Harry Potter for a day…  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  [Harry Potter에 대한 이미지 검색결과](https://www.google.co.kr/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwj8p46E49XRAhXqNpoKHS9BCIIQjRwIBw&url=https://en.wikipedia.org/wiki/Harry_Potter_(character)&psig=AFQjCNE1j9OgMP54uDpWD0bWw5E8LbPguw&ust=1485175113971141) |