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| TITLE | **Reported Speech: Travelling in Korea.**  |
| INSTRUCTOR | Ss’ LEVEL | AGE GROUP | No of Ss | LENGTH |
| Elena Shmidt | Intermediate | 12-14 | 10-16 | 50 min |
| MATERIALS |
| Whiteboard and markers 2-3 Photographs of foreign visitors in Korea2-3 Photographs of Korean tourist attractions/cultural realiaPlaying cards/memory cards/other realia to get Ss into groups of two for pairwork activitiesHandouts:Bingo cards with the names of all the students in them, 1 per student Worksheets for writing down the questions and partner’s answers |
| AIMS 1. | Students will review and practice vocabulary related to traveling by sharing their ideas on traveling around Korea in a fun speaking activity. |
| **2.** | Students will practice and improve their reported speech skills when relaying their partner’s ideas to others. |
| 3. | Students will learn vocabulary related to holiday destinations and places of interest in Korea. |
| LANGUAGE SKILLS |
| Listening | Teacher’s explanations and instructions; their partner’s answers on suggested questions; classmates’ indirect speech. |
| Speaking | Students ask questions, expressing opinions and relaying information. |
| Reading | Teacher's notes on the whiteboard. Their own notes taken during group activity work. |
| Writing | Questions to ask their partners; information about other student’s partners to fill in bingo cards. |
| **LANGUAGE SYSTEMS** |
| Phonology | Interdental consonants, as in conjunction “*that*”.  |
| Lexis | Places of interest and things to do in Korea. (“temple”, “palace”, “museum”, “souvenir”, “shopping”, “hiking”, “sightseeing”, “taekwondo”), as well as proper names and toponyms for popular tourist attractions (Korean Folk Village, Everland amusement park, Seoraksan Mountain, Insadong district, Jeju island etc.) |
| Grammar | Sequence of tenses in reported speech |
| Discourse | Travelling; traveling around Korea |
| Functions | Sharing information and opinions on a specific topic. Collecting and analyzing information. |
| ASSUMPTIONS |
| As intermediate students, they know a lot of vocabulary related to travelling. This lesson is designed to review “Travelling” unit vocabulary, as well as to introduce some specific vocabulary for places of interest or cultural realia one can find in Korea. Students have studied reported speech, and most of them are familiar with sequence of tenses.Students are familiar with general procedure for mingling group activity, and only need a short reminder and instructions on the actual contents of the activity.Students know a lot of places in their country which they could recommended as travel destinations. |
| ANTICIPATED GRAMMATICAL ERRORS AND SOLUTIONS |
| Sequence of tenses is a tricky material and a lot of mistakes are to be expected in sentences whith backshifting. The teacher’s duty is to elicit structures that can be used in reported speech and draw Students’ attention to the sequence of tenses (at the pre-task stage or just before the mingling activity starts). When monitoring the activity, the teacher takes notes to give general feedback on correct/incorrect use of sequence of tenses at the post-activity stage. When seeing a weaker student “stuck” during group activity, the teacher can prompt a simpler structure for reported speech where backshifting is not required. |
| REFERENCES |
| Main group activity (reported speech bingo): SOS activities:* mingling activity: <http://www.eslcafe.com>
* “coffee pot” guessing game: <http://www.teachingenglish.org.uk>
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| NOTES |
| Plan B: If **photographs** for lead-in activity unavailable: Teacher elicits with gestures, and simple drawings on the whiteboard.**Bingo cards**: Teacher can instruct the Ss how to write down the names of classmates in a bingo grid.**Main activity**: the activity was designed to allow Ss practice reported speech, focus on grammar may shift from reported speech to complex sentences with numerous subordinate clauses etc.Teacher may choose to **model** the main activity instead of explaining the rules (especially for lower-intermediate Ss).This activity may not be focused on particular vocabulary. Cut-off plan: Preparation task took longer than expected:Mingle part of the main task can be cut off when one of the Ss gets a complete row/column instead of the whole card.Do the post-task briefly.SOS activity:If only 5-6 min.left, the so-called “coffee pot” guessing game can be a very good SOS activity.This game is good for practising and reviewing action verbs and adverbs. Teacher can ask the class to use topic-related verbs.Procedure:One student leaves the room then the rest of the class choose a verb e.g. type, ski, fly.The student returns to the room and asks questions to guess the verb. The missing verb can be substituted with 'coffee pot'.Example questions:(If the Ss liked the main mingling activity in class, and there is at least 10 min left to fill, time Teacher can try another mingling activity, takes about 10 min. with intermediate or upper-intermediate level)Each student needs a pen and a piece of paper. Ss. write down all the seven weekdays.Teacher tells that each student will throw a party and has to invite as many class mates as possible. But before the activity starts each student has to choose:- the day of the party- 2 other days when he/she has other plans (specify) and therefore cannot go to any party.Now all the students walk around in class and try to “invite” each other. Possible course of dialogue:A.:“Can you come to my party on Wednesday?"B.:”Sorry, I cannot. On Wednesday I must go to bed early/ to the gym/ to another party."OR "Yes, of course!"Each student writes down the names of the class-mates who will come to his/her party. The one who can throw the biggest party wins. |

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| PRETASK TITLE | Lead-in |
| AIMS | MATERIALS |
| Students will:focus the topic,reviewing vocabularylearn specific vocabulary related to the topicexpress and share ideas and opinions | Photographs of foreign visitors enjoying Korean cultural experienceWhiteboard and markers |
| TIME | SET UP | STUDENTS | TEACHER |
| 4 min | wholeclass | Identify people in the picture (“foreigners”, “tourists”)Name things people can see and do as tourists in a foreign country (“tourist attractions”, go sightseeing; go to museums; visit temples; take pictures of buildings/monuments; go to amusement parks; go shopping; buy souvenirs etc.).Individual students “help” the teacher to write down vocabulary on the whiteboard. | Presents the pictures to the class.Elicits general vocabulary related to traveling, tourism, sightseeingWrites down vocabulary on the desk.May invite single students to write down words on the whiteboard.  |
| 4 min  | Give names of museums, tourist districts, shopping areas, traditional souvenirs, “signature” cultural events and activities (Namsan Tower, Building 63, Doksugung Palace, Jeju Island, Pheonchang Resort, hanbok, taekwondo, K-Pop, Caribbean Bay aquapark, etc.) | Elicits vocabulary for particular places in Korea with guiding questions/body language. |
| NOTES |
| Photographs can be quite helpful when eliciting for Korean toponyms/realia. For more difficult proper names, teacher’s prompting/explanation may be necessary. |

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| TASK PREPARATION TITLE | Drawing on Ss’ personal experience |
| AIMS | MATERIALS |
| Help Ss focus on vocabularyMotivating Ss to speak by appealing to their personal experience | 2-3 Photographs of Korean attractions/events/realiaWhiteboard and markers |
| TIME | SET UP | STUDENTS | TEACHER |
| 5 min | whole class | Giving answers to questions like:-Have you been […] ? What do you think about it?-Have you ever seen […] ? Did you like it?-Where can one find/buy […] ?-Do you know any […] ? | Presenting the picture.Writing down specific vocabulary on the board.Asking a few guiding questions to draw on Ss’ personal experience/opinions (2-3 students to answer) |
| NOTES |
| Teacher uses different grammar tenses to ask the questions, to give examples of structures that would allow for more grammar/structure variety in reported speech. |

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| TASK REALISATION TITLE | Reported speech bingo game |
| AIMS | MATERIALS |
| Students will:* practice and improve their reported speech skills.
* review and use topic-related vocabulary.
 | Bingo cards |
| TIME | SET UP | STUDENTS | TEACHER |
| 7 min | pairs | Finding one’s partnerListening to the teacher’s instructions, answering the ICQsCreating and asking one’s partner 2-3 questions to find out which place/activity he/she would recommend to foreign friends to visit/participate in etc. | * Puts Ss into groups of two
* Distributes the worksheets
* Tells SS to ask 2-3 questions to get information from their partners.

Teacher monitors this activity |
| 16 min | whole classmingle | Listen to the teacher’s instruction and watch the teacher modelling of the mingle stage activityMingle to collect info on as much classmates as possibleUse reported speech when relaying infoFirst student to get a complete card reports to the teacher | * distributes the bingo cards
* instruction: collect information about classmates in the squares on their card
* short review of reported speech with/without backshifting
* ICQ, CCQ
* monitors for reported speech/pronunciation
* stops the activity when somebody completes the card.
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| 5 min  | whole class | Students report gathered information to the whole class using indirect speech.  | Asks the winner to report classmates answers from selected row/column, using indirect speechPrompts correct grammar if necessary. If times allows, Teacher asks other students who have completed a row/column to report to the class. |
| NOTES |
| NB: During mingle stage if a player wants to cross out the square for a certain person he/she cannot speak to the person directly; instead, he/she should find the student who spoke with that person during the pairwork stage of the activity. That student will relay information the person in question said. Then a player should write that information in a person’s square.Students are required to relay information in reported speech form. The teacher can model this activity before the mingling stage of the task. Ex.:A: Hello. Who did you speak with?B: I spoke with Grace. Grace told me that he had seen “Nanta": show last year. She says she really liked it.A: Thank you (student then writes ‘Nanta show last year; good’ in Grace’s square).B: Who did you speak to?A: I spoke with Sun. He said that he was going on a trip to Goje island next weekend. He says Goje is more beautiful than Jeju.B: Oh, thank you (student then writes ‘going on a trip to Goje; nice place’ under Sun’s square).Teacher monitors to listen to reported speech errors as well as for mispronunciation and takes notes to give feedback on these later (post-task). |

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| POST TASK TITLE | Feedback on main activity |
| AIMS | MATERIALS |
| Error correction, revision of reported speech | Whiteboard, markers |
| TIME | SET UP | STUDENTS | TEACHER |
| 7 min | whole class | Write sentences in reported speech on the whiteboard.The whole class are helping the teacher to correct the grammar if necessary.  | Asks 2-3 students to write down complete sentences in reported speech (based on their bingo cards information) on the whiteboard. Analyzes the structure with the whole class, corrects grammar. |
| 2 min | write down the home assignment. Answer ICQs. | Assigns homework. ICQ. |
| NOTES |
| Students can write their sentences at the same time. After they finish, the teacher checks grammar with other SS. |

Worksheets, handouts and lesson materials

**Bingo card**

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| Jenn | Melle | Elly | Reona |
| MJ | Moses | Grace | Gachet |
| Sun | Emily | Izabel |  |