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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**
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| **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,**

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| **"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)**

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| **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.** |

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| **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? |