

**LESSON PLAN**

**Name(s)/Surname(s):**

**Institution/Context of language teaching:**

**Material (Course-book/Unit) used: -**

**Lesson focus:** Reported speech

**Learners' previous knowledge:** The knowledge of English sentence structure, common verbs, reported speech basics

**Learner profile (age, proficiency level, number of students):** 8th grade, B1 level, 15 students

**Allocated time:** 40 minutes

**Anticipated problems and remedies during teaching:** Connection problems may occur. For that all the materials, flow of the lesson and student responsibilities will be posted on Padlet. Time may not be sufficient therefore we prepared the materials fairly shorter than we normally would. The focus will be more on how the students interact with the class materials and creating communicative opportunities for the students. The students may not feel comfortable about turning their cameras on, so the activities will require them to only use their microphones; any student who feels comfortable can turn their camera on but the activity will be successfully completed even if they don't. The activity is fundamentally a game to encourage practice and it is designed to make students able to work both individually, as a pair or a group.

The students may not remember the grammar topic well or they may not do what they are required to (provided in the video). We did not mandate creating the characters, if they skip that assignment, a character will be created collaboratively at the beginning. We also found more examples from books, videos etc. in case they need more presentation before the activity.

**Goal(s) of the lesson:**

- To provide a fun activity to practice reported speech
- To help the students with the parts where they had problems with reported speech
- To make the students think about why and where we use this grammar structure
- To exercise their ability to fluently form reported speech sentences from direct speech samples

**Objectives of the lesson:**

- Students will gain an understanding of how reported speech is formed and see the reasons and justifications behind the rules to grasp the meaning much better.
- Students will become more efficient when it comes to using this grammar structure.
- Students will be able to remind themselves of this grammar structure through content association; they will have concrete content to link the more abstract grammar rules (As a justification; it is proven by cognitive psychology that the brain learns much better if the information is processed deeply and is connected to other information; like forming a strong tree branch).

## PROCEDURE

### STAGE 1 - WELCOME

- **Allocated time:** 3 minutes
- **Procedure (what do the teacher and the students do):** The teacher greets the students and asks them if they worked on the pre-class material. The pre-class material consists of a video describing reported speech, why we use it and a few clues about the lesson content. The students will be asked to create a celebrity figure before the class.
- **Aids (if any, other than the coursebook):** Pre-class material (video), Zoom whiteboard if the teacher finds useful.
- **Interaction Patterns:** T-Ss and T-S
- **Stage Justification:** One of the main applications of a flipped class is providing students pre-class materials. Thus, it is important to receive students' feedback on the materials. The students are expected to view the material at their own pace and make sense of the topic to be learned beforehand, in their own terms. The motivation behind this is to create opportunities for self-regulated, autonomous learning. Since our lesson will be focusing on a game this week, we wanted to include some practice sheets and activities in the pre-work as well as the introduction and description of the topic.

### STAGE 2 - WARM-UP, ASSESSMENT

- **Allocated time:** 7 minutes
- **Procedure (what do the teacher and the students do):** The teacher will ask students some follow-up questions about the pre-class materials checking if they really did pay attention, or how much of it they understood. The teacher may ask or give further examples related to the video (for example; "Do you know any other famous quotes?"). Then, the students will talk about the celebrity figures they have created/imagined. The

teacher can take notes and the students are also welcome to show a drawing of the celebrity they made up in their minds and share it with the class. The class will talk about the characters, and if they haven't come up with one, they will be created during the class with the teacher and other students. The teachers will use the characters as models to form examples for the "gossip report" activity. This part will be an easy-going communicative warm-up.

- **Aids (if any, other than the coursebook):** Zoom whiteboard if the teacher finds useful, NearPod.
- **Interaction Patterns:** T-Ss, S-T, S-S, Ss-T
- **Stage Justification:** The main aim of this stage is to help students interact with the grammar structure without giving them direct grammar instruction. The fact that students will reveal how much they can use the grammar structure, can also help the teacher check how much the students knew before the class and how explanatory the pre-class material was (this is especially important as we must assess not only the students but also what we prepare for the lesson). Because the students will create a character of their own, this is a nice opportunity for expression, creativity and fun. Our goal is to sustain the communicative environment through including the students with their own "materials" and enjoyment.

### STAGE 3 - MAIN ACTIVITY

- **Allocated time:** 20 minutes
- **Procedure (what do the teacher and the students do):** The students will divide into two groups, and each group will be given a set of drawings, provided on Mural. Group 1 will have the drawings of the celebrities, which are drawn and created by the teachers. Group 2 will have the drawings of the gossips, again prepared by the teachers. Then, each group will select one drawing from each category and drag it next to one of the post-it notes in the middle. The drawings do not explicitly give them the gossip itself so they will interpret a meaning from the drawings and come up with a creative, funny gossip. Both of the groups will work together to form a sentence based on their choices of celebrity and gossip drawings. Students are expected to use the correct tenses for the reported speech and to decide whether they need to add "that" in between. The students are also welcome to use time indicators like, "yesterday", given at the top of the post-it notes.

- **Aids (if any, other than the coursebook):** Mural will be used by the teacher, the sentences will be given as an image in PNG format, provided in the lesson's Padlet.
- **Interaction Patterns:** T-Ss, S-S, Ss-Ss
- **Stage Justification:** This activity was designed to function as a game and to add the element of enjoyment within the class. As we have been observing a decline in participation, we decided that this could be a useful idea. The activity contains lots of vivid images and fun characters as a way to increase attention. The students will complete the first group's drawings from a pool of creative and comical gossip drawings. Hence, our aim is to contribute to student-to-student interaction. Again, due to the lack of participation, we wanted to make an activity that is adaptable to both individual and pair/group work; in this case, the game will function just as well no matter how many students participate. The activity contains very limited information and requires students' imagination and interpretation, so it can be considered as an "information gap" activity. The students have to use their knowledge of the grammar point and imagination to come up with a final correct product based on very few clues. In this sense, the game can also be a challenge and this is something we wanted since we know that this group of students have already studied this topic in class. The teacher will be sharing the screen and will act like a "TV host" in order to present which sentences have been used and which sentences have been formed by the students. Mural.com allows the creator to download the final product, so the teacher(s) will be able to document their student's work when the class is finished.

#### STAGE 5 - FAREWELL/CONTINGENCY PLAN

- **Allocated time:** 10 minutes
- **Procedure (what do the teacher and the students do):** The teacher congratulates the students for their work and then summarizes the main points of the reported speech one more time, and asks if anyone has any questions.
- **Aids (if any, other than the coursebook):** -
- **Interaction Patterns:** T-Ss, S-T
- **Stage Justification:** The last stage of the lesson is about clarifying the topic one more time, and answering the students' questions. This part is crucial to see if the topic is fully comprehended by the students.

#### CONTINGENCY PLAN

The teacher will have a Jeopardy activity containing some extra examples of reported speech.

**Note to instructor(s):** The grammar errors the students make are subject to change based on their age and native language(s). So, this should be taken into consideration and it is best if the teachers can ask or observe the frequent mistakes before they prepare the materials.

**HOMEWORK (if any):** No homework.

#### **APPENDIX 1:**

**Pre-Class materials:** Video

**Note to instructor(s):** The video can be watched at the beginning of the class. The video also requests the students to create a celebrity character before they come to class however, if they haven't, one character can be formed collectively before moving on to the main activity.

#### **APPENDIX 2:**

**During class materials:** Mural

**Note to instructor(s):** -

#### **APPENDIX 3:**

**Post-Class material:** Jeopardy game

**Note to instructor(s):** This can be given as a homework/after class practice tool.

Results of the first application of the activity on Mural:

**GROUP1**  
: DENİZ, NAZLI  
CELEBRITIES


PLEASE USE THESE  
"REPORTING  
VERBS" WHILE  
FORMING  
SENTENCES!

ADMIT - TELL -  
CONFESS - REVEAL -  
TELL - SAY - LIKE -  
HAVE - BE - ASK

**GROUP2:**  
GAMZE  
GOSSIPS




My friend told me that  
B.A. Granny was a  
sleepwalker.




Park Chim Chim said that his fan were  
sending their selfies so he needed to delete  
these selfies




My mother confessed  
that Darth Mother  
hated iced coffee.



The king told that the  
Secret daughter was  
Leonce.



Henry Stylish fans said  
that he was obsessed  
with eating broccoli  
with cream cheese.



Paparazzi said that Really  
Eyelash liked switching  
places of toothpaste and  
shampoo on the market.

This is the initial design of the activity:

**GROUP: ...**  
CELEBRITIES

PLEASE USE THESE  
"REPORTING  
VERBS" WHILE  
FORMING  
SENTENCES!

ADMIT - TELL -  
CONFESS - REVEAL -  
TELL - SAY - LIKE -  
HAVE - BE - ASK

**GROUP: ...**  
GOSSIPS