**Speaking Lesson Plan**

**Colors**

Length:

25 minutes

es

Students:

19

Level:

Advanced

Instructor:

Esther

**Materials:**

* The table work sheets for activities
* Color pens
* Board, markers

**Aims:**

* Students will develop intensive speaking skills by share their opinions with partners.
* Students will understand main idea by listening to the speech of partners.
* Student will learn vocabulary related adjective by working the table worksheets.

**Language Skills:**

* **Reading:**students will read a lot of words related adjective.
* **Listening:** students will listen to T’s instruction and other’s opinions about each own activities.
* **Speaking:**students will share their Idea and present their worksheets.
* **Writing:**students will take dictation partner’s opinions.

**Language Systems:**

* **Lexis:** understand adjective vocabulary in the worksheets.
* **Function:** give some question to get the idea of partner
* **Discourse:** discuss idea to depict some ideas.
* **Phonology:**learn about new vocabularies**.**

**Assumptions:**

Students already know:

* How the class is set up and run (there will be 4 student groups at each table)
* The teacher’s style of teaching and the pace of the course
* All students are single and college graduates (Age 23 and up)
* Most students are interested in the meaning of colors.

**Anticipated Problems and Solutions:**

* Students need more time to finish their activity

🡪 Be flexible with the time. Give students more time to finish their activity and cut off the time of post activity.

* Students finish their activity early (SOS plan)

🡪 Give students an extra comprehension question work sheet.

* Students have difficulty in doing the comprehension text.

🡪 Give information of the words.

**References:**

* *Google*

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| **Lead-In** | | |
| Materials: | | |
| Time  1 min | Set Up  Whole Class | **Procedure:**   * **Greeting** * **Two questions**   Hi, guys. What season do you like?  Why do you like that season? |

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| **Pre-Activity** | | |
| Materials:**the table worksheet, color pens, tape, board, makers** | | |
| Time  7min | Set Up  Whole Class  Groups | **Procedure:**  **Elicit**  (Showing two picture)  When you look at these two pictures, what do you find out?  Yes, you’re right.  This picture is colorful but another is just black.  What is the topic of today’s class?  Yes, Today’s topic is colors.   * **Attach pictures and write the topic on the board.**   **Introduce**  Once I want to divide into 5 groups.  I will give this table worksheet.  Kris? What is the title?  Do you know what is to depict?  Yes, it is.  (If she doesn’t know meaning, then I will give answer.)  *★To depict someone or something means to show or represent them in a work of art such as a drawing or painting.*  **CCQ**  **What is to depict?**  **Instruction**  At first, Discuss how depict the spring in groups.  (Showing my example) You can draw and write about the spring by using this color pens like this.  I will give 3 minutes.  **ICQ**   * **What do you do from now?** * **How much time you have?**   **Left 1 minute!**  **Left 30 seconds!**  (tapping the board) Time is up!  Listen carefully. Then guys count the number of colors in your worksheet.  Team 1, How many do you have colors?  Team 2? Team3? Team4? Team 5?  Ok. Team0 has the most colors.  You are winner. Good Job! |
| **Main Activity** | | |
| Materials: The table worksheets for students | | |
| Time  12min | Set Up  pair  Whole class | **Procedure:**  **Elicit**  When do you look at me, What color comes to your mind? Sharon, Why do you think so?  Thank you.  **Introduce**  There is a table work sheet.  What is in there? Yes, so different colors and meaning.  Each color has a special meaning.  And what is this?  Yes, there are three questions.  **Instruction**  We will do this activity in pair.  So one person give this question and answer. Then change part.  I give 3 minutes.  **ICQ**   * **What are you doing now?** * **How much time you have?**   **(passing 2minutes) Change part!**  (tapping the board) Change your partner and do again!  Also I give a 3minutes. How much time?  **Left I minute!**  You are done? Do you need more time?  Today Who does wear The most colorful clothes?  When you look at your partner, What colors comes to your mind? Why?  What is the color that best shows you?  How different the colors of you choose and other chooses.  Same or different?  Ok. Good job all guys. |

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| **Post-Activity** | | |
| Materials:The table work sheets | | |
| Time  5min | Set Up  Whole Class  Pair | **Procedure:**  **Introduce**  Let’s into post activity now.  I have a question.  It is a precious stone associated with a month or sign of the zodiac and thought to bring luck if worn by a person born in that month or under that sign.  What is this?  Yes, it is the birth stone.  **Instructions**  There are three questions on the sheet.  Share the answer of the question with your partner.  I give 2 minute.  **ICQ**   * What do you do? * How much time you have?   What is your partner’s birth stone? What is the word that best shows your partner? Why do you think so?  **Conclude lesson**  *Are you joyful?*  *Thank you guys.*  *I give homework. It is that you find out the birth stones of your family or friends.*  *Good job today. See you tomorrow!*    **S.O.S Plan**  1) We can discuss more about the color.  There are some questions.   1. What is your favorite color? 2. Do you prefer clothes of which color in the spring?   2) Get point game  Search colors in our around. For example, our clothes, shoes, pencils in a pencil case so on. So The team get the most various color is winner. |