Speaking Lesson Plan

Topic : Flower

Length:

25 minutes

es

Students:

19

Level:

Advanced

Instructor:

Green

**Materials:**

* pre-activity : Flower pictures(5 sheets)
* main-activity : Written inquiry 2 types(10 sheets per type)
* post-activity : the colored paper pieces, 5 glues, 5 sheets of paper
* White board, board markers, tape

**Aims:**

* **Primary aim**
* The students will talk each other about flower fluently through speed quiz.
* **Secondary aim**
* The students will listen carefully and answer.
* **Personal aim**
* I want be louder, more confident and teach as lesson plan.

**Language Skills:**

* Listening: Students will listen other students’ speech.
* Speaking: Students will talk each other and answer.
* Writing: Students will write something.
* Reading: Students will read written inquirys.

**Language Systems:**

* Lexis : flower’s name written on board
* Function: question and answer with partner
* Phonology: speak flower’s name
* Structure: None to discuss
* Grammar: None to discuss

**Assumptions:**

Students already know:

* how the class is set up and run (Two students have one table)
* teacher’s style of teaching and the pace of the course
* all students are college graduates (Age 23 and up)

**Anticipated Errors and Solutions:**

* Students may not be able to follow the passage easily

🡪 Follow the task-feedback circle: let them listen to the tracks again until they get the gist of the content

* Students may not be able to pick up details from the listening

🡪 Chunk the listening (pause-play-pause-play)

* Students may need more time to work on the idioms

🡪 If it takes longer than 5 minutes, cut answer-checking short by verbally sharing the answers instead of having students write them on the board

* If time is short

🡪 Cut post-activity discussion short and only ask 2~3 students to share their opinions about what’s most important in a lifetime partner

* If students finish their tasks earlier than anticipated,

🡪 Ask as many students as possible about their idea of a good partner for life, and differences between what they want in a date and what they want in a spouse

**References:**

* *Website : Wikipedia*

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| **Lead-In** | | |
| Materials: **none** | | |
| Time  1 min | Set Up  Whole Class | **Procedure:**  Elicit  “Hello guys, nowadays when you think of Yeouido, what comes to your mind?”  Wait students’ answer…  “Yeah, from this weekend, cherry blossoms festival will begin during 7 days.” |

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| **Pre-Activity** | | |
| Materials : pictures of flower, tape, board, board marker | | |
| Time  3 min | Set Up  Whole Class | **Procedure:**  “Can you guess today’s topic?”  Wait students’ answer.  “Yes, today’s topic is flower.”  To learn flower’s name  “I will show you some flower pictures, which we can see easily.”  Put the pictures on the board.  “Do you know the flower’s English name.”  Wait students’ answer and write the flower’s name under the picture.  Let the students speak loud the name several times to memorize perfectly.  CCQ  Teacher ask the student among the flowers on the board.  “What is name of this flower?”  Wait students’ answer.  “Good job students.” |

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| **Main Activity** | | |
| Materials : 2 types written inquiry of speed quiz | | |
| Time  2 min  3 min  3 min  1 min | Set Up  Whole class  partner  Partner  Whole class | **Procedure:**  **Speed quiz**  instruction  “Now, move to another activity called speed quiz.  You will work with your partner.  One student is CHERRY, the other is BLOSSOM.  First, I will give CHERRY written inquiry type A.  Don’t look at this until I say ‘START’.  BLOSSOM is answer.  There are 10 questions.  Check your partner’s correct answer, so prepare a pen.  After 2 minutes, we will change the role.”  ICQ  “How many questions are in the written inquiry?  Who is first questioner among CHERRY or BLOSSOM?”  Do first speed quiz  Distribute the written inquiries type A to CHERRY students.  “3, 2, 1 start”  Doing activity….  Timing “30 seconds left.”  “Time’s up.  Check your partner’s correct answer.”  Do second speed quiz  “Now, we will change role.  I will give BLOSSOM written inquiry type B.  The rule is same before.”  Distribute written inquiry type B to BLOSSOM.    “3, 2, 1 start”  Doing activity….  Timing “30 seconds left.”  “Time’s up.  Check your partner’s correct answer.  Sum the correct answers of CHERRY and BLOSSOM.”  Check winner  Wait student’s sum.  “Over 10 answers, hands up. Over 13 answers, hands up.”  Teacher find the winner team and celebrate them. |
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| **Post-Activity** | | |
| Materials : the colored paper pieces, 5 glues, 5 sheets of paper | | |
| Time  2 min  4 min  4 min  5 min | Set Up  Whole Class  Group  Whole class  Whole class | **Procedure:**  **Make a garden**  Instructions  “Now, we will have a post-activity, which is called ‘make a garden’. What is in the garden?”  Wait students’ answer……  “Yeah, we can see flowers, trees, butterfly and etc.  You will have 4 students group.  Now, I will give each team colored paper pieces, glue and a sheet of paper.  You will have 4 minutes.”  ICQ  “Will you be alone?  How many times do you have?  What do you make?”  Distribute the colored paper pieces, glue, and a sheet of paper.  “Start”  1 minute left. 30 seconds. Time’s up.  Be flexible with time. Give 1 more minute if they need it.  “Now, each team will show their garden work to other teams. And do a simple explanation of your garden work. Team number 1 fist.” -> If you don’t have much time, you can skip explanation.  Each team do…..  **Conclude lesson**  “Good job. Thank you for your participation. Don’t forget today’s lesson. And enjoy your weekend.”  **SOS activity**  Instructions  “We will do an activity called ‘SAY FLOWER’S NAME’.  One student will say flower’s name, and then the next student will say another flower’s name. All students should say different flower’s name. The order is clockwise rotation.”  ICQ  “What do you say?  Will you say same flower’s name?”  Do until the last student order. |