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| **Reading Lesson Plan (Task-based)** | | | | | |
| **Spring Flower Festival** | | | | | |
| Instructor:  Maria | Level: Intermediate | Age: Adults | Nationality:  Korean | Students:  8 | Length:  30min |
| **Main Aims**: Students will practice their reading skills by reading  a spring flower festival brochure.  **Secondary Aims**: -Students will make a spring flower festival brochure  -Students will share their experience they have been to the festival  -Students will learn about the name of the spring flower | | | | | |
| **Materials:**   * Computer, PPT slides1-8 * Worksheet1,2, a brochure (8copies each) * Colored pencil (2sets) | | | | | |
| **Language skills**:  Listening: Teacher’s instruction and students’ discussion  Reading: reading a spring flower festival brochure and comprehension questions  Speaking: comparing answers and asking about spring flower festival  Writing: answering of the comprehension questions | | | | | |
| **Language systems**:  *Phonology: pronounce* of cherry blossom, forsythia, azalea  Lexis: cherry blossom, forsythia, azalea  Function: recommend the spring flower festival  Discourse: talking about with partners and other team | | | | | |
| **Assumptions**:  Students already know:   * How to class is set up and run * The teacher’s style of teaching and the pace of the course * Students have been to some spring flower festivals | | | | | |
| **Anticipated Errors and Solutions**:  Students may not understand the meaning of words in the brochure  ->Explain with other examples and encourage them to guess from the context  Students may not understand how to make brochure well  ->Let the students understand what they have to do  Students may not be able to do the activity on time  ->Inform them of the left time before finishing | | | | | |
| **References:**  http://english.visitkorea.or.kr  Pictures of cherry blossom, forsythia, azalea on Naver website | | | | | |

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| **Pre-Task** | | |
| **Aim:** Let the students involve today’s topic by eliciting with PPT slides | | |
| **Materials:** PPT slides 1-8, computer, projector | | |
| **Time** | **Set Up** | **Procedure** |
| 30sec  4min | T-SS  T-SS | 1. **Greeting**   Good morning, everyone!  How are you today? (I’m fine)  Did you see the flowers when you come here?(No)  Me, neither. I want to see spring flowers as soon as possible.   1. **Showing PPT and eliciting**   Let’s look at the ppt.  (Showing the PPT slide 1)  What do you see? (flowers)  Right! There are flowers.  What season do you see these kinds of flowers? (Spring)  Right! You can see them in spring.  Can you guess what we’re going to do today? (spring flower)  (Showing the PPT 2)  Yes. Today’s topic is Spring Flower Festival.  Repeat after me. Spring Flower Festival.(Spring Flower Festival)  You can see many kinds of flowers in spring.  What kinds of flowers do you know? Would you tell me?  (cherry blossom….) ok!  Before starting the lesson, let’s look over 3 words related  to the topic  (Showing the PPT 3 )  Look at the picture.  Where can you see this flower in Seoul?  How about the name in Japanese?(Sakura)  Do you know it in English?(cherry blossom)  (Showing the PPT 4)  Right! Cherry blossom.  Repeat after me. Cherry blossom(Cherry blossom)  (Showing the PPT 5)  Where can you see this flower? (around us…..)  What color is this? (yellow)  Do you know this in English? (….)  (If students don’t know well)  Maybe you know what this is.  Just the pronunciation of the word is a little difficult.  (Showing the PPT 6)  Repeat after me. Forsythia(Forsythia)  (Designate one group)  Just this group repeat after me. Forsythia(Forsythia)  And this group . Forsythia(Forsythia)  (Go to the students and let the students individually pronounce)  Forsythia->…………Good job!  (Showing the PPT 7)  Where can you see this flower? (mountain.…)  What color is it?(purple)  Do you know this name in English?  (Showing the PPT 8)  Repeat after me. Azalea(azalea)  (If students also have a difficult with the pronunciation,  do same way with forsythia)  Very good job!  **<CCQ>**   1. What’s the name of purple flower you can see in spring?   (azalea)   1. What’s the name of white flower looks like a small cotton candy you can see in spring? (cherry blossom) 2. What’s the name of yellow flower you can see in spring?   (forsythia)  Excellent ! |

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| **Task Preparation** | | |
| **Aim: To read the given brochure and understand what it is about.** | | |
| **Materials: one brochure, worksheet 1, 2, pen** | | |
| **Time** | **Set Up** | **Procedure** |
| 1min  3min  1min  3min  2min 30sec | T  T-SS  T  SS  T  T  T-SS  T  T-SS  T  Ss  T-SS  T | Have you ever been to the spring flower festival?(Yes/No)  **<Instruction>**  1. Talk about your experience with your partners.  2. I’ll give you 3minutes.  **<ICQ>**  1. What are you supposed to do? (talk about my experience)  2. How much time do you have? (3min)  You may begin.  (monitor students making sure they’re following the instruction )  1minute left. 30 seconds left. 10 seconds.  Time’s up.  Have you finished? (Yes)  Who wants to tell us your experience? (Me)  Would you tell us your experience? Where did you go? (I went~~)  (checking the time ,let one more student tell)  Thank you for sharing your experience.  **<Instruction>**  Now we’re going to skim a brochure of the spring flower festival.   1. I’ll hand out one brochure and comprehension question worksheet. 2. Read the brochure and write the answer the comprehension questions individually and then check them out with your partners. 3. I’ll give you 3 minutes.   **<ICQ>**   1. What are you supposed to do?   (read the brochure and write the answers and check))   1. How much time do you have? (3minutes)   (Hand out one brochure, worksheet 1)  You may begin.  (monitor Students making sure they’re following the instruction and  if there are any mistakes, give them correction)  1minute left. 30 seconds left. 10 seconds.  Time’s up.  Have you finished? (Yes)  **<Check The Answers>**  Let’s check the answers.  Who wants to read No.1?(Me)  Ok. Would you read it? (If you~)  What’s the answer? (cherry blossom) That’s correct.  Where is the hint in the brochure? (The celebration is famous for~)  Good!  (Same way No.2 through No.5)  No 6. (Let the student read and answer the question)  Yes. It could be.  No.7(Let the student read and answer the question)  Why do you think so?  Ok! Excellent job!  ***Answer*** 1. Cherry blossom 2. Yes, we can. 3. Yes, we can.  4.No, it isn’t. 5. I can’t access to the road around the Assembly building. 6. Parking, food etc. 7. I think so.  You understood well about the brochure. |

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| **Task Realization** | | |
| **Aim: To make a spring flower festival brochure and recommend it to other students** | | |
| **Materials: Worksheet2, pen, colored pencils(2sets)** | | |
| **Time** | **Set Up** | **Procedure** |
| 2min  3min  1min  3min  3min  1min | T  S-S  T  T-SS  Ss  T-S | (Showing the worksheet 2)  **<Instruction>**   1. I’ll hand out one more worksheet. 2. You’ll make a brochure. There is a form.   At first what you have to do is filling in the blanks ,title,  when, where, what, how , individually.   1. I’ll give you 3minutes.   **<Demonstration>**  Think about one spring flower Festival like Jin-hae cherry blossom Festival. Write the name in the title.  When is held? Where is held? What kind of flower Festival?  How to get there?  And If you’ve finished earlier, it’s good to decorate the brochure  with the colored pencils.  **<ICQ>**   1. What do you supposed to do?   ( make a brochure filling the blanks)   1. Do you work in pairs? (no, individually) 2. How much time do you have? (3minutes)   (Hand out worksheet 2 and colored pencils)  You may begin.  (monitor Students making sure they’re following the instruction and  if there are any mistakes, give them correction)  1minute left. 30 seconds left. 10 seconds.  Time’s up.  Have you finished? (Yes)  Now you could be a tourist agency staff and a traveler.  **<Instruction>**  (divide A and B team) You are A team. You are B team.   1. Let’s pretend   At first A team would be a tourist agency staff,  B team wants to go somewhere to enjoy the flower festival.  B team will stand up and move to A team.   1. B team will visit each travel agency of A team and ask them about their festival. After talking, decide which festival wants to visit. And then talk about who, why.   Who means who do you want to go with?  Why means why do you want to go there?   1. You’ll have 6minutes totally. Each team has 3 minutes.   **<ICQ>**   1. What do you supposed to do?   (move and visit travel agency and ask)   1. Which team moves at first?( B team ) 2. How much time does each team have? (3minutes)   Ok! Now you may begin.  (monitor Students making sure they’re following the instruction and  if there are any mistakes, give them correction)  1minute left. 30 seconds left. 10 seconds.  Time’s up.  Finished? (Yes)  Now we’re going to switch. (Pointing B team)  You’re tourist agency staff and you’re a traveler.  You’ll have 3minutes.  Any questions?  Go!  (monitor students the activity goes well looking around)  30seconds left. Time’s up.  **<CCQ>**  Which festival do you want to go?  (If nobody answers, designate one student) I hope you go there. |

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| **Post Task** | | |
| **Aim: To feedback and error correction** | | |
| **Materials:** | | |
| **Time** | **Set Up** | **Procedure** |
| 2min | T-SS  T-Ss  T | **<Feedback>**  What kinds of flowers do you see in spring? (Cherry blossom…..)  (If students pronunciation of the flower name is not so good,  repeat once more)  Many spring flower festivals are held in spring.  How about going out and taking a walk with your family or  your friend on this weekend?  **<Error Correction>**  (If there are some errors during the whole class, correct them)  (If there aren’t any errors)  I didn’t hear any errors during the whole class.  Your assignment is searching the internet and find out  one more festival brochure and skim it.  **<ICQ>**  What is your assignment?  Don’t forget the assignment.  You did an excellent job today.  Did you enjoy my class today?  Thank you. |

\***SOS Activity**: <chain word game>-say a word related to spring

1. First person says one word.

2. Next person says the word the former person said and adds one word.