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| Reading |
| **Topic:**  **Problems in a restaurant dialogue** |

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| Instructor:  Helen | Level:  **Intermediate** | Students:  **# 12** | Length:  **25 Minutes** |

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| Materials:   * Text of “Problems in a restaurant situation dialogue”(see attached) * A copy of text for each students * Computer (with internet) hooked up to a projector. * Restaurants and foods pictures as a visual aid(see attached) * Restaurants logo pictures as a visual aid(see attached) * A copy of Answer the Questions worksheets(see attached) * List of vocabulary & phrases form texts(see attached) * Sample of customer complaint letter template(see attached) * A copy of the letter template for each groups(see attached) * A copy of manager role activity for each students(see attached) * A copy of customer role activity for each students(see attached) * A copy cooking verb vocabulary worksheet for each students(see attached) |

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| Aims:  **Main Aims:**   * **Students will be able to pick up useful English vocabularies and phrases that are used for common problems in real life by doing the role play activities.** * **Students will be able to learn the skills that how to handle the difficult situations in facing everyday life by completing the sequencing activities.** * **Students will be able to learn social authentic communicative skills by reading the script.** * **Student will be able to present well and regain self-confidence by playing the role play activity.**   **Secondary Aims:**   * **Students will be able to have logical thinking by finding the answers of the questions in worksheets.** * **Students will be able to choose to communicative vocabulary and phrase in real life which students can face authentic situations by reading the dialogue.** * **Students will be able to speak accurately and fluently by playing roles.** * **Students will be able to understand people on their stances by playing role activities.**   **Personal Aims:**   * **I want to improve skills in creative and accurate lesson plans.** * **I want to improve speaking skills in an accurate and fluent way.** * **I want to learn how to behave as a teacher.** * **I want to be confident while presenting my lesson plan.** * **I want to clearly deliver subject matters.** |
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| Language Skills:  **Listening**: Students should listen to classmates during the class.  Student should practice while they make presentations in group.  **Speaking:** Students should work in pairs and decide which words will be matched well by completing the sequencing activities.  **Reading:** Student should read the real life dialogues.  **Writing:** Student should write an apology letter to customer. |

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| Language Systems:   * **Phonology:** Distinguishing native and native speaker pronunciation * **Lexis:** I’m afraid that there is nothing I can do,   Call the waiter over, please accept my apologies   * **Grammar**: the present simple, past simple and auxiliaries. * **Function:** requesting, suggestion, asking, ordering.etc * **Discourse:** Discussing words with partners, creating a new company logo and writing about a company apology letter |

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| Assumptions:   * The students are in a high-enough level to manage the difficult situation. * Reading text can give the students ideas to deal with difficult situation. * This will provide the students with chances to improve communicative skills in real life. |

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| Anticipated Errors and Solutions:   * The activity may run over time, I will tell the students that the students will have it as assignment. * Some students might have difficult time doing some activities like role playing. * Some students may have difficulties writing formal business letters which will be accomplished during the post activity. If they have any difficulties, I will offer the sample of letter template. |

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| References:  Problems in a restaurant  [http://www.blairenglish.com](http://www.blairenglish.com/exercises/social/exercises/complain_problems_restaurant_2/complain_problems_restaurant_2.html)  Cooking Verb Game Image  [www.englishwsheets.com](http://www.englishwsheets.com)  Restaurants & Logo pictures  <http://www.smrvl.com/logo.php>  Simple of customer complaint letter template  http://business.lovetoknow.com/wiki/Sample\_Business\_Apology\_Letter |

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| **Lead-In** | | | |
| Materials:  No special materials used   | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3  min | Whole class | Lead in asking the student where they like to go the most when they are going to eat out.  And ask them how often they go out for dinner and why?  And asking them if they have any experiences that they complained about food.  **Guiding Questions**  *How often do you go out for dinner?*  *When you go out for a meal, how much were you satisfied with dishes and service?*  *How did you manage it when you got frustrated with bad service.*  *Have you ever complained about the restaurant’s service?*  *If you have, then, could you tell us about the story you had?*  **Motivate**  *Today we are going to take a look how we can manage the frustrating situation.*  *There might be good guide lines that lead us to deal with the situations in a good manner.*  **Elicit**  *Are there any tips to complain in a way that we don’t lose our reputation? I mean there are ways for us not to lose our temper.*  *We are still in controlling our mind.*  **Transition:**  *Let’s jump right into the lesson by taking a look at some vocabularies and phrases that we can have for communication in certain situations.* | |

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| **Pre-Activity** | | | |
| Materials:   A copy cooking verb vocabulary worksheet for each group  List of Vocabularies & Phrases form texts | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3  min  3  min | Whole  Class/  Pairs  Whole/  Class | (Cooking verb Game)  **Warm-up –** Play “Cooking Verb Game”.  Cooking verbs vocabulary matching worksheet answer.  **Instructions:** *I will distribute sheets in which cooking verbs are. When I show the picture, you need to match each cooking verb to the picture. It is a kind of ‘speed game’. The sooner pressing the bell with correct answer will be the winner. Speak out clearly enough for others to hear you. You will work in groups. And you have 3 seconds for answer. The game will be continued for three minutes.*  **Demonstration:** *Carrie, would you be a volunteer for me?*  *Great! I will show you a picture. Please, speak out which verb will be matched to the picture.*  **ICQs*:*** *What kind of game we will do? Yes, a speed game. How fast you should answer? Yes, in 3 seconds. In pair? No, we will do in group. How long will do the game? Yes, we will do just 3 minutes.*  **Run the Activity:** Engage the students and get them excited about matching the cooking verb game.  (Vocabulary Presentation)  **Pre-teach** by writing the words on the board and following these steps  ***Overcharged***  ***On the house***  ***Please accept my apologies***  **Overcooked**  **Elicit:** “***……………”*** *It basically means that the customer 'doesn't have to pay for something'. For this**expression, one meaning is* ***for*** *free. And another meaning is 'we won't charge you'. Which phrase would be appropriate to fit in the blanks?*  *Yes,* **“*On the house”***  *CCQ: Does a waiter or manager use this expression “on the house” when they won’t charge the customer who* *has complained?*  *Yes, they use this expression sometimes.*  **Elicit: *“…………..”*** *This**means when the bill you received is higher than it should be.* *Suppose you already know the price. So you should complain. Then, you may say this word to the counter, like this “You* \_\_\_\_\_ me.” *Which would be appropriate to fit in the blanks?*  *Yes,* ***“Overcharged”***  CCQ: *What does ‘overcharged’ mean?*  *Yes, you received the bill higher than it should be.*  **Elicit: “*……………………..”*** *This expression is used when a restaurant employee has to say sorry to a customer in a very formal and polite way. Which expression would be appropriate to fit in the blanks?*  *Yes,* ***“Please accept my apologies”***  CCQ: *What are going to say when you say sorry? Especially, in a polite way? Yes, “please accept my apologies.”*  **Elicit: “…………………***” When you boil rice too long and spoil the flavor, what did we do? This is not used for meat. Which expression would be appropriate to fit in the blanks?*  *Yes,* ***“overcooked “***  **CCQ:** *Is ‘overcooked’ used for meat?*  *No, overcooked is not used for meat. It used for only vegetables including grains.* | |

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| **Main Activity** | | | |
| Materials:   * Text of “Problems in a restaurant situation dialogue” * Restaurants and foods pictures as a visual aid(see attached) * Restaurants logo pictures as a visual aid(see attached) * A copy of manager role activity for each students(see attached) * A copy of customer role activity for each students(see attached) * A copy of Answer the Question worksheets(see attached) for SOS | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2  min  5  Min  5  min | Whole/  Class  Whole/  Class | 1. **Ordering Task with “Role play game”, logo/name making**   **Instruction:**  *I will divide you into two groups. And I will give you dialogue sheets. What you are to do is, first, each group will prepare role playing of the dialogue. Second, make your own restaurant name and logo. After that, you will make presentation in front. But remember that you will do both sides. For example, if you did the customer role, switch to the staff role next. You have 5 minutes for preparation.*  **ICQ:**  *What are you going to do? First? Yes, prepare role playing. Second? Yes, make your own restaurant logo and name. In group? Yes, in group. How long are you working on it? Yes, you have 5 minutes.*  **Demonstration***:*  (putting my logo on the board) *Scott! Please, come out and help me!* (pointing to two sentences on the sheet) *say this part please.* (S says “\_\_\_\_\_\_” and I say my part.) *Now, let’s switch ours. Scott, please, say that part now. (S says “\_\_\_\_\_\_” and I say my switched part now.*  **Run the Activity:** Observe Ss’ working.  **Presentation**  *Are you ready? Whose group will go first? Rock, scissor, paper please.*  **Ss will present their role playing in front one by one.**  ***Close:***  *You both two groups presented well!* | |

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| **Post Activity** | | | |
| Materials:   * Sample of customer complaint letter template(see attached) * A copy of the letter template for each groups(see attached) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5  min | Whole/  Group | **Build Motivation:** *Have you ever thought about running a restaurant?*  *How you handle customer complaints will determine if the customer comes back to your restaurant. So it is valuable to know how to write apology letter. This activity will provide mental exercise on your future dream.*  **Instructions***:*  *You will write a letter in group. Here is Customer Complaint Letter Template. You can use as reference. Before writing the letter, share your ideas and suggestions with your classmates in group. You might exercise how to write a letter and have a chance to think logically. You have 3 minutes for it. After that, you will share your letter with others. Each group has 1 minute for reading yours.*  **Demonstration:**  *I will read my own apology letter now. (read mine……)*  *Like this, you will do that.*  *.*  **ICQs:**  *How long should you work on the letter? Yes, you should finish within 3 minutes. How long will you present? Yes, 1 minute for each group.*  *Now start!*  **Run the Activity**:  **Presentation(reading apology letters)**  Each group will read their own letters.  *Great! You did great job. Thanks for sharing.*  **Error Correction:**  (Go over any errors that you heard during the group activity.  Write them on the board and try to elicit corrections.  However, I don’t want interfere in their talk.  I might able to be observed on their work. )  **Close:**  (Go over any errors that you heard during the group activity.  Write them on the board and try to elicit corrections.  However, I don’t want interfere in their talk.  I might able to be observed on their work. )  **SOS**: Answer the questions worksheet | |