

**124<sup>th</sup> WD**  
**An Bora**

### Listening Lesson Plan

Listening			
<b>Title: Ordering a Meal at a Restaurant.</b>			
Instructor: Bora	Level: Intermediate 15yrs+	Students: 4~10	Length: 55 minutes
<b>Materials:</b> <ol style="list-style-type: none"> <li>1. PPT slide 1 - Appendix 1</li> <li>2. Worksheet 1 - Appendix 2</li> <li>3. PPT slid 2 (Picture) - Appendix 3</li> <li>4. Video file (Vedio1_ordereing a meal.2015.12.09) - hyperlink ppt slide 2 / attach</li> <li>5. Worksheet2 - Appendix 4</li> <li>6. PPT slid3 - Appendix 5</li> <li>7. Video file (Vedio1_ordereing a meal.2015.12.09) - hyperlink ppt slide 3 / attach</li> <li>8. Worksheet3 - Appendix 6</li> </ol>			
<b>Aims:</b> <ol style="list-style-type: none"> <li>1. Students will improve their listening skill.</li> <li>2. Students will learn expressions for ordering a meal.  e.g. What would like (to)~?  Would like ~?  I'd like (to)~.  I'll have~.</li> <li>3. Students will be able to order a meal in English at a restaurant.</li> </ol>			
<b>Language Skills:</b> <ul style="list-style-type: none"> <li>• Listening : Activity 1</li> <li>• Speaking : Icebreaker, Activity 3</li> <li>• Writing : Lead-in, Activity 3</li> <li>• Reading : Activity 1</li> </ul>			

<p>Language Systems:</p> <ul style="list-style-type: none"> <li>• Discourse : Creating conversation and practice it. (Activity3)</li> <li>• Lexis : reservation = booking, starters = appetizer</li> <li>• Grammar : I'd like <u>noun</u>. I'd like to <u>verb</u>.</li> </ul>		
<p>Assumptions:</p> <ul style="list-style-type: none"> <li>• Students learned food in a different category.</li> <li>• Students understand the present and future tense .</li> </ul>		
<p>Anticipated Errors and Solutions:</p> <ul style="list-style-type: none"> <li>• Error :Students feel activity is easy. Solution : 1. Students will do spontaneous role-play. 2. Students talk about restaurant complaints.</li> </ul>		
<p>References:</p> <ul style="list-style-type: none"> <li>• video : <a href="https://www.youtube.com/watch?v=qXnK1fl6DvA">https://www.youtube.com/watch?v=qXnK1fl6DvA</a></li> <li>• Worksheet 1 : <a href="http://www.teach-this.com/images/resources/at-the-restaurant.pdf">http://www.teach-this.com/images/resources/at-the-restaurant.pdf</a></li> <li>• Website : <a href="http://bogglesworldesl.com/survival_travel_english/restaurants.htm">http://bogglesworldesl.com/survival_travel_english/restaurants.htm</a> <a href="http://www.eslflow.com/foodrestaurantlessonplans.html">http://www.eslflow.com/foodrestaurantlessonplans.html</a></li> <li>• Book : American English File Student Book 1/ Clive Oxenden Christina Latham-Koenig/1997</li> </ul>		
<p>KEY: Individual (I); Pairs (P); Groups (G); Whole Class (W); Teacher (T); Student (S); Students (Ss)</p>		
<b>Greeting</b>		
<b>Purpose : Introduce the teacher and the topic (W)</b>		
<p>Time</p> <p>09:00-9:02 (2min)</p>	<p>Interaction</p> <p>T - S</p>	<p>Procedure</p> <p><b>1. Introduce teacher</b></p> <p>“Hello, I’m Bora.”</p> <p>“It is nice to meet you everybody.”</p> <p><b>2. Introduce topic</b></p> <p>“Today, we are going to learn language of meal and practice ordering a meal at a restaurant.”</p>

<b>Icebreaker - Speaking and Answering (P)</b>		
<b>Purpose : Get to know each other</b>		
<b>Materials: PPT (Appendix 1 - ppt slide 1)</b>		
Time 09:02-09:09 (7min)	Interaction T-S(no.1~2)  S - S (no.3)  T - S (no.4)	Procedure 1. Teacher shows the questions (ppt) 2. Go through the questions with students. (Student can create Question no.6) 3. <b>[ Pair work]</b> Students ask those questions each other for 3min. 4. Teacher ask "What did you learn about your partner?" to each of the students.
<b>LEAD-IN - Making a restaurant's menu (G)</b>		
<b>Purpose : Learn and remind students' vocabularies about menu</b>		
<b>Materials: Worksheet 1 (Appendix 2 )</b>		
Time 9:09-09:17 (8min)	Interaction T - S (no.1~3)  S - S (no.4)  T - S (no.5)	Procedure 1. Give worksheets to students 2. Teacher asks question and explains words on the sheet. "What is starters / main courses / desserts? 3. Teacher explains how to do the activity. ⇒ Teacher asks question to make sure s's understand. e.g. Can we put 'cheese salad' in the drinks category? 4. Students create the menu to complete the worksheets <b>in small groups</b> .(about 4 min) 5. Teacher asks students questions about their menu. e.g. What main courses/dishes do you have?
<b>Activity 1 - Ordering a Meal</b>		
<b>PRESENTATION - Listen and answer the questions</b>		
<b>Purpose : To improve listening skill and preparation for next step</b>		
<b>Materials: Picture on PPT(slid2 - Appendix 3), Video file (Vedio1_ordereing</b>		

<b>a meal.2015.12.09) - hyperlink ppt slide 2</b>		
Time 09:17-09:25 (8 min)	Interaction T - S	<p>Procedure</p> <ol style="list-style-type: none"> <li>1. Focus on the picture. Then teacher asks about the picture. "Where are they?" "What are they doing?"</li> <li>2. Teacher will play the video (hide the screen) and students get ready to answer for question "What do they order?"</li> <li>3. If necessary, teacher plays video (hide the screen) few more times.</li> <li>4. Teacher asks students the answer and what they listen.</li> </ol> <div> <p>" What do they order?"</p> <ul style="list-style-type: none"> <li>- Mark : onion soup and steak, red wine.</li> <li>- Allie : goat's cheese salad and lasagna, mineral water.</li> </ul> </div>
<b>Activity 2 - Ordering a Meal</b>		
<b>PRACTICE - Listen and complete the worksheet</b>		
<b>Purpose : To improve students listening skill and preparation for next step</b>		
<b>Materials: Worksheet2 (Appendix 4), PPT(slid3 - Appendix 5), Video file (Vedio1_ordereing a meal.2015.12.09) - hyperlink ppt slide 3</b>		
Time 09:25-09:35 (10min)	<p>Interaction</p> <p>T - S (no.1~2)</p> <p>S (no. 3)</p> <p>S - T (no.4)</p>	<p>Procedure</p> <ol style="list-style-type: none"> <li>1. Teacher gives students worksheets.</li> <li>2. Teacher explains how to do activity and try demonstrates number 1.</li> <li>3. Teacher plays video (hide the screen) and re-plays when students are done gap fill.</li> <li>4. Teacher plays the line and pauses then students tell the answers.</li> <li>5. Teacher go over the expressions for ordering a</li> </ol>

	T - S (no.5)	meal. e.g. What would like (to)~? Would like ~? I'd like (to)~. I'll have~.
	S (no.6)	6. Students watch video of conversation
	S - S (no.7)	7. <b>[ Pair work ]</b> Students practice the dialogue with partner.
<b>Activity 3 - Ordering a Meal</b>		
<b>PRODUCTION - Create conversation and practice</b>		
<b>Purpose : Practice Target Language</b>		
Materials: <b>Worksheet3 (Appendix 6)</b>		
Time 09:35-09:50 (15min)	Interaction S -S	Procedure 1. <b>[ Group work - 3~4 ]</b> Students make their own conversation about ordering the meals in restaurants. 2. All group do role - play with their scripts in front of class.
<b>WRAP-UP - Closing</b>		
<b>Purpose : Review today's lesson and closing.</b>		
Time 09:50-09:55 (5 min)	Interaction T - S	Procedure 1. Teacher asks questions for review. e.g. 1. What do you remember about today's lesson? 2. What did you enjoy most about the lesson? 2. Homework - Go to the restaurant in Itaewon and buy some food in English.

**Appendix 1**

## **Icebreaker - Speaking and Answering**

1. What's your name?
2. What do you like do in your free time?
3. Can you play any musical instruments?
4. Do you have any pets?
5. What kind of food do you like?
6. \_\_\_\_\_?

Appendix 2

Worksheet 1  
Complete the menu.

*B o r a ' s M e n u*

<i>Starters</i>	<i>Main Courses</i>
Onion soup <hr/> <hr/> <hr/> <hr/>	T-bone steak <hr/> Lasagna <hr/> <hr/> <hr/>
<i>Desserts</i>	<i>Drinks</i>
Cheese cake <hr/> <hr/> <hr/> <hr/>	Mineral water <hr/> <hr/> <hr/> <hr/>

**Appendix 3 - Picture on PPT slid2**

# Ordering a Meal

[Audio](#)



- A. Focus on the picture.  
Where are they? What are they doing?
- B. Listen to the conversation.  
What do they order?



## Appendix 4 - Worksheet2

Worksheet2	
Listen and fill in the blanks. (W = waiter, A = Allie, M = Mark)	
W : Good evening. Do you have a _____?	A: Yes, a table for two. My name's Allie Gray.
W: Smoking or _____?	A: Non-smoking, please.
W: Come this way, please.	
W: Are you ready to order?	M: Yes, I'd like the onion soup and then the steak, please.
	A: The goat's cheese salad and the lasagna for me, please.
W: What would you like to _____?	M: _____ some wine?
	A: No, thanks. Just mineral water for me.
	M: Ok. A glass of red wine and a bottle of _____, please.
W: Thank you, sir.	M: Thank you.

<b>Worksheet2</b>	
Listen and fill in the blanks. (W = waiter, A = Allie, M = Mark)	
W : Good evening. Do you have a reservation?	A: Yes, a table for two. My name's Allie Gray.
W: Smoking or non-smoking?	A: Non-smoking, please.
W: Come this way, please.	
W: Are you ready to order?	M: Yes, I'd like the onion soup and then the steak, please.
	A: The goat's cheese salad and the lasagna for me, please.
W: What would you like to drink?	M: Would you like some wine?
	A: No, thanks. Just mineral water for me.
	M: Ok. A glass of red wine and a bottle of mineral water, please.
W: Thank you, sir.	M: Thank you.

Appendix 5 - slide 3

# Ordering a Meal

[Audio](#)

Worksheet2	
Listen and fill in the blanks. (W = waiter, A = Allie, M = Mark)	
W : Good evening. Do you have a _____?	A: Yes, a table for two. My name's Allie Gray.
W: Smoking or _____?	A: Non-smoking, please.
W: Come this way, please.	M: Yes, I'd like the onion soup and then the steak, please.
W: Are you ready to order?	A: The goat's cheese salad and the lasagna for me, please.
W: What would you like to _____?	M: _____, some wine?
W: Thank you, sir.	A: No, thanks. Just mineral water for me.
	M: Ok. A glass of red wine and a bottle of _____, please.
	M: Thank you.

### **Appendix 6 - Worksheet 3**

Create your own conversation in a small group.  
Any situation that can happen during ordering a meal at a restaurant.

