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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: How to make an order as customer and take an order as server?** |

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| Instructor:  **Judy Pyun** | Level:  **Intermediate** | Students:  **8** | Length:  **45 Minutes** |

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| **Materials:**  7 copies of the case worksheets  7 copies of menu  White board, Board markers |

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| **Aims:**  **-** Students will be able to understand in reading a menu.  - Students will be able to understand by answering concept check questions and completing the worksheets.  - Students will be able to improve speaking and listening ability by sharing ideas in a group or pair.  -Ss will be able to get the main idea by skimming the reading text |

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| **Language Skills:**   * Reading : reading worksheets to answer questions, * Listening : listening to teacher’s instructions, explanation, demonstration and classmates’ ideas * Speaking : practicing activities, and sharing ideas * Writing : worksheet answers |

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| Language Systems:  - Phonology: correct pronunciation of vocabulary words.  - Function: Asking for and giving information  - Discourse: sharing with their own decision |

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| Assumptions:   * Students understand the script while they read * Students are used to working in groups of two or individually * Students know how the class set up and run * Ss will enjoy the activity. |

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| **Anticipated Errors and Solutions:**  - Students may have difficulty in understanding the meaning  **->** Teacher provides more examples.  - Students may not understand the text  **->** Teacher gives the students more chances to practice.  Give Ss more time to finish the worksheets  - If students finish their tasks earlier than anticipated (SOS plan)  **->** give the other worksheet |

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| **References:**  <http://www.menuclub.com/californiarestaurantguide/sanluisobisporestaurants/dennysrestaurant-226198.php> (Denny’s) |

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| **Lead-In** | | | |
| Materials: White board, markers, and picture of Danni’s restaurant | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2mins | Whole  class | Share their experience with whole class and pair | T: How many often do you go and eat food at restaurants? Once of a week or twice of a week? |

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| **Pre-Activity** | | | |
| Materials: worksheets | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5mins | Individually and pair | Share their experiences with their partner what they have done. | Give Ss a survey question to evaluate how many people are not satisfied or unhappy and to see what Ss satisfied with a serve at the restaurant. Listen Ss’ experiences what they have had. |

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| **Main Activity** | | | |
| Materials: Board and Marker, Worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2mins  10  mins  10minutes  10mins | Whole  class  Whole class  Individually and pair  Whole  class | Read a menu carefully  Follow the direction from T and read the text carefully. Share ideas and find the answers.  Answering to the question  Share their thinking with their partner  Role play activity | Before we are going to do some activities, please read the menu carefully. Some of words are familiar with you.  (Check and show Ss the pictures to help the vocabularies)  T: I will hand out two papers which are one for a menu and on the other for cases.  (Distribute worksheet and explain how to do an activity)  T: Imagine when you are a server in the restaurant, how to make an order from customer. Some of you had a work experience at the restaurant as a server.  If you don’t have those types of experience, that’s okay. I just want to see how you will be going to deal with your customer and take an order from your customers.  Try to explain the steps:  1. Ask Ss to do an activity individually and find out the answering some questions on the worksheet  2. Tell Ss to share with what their partner’s opinion  3. Check Ss how far they do on the list and bring out their opinion.  T: Before we start, there are two cases. One case is “if you are a server…..” On the other hand it is “if you are a customer…..”  Let’s do it individually. Find out the answer for the first case. After you have finished the worksheet, compare what you have on it.  (Ask Ss what they have answers on worksheet)  T: For case number two, the next one is about when you are a customer instead of a server. It is a time to think how you will make a decision for the case. Read a menu carefully and decide what you will make an order.  It is a time to do a role play. Work with your partner again. One person acts as a customer and the other acts as a server.  Here is a step for this:  1. When a customer comes in the restaurant, how does a server usually do?  -A server asks customers what customers prefer their seats at first whether sitting in booths or at tables.  (Show them the image of pictures in America restaurant)  When you take a seat at the restaurant, what you first thing to do? Read a menu.  So, it is time to read a menu and take some order. Or, if you are the first time visiting this restaurant, you probably ask your server what is special menu for today or ask server to recommend on food.  CCQ:  Does anyone have a bad/ good experience at the past?    If you are a server, how are you going to take an order from customer?  If you are a customer, how are you going to make an order? |

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| **Post Activity** | | | |
| Materials: worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1  mins | Whole  Class | Listen what T says | How’s today’s lesson? Did you enjoy this time?  Well-done. You did a very good job today. I  hope that you enjoyed today as well. See you  later. |

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| **SOS Activity** | | | |
| Materials: Worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 mins | Whole class | Read the menu and play jigsaw activity | Let’s play jigsaw activity matching the menu |