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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Ordering Food in a Restaurant**. |

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| Instructor:  Joy Kim (Bo-min) | Level:  Pre-Intermediate | Students:  6 | Length:  35 Minutes |

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| Materials:  - Pictures of Restaurant  - Dialogue worksheet  - 2 Phrases flash cards  - 3 pieces of paper for Menu  - 6 pieces of folded paper for drawing lots  - SOS plan worksheet (Filling the blanks) |

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| Aims:  - To practice speaking and listening skills through role play and dialogue  - To become familiar with using certain expressions to order food in a restaurant  - To encourage students to have confidence in front of unfamiliar people |

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| Language Skills:  - Speaking : role play, dialogue  - Listening : teacher’s instruction, role play  - Reading : role cards, dialogue |

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| Language Systems:  - Function : Ordering food in a restaurant with using “I’d like to & I’ll have”  - Discourse : dialogue |

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| Assumptions:  - Students have experience to go to restaurants before  - Students have ordered food in a restaurant before  - Students know they are allowed to speak only English in the classroom |

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| Anticipated Errors and Solutions:  - If time is running out, shorten the role play time and give time warning  - If time there is more time than expected, give students more time for the role play and SOS plan |

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| References:  - www.fed.cuhk.edu.hk |

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| **Pre-task** | | | |
| Materials: Pictures of Restaurant | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min | Whole class | Listening to teacher’s instruction, Answering the questions | **Procedure**:  Good morning, everyone. How are you doing?  (show the pictures of Restaurant, elicit from students)  Do you know where it is? Yes, it’s McDonalds. How about this one? Yes, it’s OUTBACK.  Have you guys ever been to these kinds of restaurants before?  (listen to Ss’ answers)  Then have you ordered food by yourself?  (listen to Ss’ answers)  Awesome! What food did you order there?  (listen to Ss’ answers)  Okay. Today we are going to learn two English expressions that we can use in the restaurant. |

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| **Task Preparation** | | | |
| Materials: - Dialogue worksheet  - 2 Phrases flash cards | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 12 min | Whole class | Listening to teacher’s instruction, Looking at the dialogue, Repeating the dialogue, Answering the questions | **Procedure**:  **Dialogue**  Let’s look at this worksheet that I just gave you. In this worksheet, Kitty is going to have lunch in a restaurant.  Instruction  I will read this dialogue and you all can just listen to me this time.  Also, there are some underlined phrases. When I read this dialogue, look at them carefully too.  CCQ  Are you listening to the dialogue?  What should you look at carefully?  (Read the dialogue)  Did you listen carefully?  Can anybody tell me some underlined phrases?  (Listen to Ss’ answer)  Good job!  Instruction  This time, I want you to repeat after me.  (read the dialogue with the students)  Good job everyone! Now look at this flash card.  (show one of the 2 phrases flash cards)  Repeat after me.  (read the “I’d like to” flash card)  “I’d like to” is short form of “I would like to.”  Look at this another flash card.  (show the other flash card)  Repeat after me.  (read the “I’ll have” flash card)  “I’ll have” is also short form of “I will have.”  You can add food that you are going to order after these two phrases.  According to this dialogue, what did Kitty order?  (Listen to Ss’ answer)  Yes. She ordered a bowl of chicken soup, cheese burger, a glass if Coke.  Now we know two expressions “I’d like to” and “I’ll have.” Are you ready to order food right now? We are going to a role play activity. |

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| **Task Realization** | | | |
| Materials: - 6 pieces of folded paper for drawing lots  - 3 pieces of paper for Menu  - Dialogue worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4 min  11 min | Whole class  Individual | Listening to teacher’s instruction, Drawing lots, Answering the questions  Role play | **Procedure**:  **Role Play**  I’m going to divide you into 3 groups with 2 people. And then we will decide the waiter and the customer by drawing lots. You can check you role.  (Divide groups, Drawing lots)  Instruction  With this worksheet that I gave you before, follow this conversation pattern and do a role play with you partner. As a waiter, you should ask starter, main course and drinks. As a customer, you should answer your waiter by looking at this menu. You will have 10 minutes to do this role play.  CCQ  How much time do you have?  Are you working with you partner?  Alright. Start!  (Monitor discreetly.)  (Answer students if they ask questions.)  (Give Warning: 1 minute left)  (Be flexible with time.)  Time’s up. Is everybody finished?  Does anyone need more time?  Yes 🡪 give 2 more minutes  No 🡪 next activity |

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| **Post Activity** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min | Whole class | Listening to teacher’s instruction, Answering the questions | **Procedure**:  **Feedback**  I hope you enjoyed today’s role play. And I want you to think about today’s class. What did you specifically enjoy? Did you have any difficulties? How was the role play with you partner?  (Have students recall their interest or analyze difficulties or error. Discuss about them)  Everyone did great job today! Have a great day! |

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| **SOS Activity** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min | Individual | Listening to teacher’s instruction, Filling the blanks | **Procedure**:  I have an easy job for you.  Instruction  Look at this worksheet. Read carefully with the previous worksheet, and try to fill the blanks by remembering Kitty’s dialogue and what we learned. |