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| ☐ Listening V Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: In the Restaurant** |

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| Instructor:  **Heather** | Level:  **Intermediate** | Students:  **10** | Length:  **30 Minutes** |

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| Materials:  Computer  PowerPoint  Projector (if not, use another technology)  Order Pad worksheets (6 copies—2 per page)  “In the Restaurant” PowerPoint (11 copies)  Realia (handkerchief, silverware, glass cup, plate) |

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| Aims:   * Ss will be able to practice the present progressive tense while questioning other Ss of their actions during a pair work. (Grammar) * Ss will learn vocabulary / phrases related to being at a restaurant from the fill-in-the-blank (slide #8) and the order pad activities. (Vocabulary) * Ss will work in pairs – “Order Pad” activity (Group Dynamics) * Ss will be able to speak fluently by practicing role play–being a waiter/waitress and a customer–to use in real-life (Communication) |

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| Language Skills:   * Reading: order pad * Listening: teacher’s elicitation and direction and teacher’s pronunciation * Speaking: ordering the interview and communicating with classmates * Writing: filling in information during activities |

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| Language Systems:   * Function: giving information, ordering food by using expressions * Phonology: repeating correct pronunciation of restaurant-related objects (silverware, napkins, chairs, etc.) * Lexis: present progressive tense, things you can see at a restaurant * Discourse: ordering food by using phrases (present progressive tense) * Grammar: present progressive tense |

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| Assumptions:   * Some Ss may already know the vocabulary and the present progressive tense * Ss enjoy doing activities |

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| Anticipated Errors and Solutions:   * Ss who cannot speak words or phrases correctly 🡪 keep repeating * Ss may try getting into groups during activities. 🡪 monitor and split Ss up who is doing this * Some Ss may not actively participate in activities. 🡪 encourage Ss by calling his/her name up to participate in * Ss take longer to complete their tasks than expected. |

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| References:  <https://busyteacher.org/11752-in-the-restaurant-exercise-with-some-verbs.html>  <https://busyteacher.org/16591-what-would-you-like-to-order-order-pad.html>  <https://www.ego4u.com/en/cram-up/grammar/present-progressive> |

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| **Pre-task** | | | |
| Materials: computer, PowerPoint (#1) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | Whole class | Sharing their experiences | **<Greeting & Brief Rapport>**  T: Has anyone gone or visited a restaurant recently?  - If anyone says yes, ask his/her experience.  - Listen carefully what Ss say (React and move on) |

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| **Task Preparation** | | | |
| Materials: Computer, PowerPoint (slides #2 ~ #8), “In the Restaurant” worksheet (slide #8) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 15 min | Whole class | - Answering the questions  - Listening to the teacher  - Fill-in-the blank activity (slide #8) | T: Today we will learn about the present progressive tense by using the situation being in the restaurant. So let’s stay focused. (slide #1)  T: What can you see from this picture? (slide #2) - eliciting  T: These are two important people you can see in the restaurant. Anyone knows who are they? (slide #3)  - if Ss answer correctly, move on to (slide #4)  T: Have you heard of the present progressive tense? Can you explain it to us \_\_\_? Can you give an example? (slide #5) – eliciting  T: Present progressive tense is often used to say what is happening at the moment of speaking. (slide #5)  T: Again, present progressive is to say what is happening right now. And here are some example sentences. (Read 3 sentences). Can you see the pattern? (Ask Ss) (slide #6)  T: Now, let’s review!  (Hand out the activity sheet to Ss)  T: Has everyone got a copy?  T: Great! Here is a direction.  - On the worksheet, you can see the waiter. Choose an action verb from the top which describes What is the waiter doing in each picture. You should work individually. You have 5 minutes.  <CCQ>  T: Should you work in groups?  T: How much time do you have?  T: Time is up. Let’s check the answers.  - 1: He is showing them to the table.  - 2. He is pulling out the chair.  - 3. He is seating the guest.  - 4. He is picking up the plate.  - 5. He is folding the napkin.  - 6. He is welcoming the guests. |

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| **Task Realization** | | | |
| Materials: Computer, PowerPoint (slides #9 ~ #11), Menu, Order Pad | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 min | Individually  Pairs | Menu and Order Pad | **<Instructions>**  (Pass out Menu and Order Pad)  T: Alright, now I want you to work on a more advanced activity.  T: At this time, I want you to pair up so you can work on each other. I want you to fill out order pad by referring to the menu.  T: One person will be a partner and the other will be a customer. And vice versa.  T: I will give # minutes.  <CCQ>  - How much time do you have?  - What should you do with your worksheet?  - With whom should you work with?  T: You may begin.  (Discretely monitor)  T: 5 minutes left.  (Ask Ss if they need more time. If so, give them 5 more minutes)  T: Ok, time’s up. |

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| **Post Activity** | | | |
| Materials: Computer, PowerPoint, Menu, Order Pad | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min | Whole class | Sharing their activity result and giving feedback on the today’s activity | (If Ss got the activity wrong, correct them)  T: Now I want to ask 2 pairs to volunteer to share their result of the activity.  (If Ss don’t volunteer, pick 2 pairs and ask them to volunteer)  T: Did you enjoy today’s activity?  (Listen to Ss feedback on the activity)  T: Good job today everyone. See you next time. There’s no homework today. |