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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:ComputerPowerPointProjector (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) - elicitingT: 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) – elicitingT: 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 | IndividuallyPairs | 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. |