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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Reading Restaurant Menu** |

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| Instructor:JINJU KIM | Level:**Intermediate** | Students:**12** | Length:**30 Minutes** |

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| Materials:* 2 Japanese Restaurant Menus (6 copies each)
* Board
* Markers
* Empty papers
* Crayons, Markers
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| Aims:* Students will be able to practice using practical words which can be used in restaurant.
* Students will work cooperatively in a group by sharing information from their own menu.
* Students will learn vocabulary related to menu.
* Students will be able to speak fluently by sharing their own opinions.
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| Language Skills:* Listening: teacher’s vocabulary presentation, other students’ responses.
* Reading: Given Menu
* Speaking: asking and answering to other students
* Writing: writing to make new menu
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| Language Systems:* Function: sharing information about restaurant menu
* Lexis: new words related to restaurant
* Discourse: discussing with partners about making new menu
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| Assumptions:* Students knows basic food words.
* Students are able to share their own opinions and ideas.
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| Anticipated Errors and Solutions:* Students may not understand cooking expressions.

 > Teacher provides many examples.* Students may not inactive in discussing time.

 > Teacher share more detail information of this restaurant.* Students may need more time to accomplish the work.

 > Teacher provides few more minutes if they need. |

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| References:https://www.yelp.com/biz/daikokuya-little-tokyo-los-angeles |

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| **Pre-task** |
| Materials: Board, Markers |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | Whole Class |  | GreetingHello~ Everyone? What did you guys eat last night? What kind of restaurant did you go? Do you like Japanese restaurant?Today, We are going to look at Japanese restaurant menu. |

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| **Task Preparation** |
| Materials: Reading materials A&B, Board, Markers |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min5min | Whole Class | Team activity | Key VocabularyTeacher demonstrate and draw the words on the board.Grilled, Pan-fried, Deep-fried, Boiled, Garnished, SlicedNow, you are owners of this restaurant, and you realized that your restaurant needs lunch special menu, for example, one main menu + small dish is cheaper than ordering individually.Instruction for taskI’m going to divide the class into two groups, A&B. A will have main menu and B will have appetizers. In your group you have to read the menu and discuss about the menu in your team. While you are talking about the menu, think about what is the signature menu and share 3 menus you want to make for lunch special. You have 5 minutes.CCQHow long do you have?  |

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| **Task Realization** |
| Materials: drawing paper, A paper, markers, crayons |
| Time | Set Up | Student Activity | Teacher Talk |
| 12min |  | Team activity | Okay, Time’s upNow you will draw folded paper which has written number. #1 team will gather and talk about what you read. Share with your partner what is the signature menu. You are going to make the lunch special menu with your partner. You can decorate the menu as good as you think. After you make the menu, you will show the menu to whole class and explain why you make the menu like that. You have 10 minutes.CCQHow long do you have?What are you making? |

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| **Post Activity** |
| Materials: N/A |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Whole Class |  | Alright~#1 team Can you show your menu and explain to us?Did anybody find interesting menu from the other group?How was today’s class everyone? |

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| **SOS Activity** |
| Materials: N/A |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min |  | A pair activity | In you group, ask your partner what she/he would like to eat from the menu.You have 5 minutes to discuss. |