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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: In a CAFÉ** |

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| Instructor:  Chang Ho YOON (ISAAC) | Level:  Low to Pre  Intermediate | Students:  3 | Length:  30 – 40 min |

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| Materials:   * Board and Markers * Worksheet – Furniture * Worksheet – Menu * Worksheet – What to do * Worksheet – Order Dialogue |

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| Aims:   * To get familiar with common vocabularies about café by reviewing furniture, food and drink items found in café * To read and order instruction * To encourage speaking and listening fluency by practicing to order food and drink in café |

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| Language Skills:   * Speaking – naming, ordering, role play * Listening – interaction with classmates * Reading – reading menu and dialogue * Writing – filling blank task |

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| Language Systems:   * Phonology, Lexis – different vocabularies about café * Grammar – how to order * Function – dialogue, role play * Discourse – interaction with classmates |

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| Assumptions:   * Most students have experiences about going to café * Students speak with inaccuracies. * Students know they must speak English in the class. |

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| Anticipated Errors and Solutions:   * If time is running out, shorten the thinking time. * If there is more time when all the activities are done, do the SOS plan. * If students don’t have enough knowledge about vocabularies, try spending more time to make them understand. (eg. Synonyms) |

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| References:  Binder : P63 - 68  Sarah Burn : Shopping – in a Café (British Council) |

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| **Lead-In** | | | |
| Materials:  Board & Marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 Mins | Whole  Class | Thinking about the local café where they have visited | Have you ever visited any café?  What are the names of the cafes?  Is there any preferred café? What is it?  And why do you prefer that café? |

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| **Pre-Activity** | | | |
| Materials:  Board & Marker  Worksheet #1 for each student  Worksheet #2 for each student | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 Mins  5 Mins | Whole  Class  Whole  Class | Review the common furniture items found in a café.  Match the right vocabulary to the right picture on the menu. | **I. Vocabulary**  Let’s talk about what you normally see when you enter a café.  First of all, you see…  (Elicit the names)  (Show the pictures of various items of worksheet #1 on the screen and point one by one)  What is this called? How do we spell it?  (Close the screen and give students the worksheet #1.)  Instruction  Now try to fill the blank with the words we just reviewed.  CCQ  What do you see in the first picture?  What do you see on the menu?  (Elicit the menu)  What are the popular items?  What do you prefer to have normally?  (Give students worksheet #2)  Instruction  Now, try to sort food and drinks on top to the right pictures.  Demonstration  Let’s see, a muffin. It goes to…  (Point the picture of a muffin)  CCQ  What are we supposed to do?  How many drinks are there? |

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| **Main-Activity** | | | |
| Materials:  Board & Marker  Worksheet #3 for each student  Worksheet #4 for each student | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 Mins  5 Mins | Whole  Class  In Pairs | Describe the steps expected in a café and list the description in the right order.  Experience the dialogue about having an order in a café. | **I. Skimming for the Main Idea**  What do you need to do to have the food and drink?  (Get students to describe the steps orally and write it down on board.)  Instruction  Now, try to put numbers next to each step to make it in the right order.  (Give worksheet #3)  Demonstration  Let’s look at what has the number 1. What is it? Yes, we do choose what we want to have first.  (Write #1 and its process on board.)  CCQ  What do we do now?  What could be #2?  **II. Scanning for Details**  Now, have a look at this worksheet and the column on the top.  (Give worksheet #4)  Instruction  Try to put right numbers in the right order.  CCQ  What do we have for #1?  Who could say #1 in a café?  What could be #2 and who could say it?  Instruction  Now, write down the sentences in the correct order into the bubbles in the worksheet.  And in a pair, try to practice the dialogue. Once you finish the dialogue, switch parts and do it again. |

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| **Post Activity** | | | |
| Materials:  Marker & Board | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 Mins | In Pairs | Try to switch the items to what students normally have in real life and proceed the dialogue. | **I. Free Production**  Instruction  Now, try to put any item that you normally  have in real life and proceed the dialogue.  After one dialogue is done, switch the role  and do it again.  CCQ  What do we do now?  Who do you talk to? |

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| **SOS Activity (in case you finish more quickly than you thought)** | | | |
| Materials:  Board & Marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
|  | Whole  Class | Review the possible interaction with other customers in a café. | What would you do if need an extra chair  for your companion?  (Write down students’ suggestions on the  board.)  (Write several examples of the sentences  and review the grammar and vocabularies  used.) |