**TBLT Lesson Plan**

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| **Topic: Eating out side** | | | | |
| **Instructor** | **Student’s Level** | **Age group** | **Number of Students** | **Length** |
| Ahyoung shin (Katie) | Elementary beginner | 10~11 | 12 | 50 min |
| **Materials:**   * Whiteboard, markers * Student work sheet (13 copies) * 13 pieces Blank paper * Vocabulary work sheets (13 copies) | | | | |
| **Aims:**   * Students will learn and practice their listening and vocabulary by working on the student’s work sheets and vocabulary work sheets. * Students will practice their speaking skill when they discuss about their own opinions about ordering at the restaurant. * Students will practice their writing skill and reading comprehensions through short T/F questions and fill in the blank. | | | | |
| **Language skills:**   * Listening: Listening to teacher’s instruction, demonstration conversation, and discussing with classmates * Speaking: Verbally sharing their opinions in group activities * Writing: Answering True/False question, fill in the blank * Reading: reading comprehensions from T/F questions, vocabulary, and work sheets | | | | |
| **Language systems:**   * Phonology: Listen to demonstration conversation, teacher and classmates speaking * Function: fill in the blank, sharing opinions with classmates * Lexis: Key vocabulary * Grammar: Writing sentences what they are thinking to order * Discourse: Expressing opinion | | | | |
| **Assumptions:**   * Students will be able to learn some vocabularies for ordering out side. * Students can build a sentence correctly. * Students will be practice listening and speaking | | | | |
| **Anticipated Errors and Solutions:**   * Student will not understand instruction * Ask ICQ about each work sheets * Using chunk instruction * Students will not be concentration for a long time * Short time activities * Divide the students into 4 groups | | | | |
| **References:**   * Leanenglishteens.britishcoucil.org | | | | |
| **Note:**   * Students have to be monitored during work on groups. * Play demonstration conversation twice. * Time management each work sheet | | | | |

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| **Pre-task: Warm up (Vocabulary)** | |
| **Aims** | **Materials** |
| * To establish before listening demonstration | * Work sheets paper (12 copies) |

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| **Time** | **Setup** | **Students** | **Teacher** |
| 2 min | Whole class | Students will guess menu of the restaurant. | Brain mapping the name of the foods |
| 5 min | 4 Groups | Match the words and pictures with group members | Hand out the work sheet and monitoring |
| Note:  If there are any different menu of the restaurant, narrow down the restaurant. | | | |

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| **Task preparation: Listening demonstration and discussion** | |
| **Aims** | **Materials** |
| * Listening conversation carefully and taking a note about information * Discuss and sharing information | * Blank note and pens |

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| **Time** | **Setup** | **Students** | **Teacher** |
| 5 min | Whole class | Students practice listening skill and writing skill. | Set up the audio system and internet |
| 13 min | 4 Groups | Discuss and sharing information with group members | Monitoring |
| **Note:**   * Repeating demonstration is only one time. * Watch carefully who do not follow or understand demonstration | | | |

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| **Task realization: True/False question, fill in the blank and discussion** | |
| **Aim** | **Materials** |
| * To check their understanding of listening demonstration | * Work sheet papers |

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| **Time** | **Setup** | **Students** | **Teacher** |
| 5 min | Individual | Students will write their answers on the work sheep paper. | Set up the task and monitoring |
| 10 min | 4 Groups | Discuss about when they ordering outside | Monitoring students’ discussion what they understand |
| Note:   * Monitoring students are as they will be understand information and to check discussing about correct information. | | | |

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| **Post task: work sheet answer and feedback** | |
| **Aims** | **Materials** |
| * To check the answer and comprehensions * To confirm students’ errors | * Work sheet papers * White board * Answer key |

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| **Time** | **Setup** | **Students** | **Teacher** |
| 3 min | Whole class | Change the work sheet to the person sit next person | Elicit the right answer from the students |
| 5 min | 4 Groups | Discuss about the answers into the group | Check students understanding of the information |
| 2 min | Whole class | Students can check their errors from the work sheet | Confirm students’ understanding of the information |
| Note:   * When giving answer of the work sheet, do not give right away. * Monitoring is important to observe who is stronger and not familiar in the task. | | | |

**Pre-task work sheet**

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| Grilled fish | Cheese and biscuits | Cheese burger | Tomato soup |
| Sausage | Roast chicken | Omelette | Vegetables |
| Chips | Ice cream | Pasta | Fruit salad |

**Task preparation**

Transcript for **Eating out**

**Waiter:** Hello

**Jamie:** Hi. A table for two, please.

**Waiter:** Of course. Over here, please. Here’s the menu.

**Sally:** Thank you.

*(pause)*

**Waiter:** Are you ready to order?

**Sally:** Yes, we are.

**Waiter:** What would you like for your starter?

**Jamie:** I’d like French onion soup, please.

**Sally:** And I’ll have a tomato salad, please.

**Waiter:** And for your main course?

**Jamie:** Mmm, I’m not sure. I don’t know whether to have the steak or Thai chicken.

**Sally:** Oh, I’d like the Thai chicken and rice, please.

**Jamie:** OK, me too.

**Waiter:** So that’s two Thai chicken and rice. What would you like to drink?

**Jamie:** I’ll have a fresh orange juice and ...

**Sally:** I’d like some mineral water, please.

**Waiter:** OK, thank you.

**Task realization**

**1. Check your understanding: true or false**

Do this exercise while you listen. Circle True or False for these sentences.

1. The customers want two tables. True False

2. There are two customers eating together. True False

3. The two customers order the same starter. True False

4. Both customers order the Thai chicken for their main course. True False

5. The customers order soft drinks. True False

6. Both customers order a dessert. True False

**2. Check your understanding: gap fill**

Do this exercise while you listen. Complete the gaps with a word from the box.

1. A table \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ two, please.

2. Are you ready \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ order?

3. What would you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for your starter?

4. I’d \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ French onion soup, please.

5. What \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ you like to drink?

6. I’ll \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a fresh orange juice.

**Post Task**

**1. Check your understanding: true or false**

1. False

2. True

3. False

4. True

5. True

6. False

**2. Check your understanding: gap fill**

1. for

2. ready

3. like

4. like

5. would

6. have