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| *Soups and Salads (Where is your favorite restaurant?)* | | | | |
| **Instructor:**  **Joann Kim** | **Level:**  **Intermediate** | **Age:**  **30s / Adult** | **Number of Students:**  **8** | **Length:**  **50 minutes** |
| **Materials:**   * **8 copies of comprehension questions worksheet** * **Vocabulary quiz worksheet** * **MP3 file, MP3 player** * **White board and marker** | | | | |
| **Aims:**   * **SWBAT identify the main idea of two persons’ conversation by listening repeatedly and dictation.** * **SWBAT guess key vocabulary’s meaning before listening to the conversation about topics.** * **SWBAT talk and share about their favorite food and restaurant with groups or pairs using new vocabulary.** * **SWBAT state the information that they share related to the topic in the group discussion** | | | | |
| **Language Skills:**   * **Listening : Listen to the dialog and students’ discussion** * **Speaking : Discuss topics and share information about their favorite places.** * **Reading : Comprehension questions and fill the blank of vocabulary worksheet.** * **Writing : Write the answer of comprehension questions and group discussion.** | | | | |
| **Language Systems:**   * **Phonology : Recognize the vocabulary in the dialog** * **Discourse: Shirley and Josh’s conversation.** * **Lexis: Vocabulary and idioms using in restaurants** | | | | |
| **Assumptions:**  Students already know:   * **Ss have been many restaurants and have their favorite places and food.** * **Ss explain the information what they know and experience about their favorite place.** * **Ss know the class’s length is 50 minutes.** * **Ss can listen, speak, reading, and write in English pretty well.** | | | | |
| **Anticipated Errors and Solutions:**  **Students may not know vocabulary words in the story.**   * **Help Ss guess the meaning before listening and explain it after listening to the conversation.**   **Students may not be able to pick up the main idea and details from listening/diction**   * **Chunk the listening(pause-play-pause-play)**   **If time is short**   * **Instead of presenting, make several sentences of group’s favorite food and restaurant using new vocabulary as homework.**   **If Ss need more time to finish their group discussion (cut-off plan)**   * **Be flexible with the time. Give Ss more time to finish their activity and cut off the time of post activity.**   **If Ss finish their group discussion early (SOS plan)**   * **Give Ss an extra comprehension question worksheet.** | | | | |
| **References: 1316&Shirley Restaurant(n.d) In ello. Retrieved 17.November.2015**  **From http://www.elllo.org/1301/1316-Shirely-Restaurant.htm** | | | | |
| **Notes: None** | | | | |

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| **Presentation:** | | | |
| **Aims:**  **SWBAT answer eliciting questions related to the topic**  **SWBAT write down and guess the new vocabulary’s meaning if they don’t know yet.** | | | **Materials:**  **White board and marker**  **Mp3 file with 2 people’s conversation**  **Mp3 player**  **8 copies of worksheet** |
| **Time** | **Set Up** | **Student** | **Teacher** |
| **5 min**  **5 min**  **10min** | **Whole**  **Class**  **Whole**  **Class**  **Whole**  **Class** | **Answering question**  **Ss write down new vocabulary**  **Ss listen to the conversation carefully and dictate.**  **Ss answer the comprehension questions.** | **<Greeting>**  **Hello, Guys! Good Morning! How’s weekend?**  **<Eliciting and Prediction>**  **Usually, Do you guys eat out in weekend with your friends or family frequently?**  **Do you guys have a favorite restaurant and food? Yes or No**  **Have you watched eating or food TV show to introduce famous restaurants and chefs?**  **Before listen to the conversation, check new vocabulary first.**    **Write the list of vocabulary related to the dialog.**  **Herb, minestrone, chilled, refreshing, try it out**  **OK! So We’re going to listen to Shirley and Josh’s conversation about soups and salads.**    **< Instructions>**  **Now we will listen to the dialog one time and**  **Ss dictate and then I’ll hand out comprehension questions and answer the question** |
| **Notes:** | | | |
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| **Practice:** | | | |
| **Aims:**  **SWBAT listen to the conversation repeatedly till Ss will get the answer.**  **SWBAT answer to the comprehension question.** | | | **Materials:**  **8 copies of worksheet** |
| **Time** | **Set Up** | **Student** | **Teacher** |
| **5 min**  **5 min** | **Whole**  **Class**  **Group work** | **Listen to the conversation repeatedly till they fill out the answer.**  **Discuss and compare the answers.** | **< Instruction>**  **Play the mp3 again. And ask the comprehension questions and lead the answers.**  **What is Shirley’s favorite soup in the summer time?**  **What is Shirley’s favorite soup in the winter time?**  **Has the restaurant a garden?**  **What kind of vegetable do they grow in the garden?**  **Why is the salad delicious?**  **Arrange three groups and compare each answer with members.**  **(Monitoring the answers)** |
| **Notes:** | | | |
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| **Production:** | | | |
| **Aims:**  **SWBAT talk with group members about their favorite food and restaurant and describe how wonderful the food and restaurant would be the best for them** | | | **Materials:**  **White board and marker** |
| **Time** | **Set Up** | **Student** | **Teacher** |
| **10min** | **Group**  **Work** | **Talk about their favorite food and restaurant.** | **<Instruction>**  **Now, we are going to talk about each favorite food and restaurant. Give you guys 10 min and share the information. You guys choose one announcer and present about the information to share for all classmates.** |
| **Notes:** | | | |
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| **Post Production:** | | | |
| **Aims:**  **SWBAT present their information what they share.** | | | **Materials:**  **White board and marker**  **8 copies of homework** |
| **Time** | **Set Up** | **Student** | **Teacher** |
| **5 min**  **5 min** | **Whole**  **Class**  **Whole**  **Class** | **Each group’s announcer present** | 1. **Free Production**   **<Instruction>**  **Did you guys choose an announcer each group’s?**  **Now, Group1’s announcer comes and present about your group’s favorite restaurant.**  **T : (Write each group’s favorite places and food on the board)**  **<CCQ>**  **Do you want to go to the favorite restaurant with whom?**  **What kind of item do you like in your favorite restaurant?**   1. **Feed back**   **What did you learn? What was new vocabulary?**  **Please make two sentences each the new vocabulary following the worksheet as homework.** |
| **Notes:** | | | |