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| Listening  Speaking ⬛ Reading  Grammar  Writing |
| **Topic:** Negative Question and Answer |

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| Instructor:  Sophie Kim | Level:  Intermediate(Adult) | Students:  12 Students | Length:  30 Minutes |

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| Materials:   * **Realia**: a small power point lecture to explain the vocabulary of foods, restaurant reviews from Yelp * **Worksheet #1**: Match the food (12 copies) * **Worksheet #2:** Vocabulary definition (12 copies) * **Worksheet #3:** Find information from the reviews (12 copies) * White board and board markers |

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| Aims:   * **Main aim**: Students will be able to improve their reading skills by learning new vocabulary and reviews from Yelp * **Secondary aim**: Students will be able to debate based on the reading * **Personal aim**: I want to speak clearly in front of the students and manage my time well in each section. |

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| Language Skills:   * **Reading**: Students will read the power point lecture, worksheets, and reviews * **Listening**: Students will listen to their partner and other group * **Speaking**: Students will debate with other group * **Writing**: Students will write down information from Yelp reviews |

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| Language Systems:   * **Phonology**: Practice pronunciation of food name * Brioche, Scallop, Sauté, Cioppino, Calamari, Squid * **Lexis**: New words from the reviews * Dip, ripe, wok, connoisseur, grilled, entrée, validate, hype, delish * **Function**: Declarative sentences * **Grammar**: Comparative * **Discourse**: Debate |

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| Assumptions:   * How the class is set and run (U-shaped seating arrangement) * Four language skills and language systems * Students are willing to speak with their partner |

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| Anticipated Errors and Solutions:   * If students need linguistic help to express their opinions during discussion   🡪 give them linguistic support by providing definitions and some examples   * If some students keep quiet for fear of upsetting other people during the discussion   🡪 encourage them to speak and advise them to be clear about their point   * If certain students dominate the discussion   🡪 ask them to give other students a chance to speak |

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| References:   * Dictionary: <https://www.merriam-webster.com/>, Naver Dictionary * Pictures: Google Images * Reviews: <https://www.yelp.com> |

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| **Lead-In** | | | |
| Materials: None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min | Whole class | Answering teacher’s questions | Good afternoon, everyone! How are you today? Do you like to eat? |

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| **Pre-Activity** | | | |
| Materials: Board, Board makers, Visual Aid, Worksheet #1, #2 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min  2 min  3 min  1min  2 min  1 min | Whole  class  Pairs  Whole  Class  Pairs  Whole  Class | Answering teacher’s questions.  Listen and repeat  Fill in the blanks on the worksheet #1  Speak answers together  Fill in the blanks on the worksheet #1 | **1. Warm-up questions**  Elicit  “What food do you like? Where is your favorite restaurant? What do you like it about? Have you been to San Francisco? What did you eat there?  Model  “Today, we are going to learn about food and reviews of restaurants in San Francisco.  Write down the subject “Restaurant review” on the board.    CCQ  Do you read or write reviews about restaurants? Where did you find them?  **2. Small Grammar Lecture**  Instruction  “Let’s look at the power-point. We are going to learn about food name. Look at the picture. Listen and repeat after me.  Model  Listen and Repeat  “Oyster … “  “Great Job!”  3**. Match the food**  Instruction  “Do you remember all? Now, you are going to match the vocabulary that we just learned. Please write down the right vocabulary next to the picture. You are going to work with your partner. I’ll give you 3 minutes”  (Distribute worksheet #1)  Demonstration  “We will go over the first one together. Can anyone guess what is this food? Yes. That is right.”  ICQ  “How much time do you have? Who do you work with?”  “You may start now”  Monitoring  Monitor discreetly by walking around the class. Get close to students. Listen and answer to students if they ask questions.  “Okay, Time is up”  Check answers  “Let’s check the answers together.”  (Ask each team for the answer)  After checking the answers, compliment the students.  **4. New Vocabulary**  Instruction  “We are going to learn more new words related to food and reviews. If you need dictionary, please use it. I’m going to give you another worksheet to find out the definition of each word. Please work with your partner. I’ll give you two minutes”  (Distribute worksheet #2)  Demonstration  “We will go over the first one together. Can anyone guess the word? Yes, that’s right.”  ICQ  “How much time do you have? Who do you work with?”  “You may start now”  Monitoring  Monitor discreetly by walking around the class. Get close to students. Listen and answer to students if they ask questions.  “Okay, Time is up”  Check answers  “Let’s check the answers together.”  (Ask each team for the answer)  After checking the answers, compliment the students. |

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| **Main Activity** | | | |
| Materials: Worksheet #3 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min | Pairs | Students will do the worksheet #2 with their partner. | **1. Main activity**  CCQ  If you want to look at the reviews of the restaurants, which site or app do you use? Have you heard of Yelp?  Additional Explanation  Yelp is American site and mobile app which can allows you to look at the reviews from the restaurants. You can also write them too.  Instruction  Now, you are going to read the reviews of three restaurants from San Francisco. Find the information from each restaurants. Compare the facts for the worksheet #3. We are going to work with groups of 3. You will have 3 minutes.  (Distribute worksheet #3)  Demonstration  We are going to do the first blank together.  “What is ….?  Yes, that’s right”  ICQ  Are you working in pairs?  How much time do you have?  Monitoring  Monitor discreetly by walking around the class. Get close to students. Listen and answer to students if they ask questions.  “Okay, Time is up” |

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| **Post Activity** | | | |
| Materials: Debating based on the comparison reviews | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min  2 min | Groups | Students are debating | **1. Free production**  (Debate)  Instruction  “Now, each group will be the owner of the restaurants. You have to debate with other group to present that your restaurant is better than others. Please try to speak from all members of the group. You will have 5 minutes to debate.  “First group will be… Second group will be… “  Demonstration  For example, Fog Harbor fish house opens until 10pm whereas others only open until 9 or 9:30. So you can say our restaurant stays late so people can enjoy more”    ICQ  Does only one person speak in the group?  “Okay, let’s start with the first group, please tell why your restaurant is better.”  Monitoring  Monitor discreetly. If a student is making a mistake, correct it with nice manner.  Feedback  “Okay, everyone. Great job!”  **2. Conclude Lesson**  Summarize today’s lesson.  “Everyone did a great job today! You will be able to look at the restaurant reviews and find good places later” |

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| **SOS Activity** | | | |
| Materials: Worksheet #3 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min | Individual | Read each lines of reviews loudly | **1. Read each sentences of reviews**  Instruction  “Okay. Let’s go over the restaurant reviews again. We will read loud each line by each person.”    Demonstration  I’ll read the first line.  Monitor  If a student is making a mistake, correct it with a gentle manner.  Feedback  “Everyone did a great job today! You will be able to look at the restaurant reviews and find good places later” |

Worksheet #1

|  |  |  |
| --- | --- | --- |
| Calamari | Brioche | Scallop |
| Lobster Roll | Oyster | Cow Girl Gruyere |
| Ray | Halibut | Crostini |
| Clam Chowder | Sauté | Cioppino |
| Acme Bread | Clam | Squid |

⮚ Match the right word to the picture from the box above

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| 1. | 2. | 3. |
|  |  |  |
| 4. | 5. | 6. |
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| 7. | 8. | 9. |
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| 10. | 11. | 12. |
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| 13. | 14. | 15. |

Worksheet #1 Answer

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| --- | --- | --- |
| Brioche | Calamari | Scallop |
| Lobster Role | Oyster | Cow Girl Gruyere |
| Ray | Halibut | Crostini |
| Clam Chowder | Sauté | Cioppino |
| Acme Bread | Clam | Squid |

⮚ Match the right word to the picture from the box above

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| --- | --- | --- |
|  |  |  |
| 1. Calamari | 2. Halibut | 3. Sauté |
|  |  |  |
| 4. Scallop | 5. Cioppino | 6. Crostini |
|  |  |  |
| 7. Oyster | 8. Clam | 9. Brioche |
|  |  |  |
| 10. Lobster Role | 11. Acme Bread | 12. Ray |
|  |  |  |
| 13. Clam Chowder | 14. Squid | 15. Cow Girl Gruyere |

Worksheet #2

⮚ Find the right vocabulary from the box below and write them next to the definition

1) Put something down quickly into liquid \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2) Cooked on a grill \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3) It is useful to do~ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4) Advertise intensively, often with exaggeration \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5) To make legally valid \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6) A large bowl-shaped cooking utensil \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7) An expert who understands the detail of an art \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8) The main course of a meal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9) Fully grown or matured for eating \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10) (Informal) Shorter version of delicious \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| dip ripe | wok | connoisseur |
| It doesn’t hurt that to do~ | grilled | entree |
| delish | validate | hype |

Worksheet #2 Answer

⮚ Find the right vocabulary from the box below and write them next to the definition

1) Put something down quickly into liquid: dip

2) Cooked on a grill: grilled

3) It is useful to do~: It doesn’t hurt that to do~

4) Advertise intensively, often with exaggeration: hype

5) To make legally valid: validate

6) A large bowl-shaped cooking utensil: wok

7) An expert who understands the detail of an art: connoisseur

8) The main course of a meal: entree

9) Fully grown or matured for eating: ripe

10) (Informal) Shorter version of delicious: delish

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| --- | --- | --- |
| dip ripe | wok | connoisseur |
| It doesn’t hurt that to do~ | grilled | entree |
| delish | validate | hype |

Worksheet #3

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Hog Island Oyster Co** | **Fog Harbor Fish House** | **Betty Lou’s Seafood and Grill** |
| **Open hour** |  |  |  |
| **Health Inspection** |  |  |  |
| **Takes Reservation** |  |  |  |
| **Take-out** |  |  |  |
| **Accepts Android Pay** |  |  |  |
| **Good For** |  |  |  |
| **Parking** |  |  |  |
| **Bike Parking** |  |  |  |
| **Ambience** |  |  |  |
| **Alcohol** |  |  |  |
| **Outdoor Seating** |  |  |  |
| **Wi-Fi** |  |  |  |
| **Has TV** |  |  |  |
| **Offers Military Discount** |  |  |  |
| **Food** |  |  |  |

⮚ Find the information of the restaurants from the review article

⮚ Debate with other group about what your restaurant is better than others

🡪 My restaurant has/is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, whereas others don’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

🡪 My restaurant is better than \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Worksheet #3 Answer

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| --- | --- | --- | --- |
|  | **Hog Island Oyster Co** | **Fog Harbor Fish House** | **Betty Lou’s Seafood and Grill** |
| **Open hour** | 11am-9pm | 11am-10pm | 11am-9:30pm |
| **Health Inspection** | 98 | 92 | 94 |
| **Takes Reservation** | No | Yes | Yes |
| **Take-out** | No | Yes | Yes |
| **Accepts Android Pay** | Yes | No | No |
| **Good For** | Lunch | Lunch, Dinner | Dinner |
| **Parking** | Street, Validated | Garage, Validated | Garage, Street, |
| **Bike Parking** | Yes | Yes | No |
| **Ambience** | Casual | Touristy | Casual |
| **Alcohol** | Full Bar | Full Bar | Beer&Wine only |
| **Outdoor Seating** | Yes | Yes | No |
| **Wi-Fi** | No | Free | No |
| **Has TV** | No | Yes | Yes |
| **Offers Military Discount** | No | Yes | No |
| **Food** | Basked Oysters  Clam Chowder  Squid Crostini  Grilled Cheese  Acme Bread | Clam Chowder  Lobster Role  Sour Bread  Brioche | Crab  Cioppino  Clam Chowder  Scallop Sauté  Fried Calamari |

⮚ Find the information of the restaurants from the review article

⮚ Debate with other group about what your restaurant is better than others

🡪 My restaurant has/is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, whereas others don’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

🡪 My restaurant is better than \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_