

Lesson Plan

Student Learning Outcomes: By the end of the lesson, students (Ss) will be able to:

- ask how many people are in the party and ask them if they are ready to order (as a waiter/waitress)
- appropriately respond to waiter/waitress's help (that is listed above) and order drinks/foods with demonstrative pronouns (as a customer)

Age/level of students: Adults beginning 2 class at the Korean Cultural School located in Honolulu, HI

Time: 90 minutes

Target language: 주문(order), counters for counting people (분(polite) and 명(casual)), “noun((으)로) 하시겠어요?(Would you do (by) noun?),” and demonstrative pronouns (이걸(this), 저걸(that over there), and 그걸(that))

Context: From the previous course, Ss learned numbers from 1-10. And in a previous lesson, Ss learned how to appropriately greet and call waiter/waitress for help at a restaurant. They also learned how to order drinks and foods using the names of drinks and foods.

Materials: Computer/ Screen/Speakers and hand-outs/worksheets

Stage	Time	Procedures	Interactions	Purposes/Rationales
Encounter	20 min.	<ul style="list-style-type: none"> ● Greeting and collecting and passing out homework from last classes ● Show a short video-clip which is about an American who lives in Korea and visits a restaurant there, describing how it is like (different ways to call the waiter/waitress, 반찬(side dish), etc.) (Material 1: Video Clip) ● Have a class discussion on Ss' experience with restaurants in Korea (Possible prompts: Did you find anything interesting 	<p>T – Ss</p> <p>S – S</p>	<ul style="list-style-type: none"> ● To engage Ss into the lesson ● To incorporate cultural aspect ● Cross-cultural/Social dimension ● Visual-supported/Technology

		at restaurants in Korea? What are the differences you found between restaurants in Korea and the U.S.? and What's your favorite 반찬(side dish)?		
Encounter/ Internalize	10 min.	<ul style="list-style-type: none"> • T will count how many Ss are there in class and say it out loud (When counting, say the numbers out loud.). Then, T will ask Ss if they notice a new word after the number word. T introduces the casual counter to count people (명(people)). • Ss in pairs practice saying how many people are there using pictures. T models the activity with Ss before Ss start. (Material 2: Picture Set 1) 	T – Ss S - S	<ul style="list-style-type: none"> • Social dimension • Implicit introduction and explicit instruction • Appropriation
Encounter/ Internalize	10 min.	<ul style="list-style-type: none"> • T asks how many people are there to the class with the polite counter in Korean. Since Ss know how to answer by now, they will answer the question. Then, T asks the same question one more time and ask students if they notice any differences in the counter from what they know. T introduces the polite counter to count people (분(people)). T also introduces how waiters/waitresses would use it to ask how many people are in the party. • With the same materials (Material 2: Picture Set 1) from last activity, Ss practice asking and answering how many people are there. T models the activity with Ss before Ss start. 	T – Ss S - S	<ul style="list-style-type: none"> • Social dimension • Implicit introduction and explicit instruction • Appropriation
Encounter/ Internalize	15 min.	<ul style="list-style-type: none"> • A new word “주문(order)” and a new phrase “하시겠어요(Would you do)?” are introduced. Application of the phrase to ask what to order is asked for students to come up with and introduced by the teacher after Ss first tries to figure out. 	T – Ss S - S	<ul style="list-style-type: none"> • Social/Affective dimension - Game (engaging) • Appropriation

		<ul style="list-style-type: none"> ● Ss in pairs will play a game. Before they start the game, each S will get a card that has different drink/food items on. In pairs, Ss will take turns asking “(noun)(으)로 하시겠어요(Would you do by (noun))?” using drink/food items which are learned in the previous lesson. Ss who guess first what his/her partner wins the cards. The game should continue until both of the Ss guess right. (Material 3: Picture Set 2) 		
Encounter/ Internalize	15 min.	<ul style="list-style-type: none"> ● Continuing from the previous activity, T asks if there is anyone who would volunteer to play a waiter/waitress role. Demonstrate ordering activity with the volunteer using demonstrative pronouns. Do it three times to use all three demonstrative pronouns. Use pictures that are on Ss’ desk or T’s desk to differentiate three demonstrative pronouns. Then, ask Ss if they would understand what T is using. After hearing from Ss, introduce demonstrative pronouns. ● Ss in pairs practice ordering activities (taking worker’s and customer’s roles) using demonstrative pronouns and any objects in classrooms. Tell Ss that when the customer answers with demonstrative pronouns, the worker has to clarify what s/he means by saying the name of the noun. 	<p>T – S T – Ss Ss – T S - S</p>	<ul style="list-style-type: none"> ● Social dimension ● Implicit introduction and explicit instruction ● Appropriation

Fluency	15 min.	<p><i>Role-Play</i></p> <ul style="list-style-type: none"> ● T brings in the modified menu from a restaurant in Korea. T also needs to prepare small pictures of the each drink/food items from the menu. Ss as a class (7 Ss) will do a role-play, playing a role either as a customer or as a waiter/waitress. One S volunteer can take the waiter/waitress role while the others play the customers' roles. Their goal is to ask and response appropriately as a waiter/waitress and as a customer, using what they have learned so far. The role-play ends as the S who plays the waiter/waitress's role brings the drink/food pictures to the customers. (Material 4: Menu) 	S – S	<ul style="list-style-type: none"> ● Affective Dimension <ul style="list-style-type: none"> - Role-play (engaging) ● Authentic/meaningful language use ● Shows how SLOs have been achieved ● No language support
N/A	5 min.	<p><i>Wrap-Up</i></p> <ul style="list-style-type: none"> ● Question/Reflection for the Day – Ss ask any questions that are related to today's lesson, Korean culture in general, and anything about Korea that they want to know more about ● Pass out homework (which focuses more on reading and writing skills) for next week ● Greeting 	Ss – T T - Ss	<ul style="list-style-type: none"> ● Affective Dimension ● Building rapport