# A Restaurant in Japan

*Japanese people love food and enjoy visiting restaurants with their friends to try many different kinds of food.*

**Your Task:**

* You will be working in small groups.
* Design a restaurant in Japan and think about the type of food your restaurant will sell.
* Design a menu for your restaurant that can be used by customers at your restaurant. The prices of food and drink must also be included. This should be written in Japanese (Hiragana or Romaji)
* Design a short play that involves all members of your group that takes place at your restaurant. Your play must include a waiter/waitress and at least one customer who orders from the restaurant. Use as many of the words and phrases you have learnt in class as possible. This should be in Japanese.
* Perform your play in front of the class. You may use props if you wish.

**Due Date:**

# Assessment

Your play must include a waiter/waitress and at least one customer who orders from the restaurant. Use as many k must also be in

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Enthusiasm** | Facial expressions and body language generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language are used to try to generate enthusiasm, but didn’t seem genuine. | Very little use of facial expressions or body language. Did not generate much interest in topic being presented. |
| **Preparedness** | Students are completely prepared and has obviously rehearsed. | Students seem pretty prepared but might have needed a couple more rehearsals. | The students are somewhat prepared, but it is clear that rehearsal was lacking. | Students do not seem at all prepared to present. |
| **Pronunciation** | Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. | Speaks clearly and distinctly all (100-95%) the time, but mispronounces 1-2 words. | Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces 3-4 words. | Often mumbles or can not be understood OR mispronounces most words. |
| **Vocabulary** | Has confidently used a variety of different words and phrases in the role play. | Has used a variety of different words and phrases but not always confidently or in the right way. | Has used a limited amount of vocabulary in the role play and there was room to include more. | Very little variation in the vocabulary used in the role play. Students repeated the same phrases again and again. |
| **Content** | Shows a full understanding of the topic. | Shows a good understanding of the topic. | Shows a good understanding of parts of the topic. | Does not seem to understand the topic very well. |
| **Uses Complete Sentences** | Always (99-100% of time) speaks in complete sentences. | Mostly (80-98%) speaks in complete sentences. | Sometimes (70-80%) speaks in complete sentences. | Rarely speaks in complete sentences. |
| **Collaboration with Peers** | Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together. | Usually listens to, shares with, and supports the efforts of others in the group. Does not cause \"waves\" in the group. | Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member. | Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member. |
| **Listens to Other Presentations** | Listens intently. Does not make distracting noises or movements. | Listens intently but has one distracting noise or movement. | Sometimes does not appear to be listening but is not distracting. | Sometimes does not appear to be listening and has distracting noises or movements. |