

GOING OUT TO EAT

Lesson Length: 1.5 hours + Extension Activity

Vocabulary & Expressions: Common restaurant foods; What would you like?; I'd like __; Do you have __?

Language/Culture Point: Tipping at restaurants in the U.S.

Objective: Students will become familiar with tipping and be able to order at a restaurant.

Materials: Overhead projector, restaurant menus, tablecloths/plates/cups, construction paper, scissors, Picture Cards: Ordering in a Restaurant, pictures of two types of drinks/entrees/desserts, aprons/pads of paper/chef hats, play money, sentence strips, *computer lab, internet connection*



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Overhead projector - Restaurant menus - Tablecloths, plates, cups - Construction paper - Scissors 	<ul style="list-style-type: none"> - Authentic Materials

TEACHING ACTIVITY

1. Before students arrive, set up the classroom like a restaurant:
 - Have several copies of a menu from a restaurant that is close to the school. The simpler the menu the better!
 - Project a copy of the menu.
 - Set up a table in the back of the room with all of your supplies: construction paper in a variety of colors, scissors, cups, plates, silverware, and napkins. This area is the “kitchen” throughout the lesson.
 - Put a tablecloth on each table.
 - Post a sign on the classroom door that says, “Please wait to be seated.”
2. Welcome everyone as they arrive and ask, “Table for 2? Party of 4?” depending on how many walk in together. Walk the students to their tables, giving them menus as they sit down.

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- Go over the menu with the students by eliciting how to find key information, such as headers and key vocabulary words.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
15 minutes	<ul style="list-style-type: none"> - Restaurant menus - Picture Cards: Ordering in a Restaurant - Pictures of two types of drinks, entrees, and desserts 	<ul style="list-style-type: none"> - Authentic Materials - Using Pictures

TEACHING ACTIVITY

- Create Picture Cards that outline the 5 steps, or order of operations, of communication between a customer in a restaurant and the server: introduction/drink order, food order, food delivery, dessert order, check delivery.
- Elicit from the students what usually happens when you go out to eat in a restaurant, for example, what happens first, second, third, etc. Use the Picture Cards as prompts or confirmation.
- Work with the class to create a dialogue between a customer and a restaurant server for each of the 5 interactions below. Give each table a set of drink/entree/dessert pictures to refer to as they are responding to you (“the server”) as well as a set of Picture Cards. As the “server,” start off the dialogue and let students provide the response. For example:

#1 Server introduces himself/herself

Teacher/Server [holding up the first Picture Card]:

Hello. My name is __ and I will be your server. How are you doing today?

Students/Customers: Fine, thanks.

Teacher/Server [holding up the pictures for the two drink options]:

What would you like to drink?

Students/Customers [using drink pictures]: I'd like a __, please.

Teacher/Server: Okay. I'll be back to take your order.

Continue in the same format with the rest of the interactions:

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#2 Ordering the meal

Server: Are you ready to order?
 Customer: Yes, I'd like the [entree].
 Server: Would you like soup with that?
 Customer: No, thank you.
 Server: Okay, I'll get that right in.

#3 Bringing food to the table

Server: Here you go. Enjoy!
 Customer: Thank you.

#4 Ordering dessert

Server: Would you like dessert today?
 Customer: Yes, please. Do you have chocolate cake?
 Server: Yes, we do.
 Customer: That'll be great.

#5 After eating

Customer: Excuse me, could I have the check please?
 Server: Of course. I'll be right back.
 Customer: Everything was very good, thank you!

For more advanced classes, you can expand on the dialogue by offering additional options to #2, such as describing soup options or possible sides to accompany entrees. You can also add in dialogue for the server checking back on how the customer likes the food.

Additionally, tipping, which is discussed in Step 7, can be talked about here if it seems level-appropriate.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5 minutes	- Picture Cards: Ordering in a Restaurant	- Picture Stories - Signal Cards

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TEACHING ACTIVITY

1. Have students work in groups/pairs to put the Picture Cards in order.
2. Go over key phrases from the dialogue and ask students to hold up the corresponding Picture Card for where the phrase comes up in the Role Play.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
15 minutes	<ul style="list-style-type: none"> - Construction paper in a variety of colors - Scissors 	<ul style="list-style-type: none"> - Authentic Materials

TEACHING ACTIVITY

1. Tell students that they will practice going out to eat and that at some point, the class may go to a restaurant together.
2. Show students the construction paper and explain that they will be making their own “food” using the construction paper.
3. Break up students up into groups of 3.
4. Explain that, as a class, everyone is going to work in the “kitchen” to first “prep” the food. Assign different items for students to “prep” with construction paper, labeling the different food and making several of each item based on the menu. For example, small, medium, or large coke could be different sized brown squares, tomatoes could be circles of red paper, French fries could be yellow paper with fringe cut in the sides, etc.

When choosing foods to “serve,” the particular foods are not as important as the dialogue. Choose items that will be easy to make/cut from paper and that will offer students choices.

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STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Picture Cards: Ordering in a Restaurant - Pictures of two types of drinks, entrees, and desserts - Construction paper foods 	<ul style="list-style-type: none"> - Role Play - Using Pictures

TEACHING ACTIVITY

1. Refer back to the sample dialogue created in Step 2. Ask for two student volunteers to help you model the dialogue for the class. To start, play the role of the Server while the students are the Customer and Cook. In the “kitchen,” the Cook will “prepare” the food by placing the prepped “food” onto plates. Use the pictures and Picture Cards as prompts, if necessary.
2. Model the dialogue three times, rotating roles each time.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
15 minutes	<ul style="list-style-type: none"> - Picture Cards: Ordering in a Restaurant - Pictures of two types of drinks, entrees, and desserts - Aprons, pads of paper, chef hats - Construction paper foods - Cups and plates - Restaurant menus 	<ul style="list-style-type: none"> - Authentic Materials - Using Pictures - Role Play

TEACHING ACTIVITY

1. Assign one of 3 roles to each student in a group: Customer, Server, Cook. Give aprons/ pads of paper to the Servers and chef hats to the Cooks.
2. Students should practice the Role Play and can refer to the dialogue, pictures, and Picture Cards, as necessary.

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3. Allow time for each student to take a turn in all 3 roles.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes	- Play money	- Authentic Materials - Think Aloud

TEACHING ACTIVITY

1. Tipping: Talk about how in the U.S. it's customary to leave a tip. Explain that servers depend on tips for their income. To illustrate, go over the current minimum wage earned by restaurant servers and show how little they earn per hour without tips. Explain that it's common to tip 15%, and that many people tip 18-20% if the service was good.
2. Take out some dollar bills, and say, "My meal cost \$10. The waiter was very good! How much should I tip?" Do a Think Aloud and decide to tip 20%, leaving the waiter \$2.
3. Give each group play money, call out an amount, and ask them to leave a tip on the table. Go around the room and let each group explain which percentage they left.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Step 2 dialogue cut up into sentence strips	- Sentence Strips - Question Asking and Answering

TEACHING ACTIVITY

1. Before class, anticipate what the dialogue in Step 2 might look like. Think about possible questions and answers that students might use to create the dialogue, and write these down on strips of paper. Each strip should contain either a question or a response.
2. Distribute the strips to the class, one for each student.




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3. Have students go around the room and try to find the match to their question or answer. For example, a student with a strip that says, "I'd like a coke, please" would have to find the student with the question, "What would you like to drink?"
4. After everyone has found his/her match, have pairs practice asking and answering their questions.

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EXTENSION ACTIVITY: CLASS TRIP TO A RESTAURANT

Time Frame	Materials	Teaching Strategies
Varies	<ul style="list-style-type: none"> - Computer lab - Internet connection  - Alternative: printed menus 	<ul style="list-style-type: none"> - Authentic Materials - Field Trip

TEACHING ACTIVITY

1. Poll the class to find out if they would like to go to a restaurant.

Be prepared that some students may choose to opt out of going to a restaurant for social, cultural, financial, etc. reasons.

2. As a class, decide:

- the restaurant
- when you'll go
- how you'll get there
- who will call the restaurant in advance to let them know you're coming

3. If possible, take students to a computer lab to look up the menu ahead of time. You can also bring printed copies to class. Have students identify one question to ask the server about the menu while at the restaurant. Examples include:

- Asking about the soup of the day
- Asking if there are vegetarian options
- Asking if something can be grilled instead of fried
- Asking if the restaurant can split meals

Note: This activity is repeated in lesson 7.6. A class trip to a restaurant is an appropriate follow up activity to either lesson.