

PROBLEM SOLVING AT RESTAURANTS

Lesson Length: 1.25 hours + Extension Activity

Vocabulary & Expressions: Excuse me, could __?; Excuse me, but __; I'm sorry, but __.

Language/Culture Point: Polite requests and insistence

Objective: Students will be able to respond to difficult situations while eating in restaurants.

Materials: Tablecloth/plates/napkins/silverware, overhead projector, picture of a restaurant scene, red/green/yellow Signal Cards, Scenario Cards: Restaurant Troubleshooting, various food items/condiments/utensils, *computer lab, internet connection*



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5 minutes	<ul style="list-style-type: none"> - Overhead projector - Tablecloth, plates, napkins, silverware - Picture of a restaurant scene 	<ul style="list-style-type: none"> - Brainstorming - Using Pictures - Authentic Materials

TEACHING ACTIVITY

1. Set up a mock restaurant table(s) using a tablecloth, plates, napkins, and silverware. Have students sit around the table as they would at a restaurant, either in small groups or as one large party.
2. Show a picture from a magazine of a restaurant scene and ask, "What do you see?"
3. Make a list of words on the board.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes		<ul style="list-style-type: none"> - Chalk Talk

PROBLEM SOLVING AT RESTAURANTS

TEACHING ACTIVITY

- Do a Chalk Talk or act out problem-solving scenarios that students might encounter in a restaurant. Possible scenarios include:
 - You don't understand the waiter.
 - Your hamburger is not cooked enough or is overcooked.
 - You hate mustard. Your hamburger has mustard.
 - You get the wrong drink.
 - You drop your fork.
 - Your glass is dirty.

Be sure to include polite phrases and words in your presentation, such as, "Could you ___?" and "Excuse me, ___?"


STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	- Red, green, and yellow Signal Cards	- Signal Cards

TEACHING ACTIVITY

- Read statements to students based on your presentation in Step 2. For example:
 - If you don't understand your waiter you should ask him to repeat what he said.
 - If your hamburger is not cooked enough you should eat it anyway to be polite.
- For each statement have students use their Signal Cards to indicated Yes/No/ I don't know.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK


Time Frame	Materials	Teaching Strategies
5 minutes	- Scenario Cards: Restaurant Troubleshooting 	- Scenario Cards - Problem Solving

PROBLEM SOLVING AT RESTAURANTS

TEACHING ACTIVITY

1. Scramble a set of the Restaurant Troubleshooting Scenario Cards and put them face up on the table. Read each card and, as a class, decide if the situation described is a problem, i.e. Problem Card, or if it describes a solution to a problem, i.e. Solution Card. Match each Problem Card with its corresponding Solution Card.
2. For each scenario, elicit what a customer might say to the server. For example, if you order a hamburger and it's undercooked, you might say, "Excuse me, but my hamburger isn't cooked enough."


STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Scenario Cards: Restaurant Troubleshooting 	- Scenario Cards - Problem Solving - Role Play

TEACHING ACTIVITY

1. Act out one scenario with a student. Role Play the Server while the student Role Plays the Customer.
2. Switch roles and practice the same scenario again.
3. Choose another Card and repeat the process again, having another student take your place in the Role Play.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Scenario Cards: Restaurant Troubleshooting 	- Scenario Cards - Problem Solving - Role Play

TEACHING ACTIVITY

1. Put students in pairs and give each pair a set of Scenario Cards.

PROBLEM SOLVING AT RESTAURANTS

2. Students should shuffle the cards, place them face up, randomly choose a card, determine whether it is a Problem Card or Solution Card, find its match, and then Role Play the scenario.
3. Students should each have a turn as the Customer and the Server.
4. Repeat until pairs have run through all their Scenario Cards.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes	- Various food items, condiments, and utensils	- Authentic Materials

TEACHING ACTIVITY

1. Focus on making polite requests using “Excuse me, could __?” and “Excuse me, but __.”
For example:
 - Excuse me, could** I please have another fork?
 - Excuse me, could** we get some napkins and silverware?
 - Excuse me, but** I ordered a Diet Coke, not regular.

Focus on the appropriate tone of voice to use when making requests.

2. Explain that in cases where the server ignores or forgets the request, students need to be *polite but firm*. Model how to change your tone of voice to be polite but firm by acting out an example:

You drop your fork and when you ask the server for another one, he/she just picks up the fork and gives it back to you. Respond with, “**I’m sorry, but** I really do need another fork.”
3. Model with additional examples.



PROBLEM SOLVING AT RESTAURANTS

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
5 minutes	- Various food items, condiments, and utensils	- Authentic Materials


TEACHING ACTIVITY

1. Have various paired items, such as soda and diet soda, an apple and an orange, a fork and chopsticks, ketchup and mustard, etc.
2. One-by-one, ask each student which they would prefer, give them the wrong one, and walk to the next student. Help students correct the problem and politely ask for what they prefer.

PROBLEM SOLVING AT RESTAURANTS



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 7.5. A class trip to a restaurant is an appropriate follow up activity to either lesson.