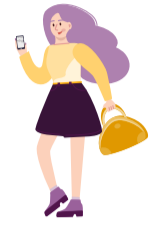


## Lesson Ordering Food in a Restaurant



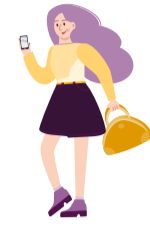
Number of students

25



Age range

19+



Duration

45mins

CEFR

Learner's Level

A2

### Lesson objectives

To practise making requests and ordering food in a restaurant setting.

### Intended learning outcomes

By the end of the lesson, learners will be able to confidently make requests and order food in a restaurant, using key phrases correctly.

## Resources



Worksheet for student



Worksheet answers



Audio file



### Equipment

Smartboard/Projector, Worksheet, Speakers

## Warm-up (5 mins)

### Lesson Procedure

Play a vocab circle game focusing on food.

- Start with a random student and ask them to name a food beginning with the letter A (e.g. 'apple').
- Go around the room, and have each student name a food beginning with the next letter of the alphabet.
- If a student can't think of one, they can ask classmates for help, or you can give a hint. For very tricky letters (Q, U, X, Z), you can offer to give them a food, and let them try another letter: A - apple; B - baked potato, banana; C - cake, carrot; D - dessert, duck; E - egg; F - fish, fruit; G - garlic, grape; H - hamburger, hot dog; I - ice cream; J - jam, juice; K - kiwi fruit, ketchup; L - lamb, lemon; M - mango, meat; N - nut, noodle; O - oil, onion; P - pasta, pea; Q - quiche, quinoa; R - rabbit, rice; S - salad, sandwich; T - toast, tomato; U - udon noodles, upside-down cake; V - vegetable, venison; W - white bread, wing; X - xiao long bao; Y - yoghurt; Z - ziti

## Pre-task Introduction (10 mins)

### Lesson Procedure

- Explain that the topic of the lesson is 'Ordering food in a restaurant'.
- Ask students for phrases they or a server might use there at different stages (arriving and sitting down, ordering, getting the bill) and write key phrases they mention on the board.
- Consider adding the following useful phrases to the board, if they are not already included:

|          | Arriving and sitting down  | Ordering   | Getting the bill              |
|----------|--|--|-------------------------------|
| Server   | Welcome!<br>How can I help you?                                  | What would you like?<br>What can I get you?                  | Would you like anything else? |
| Customer | Could I have a table for 1/2/3/4?<br>Could I see a menu, please? | Could I have ...?<br>I would / I'd like ...<br>I'll have ... | Could I get the bill please?  |

- Ask students which phrases are used more than once in the example sentences:
  - Could I
  - would (you) like

## Pre-task Practice (10 mins)

### Lesson Procedure

- Distribute the practice dialogue (1st page of the worksheet)
- Allow learners to fill in the blanks in the dialogue in pairs.
- Monitor pair work closely to ensure learners understand the exercises. Be prepared to assist in clarifying key vocabulary where necessary.
- Ask students to read the dialogue, with each member of the pair playing one part.
- Ask students if they have any questions about the dialogue.

### Teaching Suggestion

#### Variations:

- Show a video of a restaurant scene from a movie or TV show

## Task (15 mins)

### Lesson Procedure

#### Task

- Hand out the role-play instructions and menus (2nd and 3rd pages of the worksheet)
- Put students in groups. Each group role-plays a restaurant scenario, following the role-play instructions. One learner should be the server, and the others should be customers.
- Have students switch roles and role-play again, so the server gets to be a customer.
- Circulate around the room, noting specific phrases that need further practice.

#### Report

- Ask several groups to perform their restaurant scenario for the class
- Ask the class:
  - Was it harder to be a server or a customer? Why?
  - Did you have any misunderstandings or questions?

### Teaching Suggestion

#### For greater challenge:

- Provide menus from local restaurants
- Have learners make their orders more complicated by asking for changes to the items on the menu.

#### For greater support:

- Provide/project the model dialogue or key phrases

#### Variations:

- Print and cut out pictures of food from the menus for the servers to bring to the table

## Language review (5 mins)

### Lesson Procedure

- Provide feedback on their use of key phrases, correcting common errors.
- Review the goals and outcomes of the lesson: learners will be able to confidently make requests and order food in a restaurant.