

II At the restaurant

1.1 Title of unit - “Service at the restaurant”	
Aims/ Goals	<ul style="list-style-type: none"> • To familiarize students with the vocabulary related to the chosen profession/professional area; • To familiarize students with the discourse framework related to means of service; • To consolidate unit’s vocabulary in a variety of written and oral exercises; • To develop speaking, reading, writing and listening skills; • To develop social skills (e.g. expressing one’s opinion, asking questions, active listening, etc.); • To develop presentation skills (oral and written); • To develop skills of feedback provision.
Learning Outcomes	<ul style="list-style-type: none"> • The students are able to use their professional profile to the target audience/addressee (both orally and in writing); • The students are able to participate in the professional discussions: formulate profession-related questions, respond to them.
Duration	1 Unit 8-10 acad. hrs x 45 min – classwork+ homework
Material	Multimedia, Student’s Course book; internet; tablets.
Description	<ul style="list-style-type: none"> • Stage 1: <i>Dialogues</i>. Introduction of the “Service at the restaurant”; • Stage 2: <i>Vocabulary activities</i>. Students work individually and with teacher’s assistance; • Stage 3: <i>Reading</i>. Texts ‘Breakfast’ and ‘What a British Person Should Know When Eating Out in America’. - Analysis of the texts and related vocabulary. Reading comprehension exercises; • Stage 4: <i>Roleplay</i> ‘Ordering Food in a Restaurant’. Teaching the vocabulary of ordering food and drink; • Stage 5: <i>Oral task</i>. Describing pictures related to restaurants and answering restaurant-related vocabulary; • Stage 6: <i>Revision of the vocabulary learned</i>. Vocabulary + definitions. • <i>Stage 7: For fun</i>: idioms with food. • Stage 8: <i>Test</i>.
Debriefing	<p>Links, support materials (available resources):</p> <ol style="list-style-type: none"> 1. http://www.eslvideo.com/esl_video_quiz_beginning.php?id=6332 2. http://www.eslvideo.com/esl_video_quiz_beginning.php?id=6332 3. http://www.englishformyjob.com/english-restaurants-general1.html 4. http://www.englishformyjob.com/english-restaurants-general2.html 5. http://www.englishdaily626.com/reading_comprehension.php?022 6. http://www.excellentesl4u.com/esl-eating-out-reading.html 7. http://www.fed.cuhk.edu.hk/~english/Secondary/19-29%20S1%20Ordering%20food%20in%20a%20restaurant/19-29%20S1%20Ordering%20food%20in%20a%20restaurant%20_modal%20verbs%20'would%20like'%20&

	<p>%20'can'.pdf</p> <ol style="list-style-type: none"> 8. https://www.lenordik.com/pictures/restaurant/ 9. https://www.google.ee/search?q=restaurant&biw=1280&bih=887&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjI4 CxvLMAhUEliwKHWOUdvcQ AUIBigB#imgrc=BnfD9QmGN6j6rM%3A 10. https://upserve.com/blog/restaurant-questions-you-can-ask-any-guest/ 11. https://www.livecareer.com/interview-tips/industry/restaurant 12. https://www.englishclub.com/english-for-work/food-drink-vocabulary.htm 13. http://dictionary.cambridge.org/
Key terms	<ol style="list-style-type: none"> 1. <i>à la carte n</i> – (EST); eritellimusel valmistatav roog (tellimine menüü järgi); 2. <i>appetizer n</i> – (EST) eelroog; 3. <i>awful (taste) adj</i> – (EST) kohutav; 4. <i>beverage n</i> – (EST) jook; 5. <i>bill, cheque, check n</i> – (EST) arve; 6. <i>bread basket n</i> – (EST) leivakorvike; 7. <i>buffet n</i> – (EST) Rootsi laud; 8. <i>chef n</i> – (EST) kokk; 9. <i>complaint n</i> – (EST) kaebus; 10. <i>counter n</i> – (EST) lett; 11. <i>complimentary adj</i> – (EST) tasuta; 12. <i>consist v</i> – (EST) koosnema; 13. <i>customer n</i> – (EST) klient; 14. <i>dessert n</i> – (EST) magustoit; 15. <i>discount n</i> – (EST) allahindlus; 16. <i>main course n</i> – (EST) pearoog; 17. <i>garnish n</i> – (EST) garneering; 18. <i>happy hour n</i> – (EST) sooduspakkumiste aeg; 19. <i>ingredients n</i> – (EST) koostisosad; 20. <i>non-alcoholic beverage n</i> – (EST) alkoholivaba jook; 21. <i>pack up v</i> – (EST) kaasa pakkima; 22. <i>portion n</i> – (EST) portsjon; 23. <i>recipe n</i> – (EST) retsept; 24. <i>regulars n</i> – (EST) püsikliendid; 25. <i>reservation n</i> – (EST) reserveering; 26. <i>sauce n</i> – (EST) kaste; 27. <i>specialty n</i> – (EST) eriroog; 28. <i>take-out adj</i> – (EST) kiirtoit; 29. <i>vegetarian</i> – (EST) taimetoitlane; 30. <i>well-done adj</i> – (EST) läbiküpsetatud/hästi küpsetatud.

Unit II

CONTENTS

Topics: dining out, ordering, serving, finishing the meal, getting the check

Vocabulary: restaurant-related vocabulary

Reading: Breakfast. What a British Person Should Know When Eating Out in America?

II At the Restaurant

STAGE 1:

DIALOGUE

EXERCISE 1:

Watch the following video and try to make the same kind of dialogues:

http://www.eslvideo.com/esl_video_quiz_beginning.php?id=6332 (1:55)



Read the scripts of the dialogues:

DINING OUT

- Hi, I'm Lori, I'll be your waitress today.
Can I get you anything to drink?
- Just water.
- Would you like bottled or regular?
- Regular.
- And for you?
- I'll have a diet soda.
- Great. I'll be right back.

ORDERING

- Have you decided what you'd like or do you need some more time?
- I'll have the grilled chicken and a dinner salad.
- And what kind of dressing would you like?
- What kind do you have?

- Italian, blue cheese, and French.
- I'll have the Italian, and can you serve that on the side?
- The Peppered Salmon, is that very spicy?
- Yes.
- I don't like spicy, I'll have the steak.
- And how would you like that cooked?
- Medium, please.
- Alright, so that's chicken with salad, Italian dressing on the side, and one steak, medium.
- Yes.
- Thank you.

SERVING

- Be careful, it's hot!
- Can I get that for you?
- Yes, please.
- And is there anything else I can get you?
- May I have a steak knife?
- Of course. I'll get that right away.

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- How is everything?
- Excellent!
- Very good!
- Great!

FINISHING THE MEAL

- Are you still working on that or shall I wrap it up for you?
- I'm done.
- I'll take this to go.
- Would you like a dessert menu?
- Yes, please.
- Would you like coffee?
- Yes.
- I'll have some too.
- Cream or sugar?
- I'd like some cream.
- I'll have sugar.

ORDERING DESSERT

- Have you decided what you'd like for dessert?
- I'll have the chocolate cake.
- And for you?
- I'll have the cheesecake.
- Excellent, I'll be right back.

GET THE CHECK

- Did you enjoy your meal?
- It was wonderful!
- Can I get you anything else, or should I get your check?
- We'll take the check.
- Thank you for coming.

Watch the video again:

http://www.eslvideo.com/esl_video_quiz_beginning.php?id=6332 (1:55)



Now, try to make the same kinds of dialogues.

STAGE 2:

VOCABULARY EXERCISES

English expressions used at a restaurant

EXERCISE 1:

Fill in each blank with the correct word. If both words can be used, choose the one that sounds more *natural* in each situation:

1. Are you _____ (*prepared/ready*) to order?
2. The soup of the _____ (*day/special*) is "Cream of Broccoli."
3. Our _____ (*specials/deals*) are listed on the board.
4. I _____ (*recommend/request*) the vegetarian chili.
5. We can _____ (*substitute/subtract*) the bacon for cheese, if you like. (= We can give you cheese instead of bacon)
6. I'll be right _____ (*back/return*) with your drinks.
7. This meal consists of three courses - soup, *the* _____ (*main/prime*) course, and dessert.
8. The chicken _____ (*comes/arrives*) with your choice of rice or potatoes.
9. I'm sorry, we're fully/completely _____ (*booked/baked*) (= we have no free tables) right now.
10. If you would like, you can wait at the bar until a table _____ (*opens/comes*) up. (= becomes available)

<http://www.englishformyjob.com/english-restaurants-general1.html>

EXERCISE 2:

Fill in each blank with the correct word. If both words can be used, choose the one that sounds more *natural* in each situation:

1. I'm sorry for the _____ (tardiness/delay). Your food will be right out.
2. Are you paying together, or would you like separate _____ (bills/receipts)? (= Americans say "checks")
3. There's an automatic 15% _____ (grace/gratuity) added to parties of 8 or more.
4. We accept all _____ (primary/major) credit cards.
5. The bread is free-of- _____ (charging/charge). (= You don't have to pay for it)
6. The drinks are in the _____ (back/rear) of the menu.
7. We have _____ (plenty/plentiful) of (= many) vegetarian options as well.
8. Follow me, please - I'll _____ (show/seat) you to your table.
9. You can get the salad on the _____ (side/separate). (= not on the same dish as the main meal)
10. It'll _____ (take/last) about half an hour to prepare.

STAGE 3:

READING

EXERCISE 1:

Reading Comprehension

Read the passage below and answer the questions that follow.

BREAKFAST

One Sunday morning, my family and I went to a popular restaurant for breakfast. As soon as we walked into Restaurant Happy Meal, a young waitress showed us to a table.

We ordered our food and soon after, our food came. Just as we were about to begin our meal, we heard someone shouting for the proprietor.

"What is this ? A dead fly in my food !" a man with a deep scar across his face roared angrily. He banged his fist on the table and swept the plates and cups off it. *These* came crashing to the floor, breaking into pieces. His companion, a huge man with a tattoo on his arm, stared angrily at the proprietor who stood nervously in front of the two gangsters.

The proprietor apologized repeatedly to the angry customers and tried to pacify them by offering to replace their food. He even told them that they could have their meal for free.

The commotion affected the business of the restaurant. Fearing that a brawl would *ensue*, many customers quickly paid for their meals and left the restaurant hurriedly. Some of them had not even finished their breakfast.

My father told us to eat our food quickly and not to look at the two angry men. We obeyed him and finished our food within minutes. *That was probably the quietest and fastest breakfast my family ever had.*

Although my father warned us not to look at the two unruly customers, I could not help stealing a glance at them.

I saw that the proprietor had managed to pacify the two angry customers. Fresh food and drinks were brought to their table. They sat down again and continued their breakfast. Meanwhile, the waitress who had shown us to our table earlier swept up the broken china.

Comprehension:

1. The word '*These*' refers to the
 - a) tables
 - b) cups and plates
 - c) two angry customers
 - d) dead fly and the food

2. The fourth paragraph tells us that the owner of the restaurant was
- sorry for what had happened
 - angry with the two customers
 - unsure of what to do to calm the two customers
 - disappointed that the men created problems in the restaurant
3. The word ‘*ensue*’ can best be replaced by
- occur
 - debut
 - initiate
 - take off
4. The line *That was probably the quietest and fastest breakfast my family ever had* tells us that the writer and his family
- often talked while they ate
 - ordered a lot of food each time they ate out
 - often ate silently and that day was no exception
 - usually did not like to be disturbed while they ate
5. The following statements are true **except**
- the two customers did not have to pay for their food
 - the writer and his family ate their food without a word
 - one of the waitresses cleared up the mess on the floor
 - many customers ran out of the restaurant without paying
6. Which word describes the atmosphere at the restaurant when the angry customer found a dead fly in his food?
- sad
 - tense
 - happy
 - distracted
-

EXERCISE 2:

Reading Comprehension

What a British Person Should Know When Eating Out in America?

Eating out may be a simple thing, but for British people who have just come to America, it could be an experience full of surprises. Here are five main differences a Brit should pay attention to when eating out in a restaurant in America.

Ordering Drinks

The first thing a waiter would ask when you sit down in an American restaurant is whether you would like bottled or tap water. If you choose bottled, you will then be asked whether you would prefer still or sparkling. Soon, the water you ordered will be brought to you. Coffee and soft drinks will also be gladly refilled. The waiter will proactively ask if you want another coffee or coke. In Britain, water and soft drinks must be requested and they are not free.

The Service

Waiters in American restaurants are more pleasant and attentive. They are always chatty and often come to your table during the meal to refill drinks and check everything is okay. In England, waiters are less likely to frequently check on customers. If you need something, you can raise your hand and waive at the waiter or else, you will be left alone for hours.

The Menu

In an American restaurant, picky eaters can customize the menu to suit their exact preferences by reeling off special requirements and substitutions. You can order salad but without tomato or with a special dressing to accommodate your diet. There is a friendly atmosphere that encourages you to have exactly what you want and satisfy your appetite. On the other hand, people in England tend to order a meal with all the options that come with it. It is less common for them to complain about the food or have the waiter send dishes back to the kitchen.

Picking up the Bill

In America, a waiter will bring you the bill even though you have not asked for it. This would be seen as very impolite by British customers, as it implies that they are being hurried out of the restaurant.

Tipping

Tipping in England is optional. You will tip if you are satisfied with the meal and service, which is generally about 10%. If you are dissatisfied, you do not need to tip and this is quite common. In America, a tip of 15-20% is generally mandatory. For American waiters, tipping is the main source of their income. Even if the service is bad you should still tip, but it makes sense to give a smaller tip.

Reading comprehension questions that go with the above reading passage.

- 1) What would a waiter ask first in an American restaurant?
 - a) Whether you would like water or soft drink.
 - b) Whether you would like bottled or tap water.
 - c) Whether you would like coffee.
 - d) Whether you would like a cocktail.

- 2) What is a waiter in Britain less likely to do?
 - a) Check on customers.
 - b) Ask for tips.
 - c) Bring the menu.
 - d) Take an order.

- 3) What are British customers less likely to do when eating out?
 - a) Order salad without tomato.
 - b) Order hamburger without mayonnaise.
 - c) Substitute the drink.
 - d) Substitute the menu.

- 4) How do customers pick up the bill in British restaurants?
 - a) Wait until a waiter come.
 - b) Put money on the table.
 - c) Raise a hand and waive.
 - d) Go to the cashier.

- 5) How much should you tip a waiter in America?
 - a) Less than \$10.
 - b) About 10%.
 - c) Between \$15 and \$20.
 - d) Between 15 and 20%.

<http://www.excellentesl4u.com/esl-eating-out-reading.html>

STAGE 4:

ROLEPLAY

EXERCISE 1:

Ordering Food in a Restaurant

Pre-task: Dialogue reading

Kitty is going to have lunch in a restaurant. Read the following dialogue carefully to see how Kitty orders her food:

Waiter: Hello. ***Can I*** help you?

Kitty: Yes. ***I'd like to*** have lunch.

Waiter: ***Would you like to*** have a starter?

Kitty: Yes, ***I'd like to*** have a bowl of chicken soup, please.

Waiter: And what ***would you like to*** have for the main course?

Kitty: ***I'd like to*** have cheese burger.

Waiter: ***Would you like*** anything ***to*** drink?

Kitty: Yes, ***I'd like to*** have a glass of Coke.

Waiter (After Kitty having her lunch): ***Can I*** bring you anything else?

Kitty: No thank you. But ***I'd like to*** have the bill, please.

Waiter: Certainly.

(After a moment)

Waiter: That's \$34.

Kitty: Here you are. Thank you very much.

Waiter: You're welcome. Have a nice day.

Kitty: Thank you, same to you.

Activity: Role Play

Find your partner and use the menu to role play through ordering a meal. You may switch roles a number of times.

Menu

Starters

Soup

Chicken Soup	\$12.50
Mushroom Soup	\$12.50
Vegetable Soup	\$12.50

Bread and Salad

Garlic Bread (3 pcs)	\$13.00
Smoked Salmon Salad	\$18.50
Shrimp & Fresh Fruit Salad	\$20.50
Sesame Chicken Salad	\$16.50

Cold Drinks

Orange juice	\$12
Apple juice	\$12
Lemon Tea	\$11
Mineral Water	\$7
Soft Drinks - Coke, 7-up, Fanta	\$7

Dessert

Red Bean Sundae	\$12.00
Vanilla/chocolate Ice Cream	\$10.00
Banana Pancake	\$10.00

Main Course

Sandwiches

Ham & cheese sandwiches	\$15.50
Tuna & egg salad sandwiches	\$16.00

Pizza (1 pc)

Beef, mushroom & onion Pizza	\$15.00
Chicken & Pork Pizza	\$14.50
Vegetarian Pizza	\$14.00
Ham, cheese & Pineapple Pizza	\$14.00

Burger

Cheese burger	\$14.50
Beef burger	\$16.00

Pasta

Lasagna	\$28.00
Shrimp & Mushroom Spaghetti	\$26.00
Super Seafood Spaghetti	\$26.00
Chicken Spaghetti	\$25.50
Salmon Spaghetti	\$25.50



http://www.fed.cuhk.edu.hk/~english/Secondary/19-29%20S1%20Ordering%20food%20in%20a%20restaurant/19-29%20S1%20Ordering%20food%20in%20a%20restaurant%20_modal%20verbs%20'would%20like'%20&%20'can'.pdf

STAGE 5:

ORAL TASK

EXERCISE 1:

Please describe, compare and contrast the following two pictures (you have got 1 minute of uninterrupted preparation time and 2 minutes for speaking) :



<https://www.lenordik.com/pictures/restaurant/>



https://www.google.ee/search?q=restaurant&biw=1280&bih=887&source=lnms&tbm=isch&sa=X&ved=0ahUK EwjII4 CxvLMAhUEliwKHWOUdvcO_AUIBigB#imgrc=BnfD9QmGN6j6rM%3A

EXERCISE 2:

Please answer the following questions:

1. What's a food you couldn't stand as a kid but now can't live without?
2. Insert your name here: "The _____ Special." If we served that dish on our menu, what ingredients would it include?
3. What's a food that no one can dislike (and if they do, they aren't human)?

<https://upserve.com/blog/restaurant-questions-you-can-ask-any-guest/>

4. Why would you make a good addition to a restaurant team?
5. What is your favorite part of serving?

<https://www.livecareer.com/interview-tips/industry/restaurant>

STAGE 6:

VOCABULARY

Food and Beverage Vocabulary

Many English words and expressions about food come directly from French. This is why some words about food are written with an accent (for example: à la carte). However, you may also see such words written without accent.

vocabulary <i>part of speech</i>	meaning	example sentence
1. à la carte	without a side dish	Is it possible to get the steak à la carte ? I don't eat potatoes.
2. appetizer <i>noun</i>	small snack before a meal	Would you like some garlic bread or another appetizer to start?
3. awful (taste) <i>adjective</i>	very bad taste	The customer said that her pasta was awful .
4. beverage <i>noun</i>	drink	Can I bring you some beverages while you look at the menus?
5. bill, cheque, check <i>noun</i>	the slip of paper that tells the customer how much to pay	Table 3 would like you to bring them their cheque .
6. bread basket <i>noun</i>	slices of bread and butter served before and with a meal	I'll bring you a bread basket to hold the kids down until dinner.
7. buffet <i>noun</i>	self-serve tables of food that are set out for the customer to pick and choose from	The plates and everything you need are up at the buffet .
8. chef <i>noun</i>	staff member who is professionally trained to prepare food	Our head chef is one of the best cooks in town.
9. coffee round <i>noun</i>	an offering of coffee and refills around a section of a restaurant	Let's ask the busboy to do a coffee round while we take a smoke break.
10. complaint <i>noun</i>	a problem with service or food	The guest brought his complaint to the manager.
11. counter <i>noun</i>	flat area often used for placing dishes on or preparing food	I left one of the salads on the kitchen counter by mistake.
12. complimentary <i>adjective</i>	free of charge	The desserts are complimentary because the dinner took so long.
13. deep fried <i>adjective</i>	cooked in a large pot of oil	Most of the appetizers on our menu are deep fried .
14. dessert <i>noun</i>	sweet treat after a meal	I think we're too full to have dessert tonight.

15. dishpit <i>noun</i>	area in the restaurant where the dirty dishes are placed.	Jody is not going to want to go into the dishpit today.
16. entrée, main course <i>noun</i>	the largest part of a meal (after appetizer, before dessert)	The entrées are after the lunch specials on page 6 of the menu.
17. garnish <i>noun/verb</i>	food that is added to a plate for appearance or colour(i.e. parsley or fruit)	Don't forget to garnish all of the entrees that go out.
18. happy hour <i>noun</i>	short amount of time when alcoholic drinks are on sale	We're expecting a rush because it's almost happy hour .
19. ingredients <i>noun</i>	all of the different foods that are combined in a recipe	I'll check the ingredients to make sure there aren't any nuts.
20. non-alcoholic beverage	a drink that resembles a certain drink without the alcohol	Can I order a non alcoholic beer?
21. pack up <i>verb</i>	put in a take-out container for the customer to bring home	Would you like me to pack up the rest of that pizza?
22. portion <i>noun/verb</i>	a separate amount of food	The chicken fingers are already portioned in the freezer.
23. punch in, punch out <i>verb</i>	put a card in the punch clock to mark the time you start and end a shift	You can punch out as soon as you finish sweeping the floors.
24. recipe <i>noun</i>	list of ingredients and instructions for preparing a certain type of food	Our chef is so talented that he almost never bothers with a recipe .
25. regulars <i>noun</i>	people who come into an establishment often	You can give the regulars a complimentary drink from time to time.
26. reservation <i>noun</i>	a request to have a table saved for a certain amount of people	We don't take any reservations ; it's first come first served here.
27. sauce <i>noun</i>	liquid flavouring added to food	What kind of sauce would you like on your ice cream, butterscotch or chocolate?
28. specialty <i>noun</i>	food item that a restaurant is popular for	Homemade fish and chips is our specialty .
29. take out <i>verb</i> take-out <i>adjective</i>	food that is packed up and eaten at home	You can either eat in or order food to take out .
30. well- done <i>adjective</i>	cooked for longer than average	The meat was so well-done it had no flavour.

STAGE 7:

FOR FUN

Idioms with food

EXERCISE 1:

Watch the video and learn the idioms:



<https://www.youtube.com/watch?v=6WeGIDzw-Wg> (11:12)

EXERCISE 2:

Revise the idioms and find their counterparts in your language:

1. EGG HEAD – an intelligent/smart person
2. BIG CHEESE – an influential/powerful person
3. COUCH POTATO – a lazy person watching TV
4. TOUGH COOKIE – a determined/difficult to deal with person
5. TOP BANANA – a leader (heading a group)
6. BAD APPLE – a criminal/trouble maker
7. SOUR GRAPE - pretending to not want something
8. LEMON LAW – a law that protects people against the sale of defective goods

<https://www.youtube.com/watch?v=6WeGIDzw-Wg>

STAGE 7:

FOR FUN

Idioms with food

EXERCISE 1:

Watch the video and learn the idioms:

<https://www.youtube.com/watch?v=E1RP5MkjDyM> (13:38)



EXERCISE 2:

Revise the idioms and find their counterparts in your language:

1. YOUR CUP OF TEA – If something is not your cup of tea, it is not the type of thing of that you like: Thanks for inviting me, but ballet isn't really my cup of tea.
2. BRING HOME THE BACON – To earn a living, especially for a family.
3. THAT'S BANANAS (or: NUTS) – very silly
4. THE BIG CHEESE – an important person in a company or an organization with a lot of influence
5. (BE) IN A PICKLE – to be in a difficult situation
6. HAVE A LOT ON YOUR PLATE – to have a lot of work to do or a lot of problems to deal with
7. APPLE POLISHER – someone who humbles himself as a sign of respect; who behaves as if he had no self-respect
8. BUTTER SOMEONE UP – to please someone, esp. by praising that person in order to get him or her to agree to something
9. SEEMS/SMELLS FISHY – seeming dishonest or false
10. HAVE A BUN IN THE OVEN – to be pregnant
11. CHEESY – of bad quality or in bad taste

12. SPILL THE BEANS – to tell people secret information
13. BITE OFF MORE THAN YOU CAN CHEW – to try to do something that is too difficult for you
14. A HARD or BITTER PILL TO SWALLOW – something that is very unpleasant but must be accepted
15. WALK ON EGGSHELLS – If you are walking on eggs/eggshells, you are being very careful not to offend someone or do anything wrong

<http://dictionary.cambridge.org/>

STAGE 8:

TEST

TEST

30 points

1. ORAL TASK/20 points

- a. Please describe, compare and contrast the following two pictures (you have got 1 minute of uninterrupted preparation time and 2 minutes for speaking) :**



<http://torrecatalunya.expohotels.com/en/restaurant-panoramic-visual-360-barcelona/>



https://www.google.ee/search?q=restaurant&biw=1280&bih=887&source=lnms&tbm=isch&sa=X&ved=0ahUK EwiUld EsoTNAhVDjSwKHdwUCmwQ_AUIBigB#imgrc=xPiw8aWBttlmUM%3A

Why do people enjoy eating out ?

b. Please answer the following questions:

- 1) Why do people like to sit in restaurants eating great food?
- 2) Do people talk louder after eating a nice meal? Why?
- 3) Is it true that all people eat at restaurants?
- 4) What do we have expensive and not so expensive restaurants?
- 5) What kind of food do you prefer? Why?

2.

VOCABULARY

...../10 points

Fill in each blank with the correct word. If both words can be used, choose the one that sounds more *natural* in each situation:

1. Are you _____ (*prepared/ready*) to order?
2. The soup of the _____ (*day/special*) is "Cream of Broccoli."
3. Our _____ (*specials/deals*) are listed on the board.
4. I _____ (*recommend/request*) the vegetarian chili.
5. We can _____ (*substitute/subtract*) the bacon for cheese, if you like. (= We can give you cheese instead of bacon)
6. I'll be right _____ (*back/return*) with your drinks.

7. This meal consists of three courses - soup, *the* _____ (*main/prime*) course, and dessert.
8. The chicken _____ (*comes/arrives*) with your choice of rice or potatoes.
9. I'm sorry, we're fully/completely _____ (*booked/baked*) (= we have no free tables) right now.
10. If you would like, you can wait at the bar until a table _____ (*opens/comes*) up. (= becomes available)

3.

READING

...../10 points

Mark the statements at the end of the text as True, False or Doesn't say (not mentioned in the script).

Eating Out

It's 8pm. Mr Smith (Jack) and Mrs Smith (Jill) are celebrating their 10th wedding anniversary. They have just arrived at the restaurant.

Mr Smith: Well here we are. What do you think?

Mrs Smith: It's lovely Jack. Are you sure we can afford it?

Mr Smith: Well I may have to do some washing up, but you're worth it.

The waiter arrives.

Waiter: Good evening sir, madame.

Mr Smith: Good evening. We have a reservation for a table for two in the name of Smith.

Waiter: Yes sir. May I take your coats?

The waiter takes their coats and hangs them up.

Mr & Mrs Smith: Thank you.

Waiter: Your welcome. Would you like to come to the table or would you prefer to order in the bar?

Mr Smith: I wouldn't mind an aperitif. We'll order in the bar.

Waiter: Please follow me, I'll bring you the menu in a moment.

Mr & Mrs Smith order their drinks at the bar and sit down to look at the menu.

Mrs Smith: Oh dear Jack, it's all in French!

Mr Smith: Well that's what we're paying for. Don't worry I've got an idea.

Waiter: Are you ready to order sir?

Mr Smith: Not really. Could you recommend something.

Waiter: Certainly sir. The fresh lobster is particularly good this evening, and for starters may I recommend a light consomme?

Mr Smith: Sounds lovely, what do you think dear?

Mrs Smith: Oh yes, I love lobster.

Waiter: So, that's two consomme and two lobsters. Would you like to look at the wine menu?

Mr Smith: Why don't you bring us what you think will go best. Nothing too expensive though.

Waiter: No problem sir. I'll call you as soon as your table is ready.

The waiter walks away.

Mrs Smith: You are clever Jack, but what about dessert.

Mr Smith: Don't worry, they bring round a sweet trolley, so we just point at what we fancy!

A while later Mr & Mrs Smith have finished eating and are drinking their coffee.

Waiter: Was everything to your satisfaction?

Mr & Mrs Smith: Yes, lovely thank you.

Mr Smith:

The whole meal was delicious, our compliments to the chef. Unfortunately we have to be back for the baby-sitter so could we pay now?

Waiter: Certainly sir, I'll bring you the bill. Would you like me to order you a taxi.

Mr Smith: Yes that would be great, thank you.

Mrs Smith: What a nice man, we must leave him a good tip.

Mr Smith: Yes of course.

1. It's eight o'clock in the morning.
2. The Smiths are late.
3. The Smiths order in the bar.
4. Mr and Mrs Smith speak French.
5. The restaurant is expensive.
6. Jill dislikes lobster.
7. They ask for the dessert menu.
8. They really enjoy the meal.
9. The meal costs too much.
10. Mr Smith drives home

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ANSWER KEY

SERVICE

At the Restaurant

STAGE 1:

DIALOGUE

EXERCISE 1:

Listen to the dialogues and practice the same kinds of dialogues.

STAGE 2:

VOCABULARY EXERCISES

EXERCISE 1:

Fill in each blank with the correct word. If both words can be used, choose the one that sounds more *natural* in each situation:

- 1) Ready
- 2) Day
- 3) Specials
- 4) Recommend
- 5) Substitute
- 6) Back
- 7) Main
- 8) Comes
- 9) Booked
- 10) Opens

<http://www.englishformyjob.com/english-restaurants-general1.html>

EXERCISE 2:

- 1) Delay
- 2) Bills
- 3) Gratuity
- 4) Major
- 5) Charge
- 6) Back
- 7) Plenty
- 8) Show
- 9) Side
- 10) Take

<http://www.englishformyjob.com/english-restaurants-general2.html>

STAGE 3:

READING

EXERCISE 1:

- 1)B
- 2)A
- 3)A
- 4)A
- 5)D
- 6)B

http://www.englishdaily626.com/reading_comprehension.php?022

EXERCISE 2:

- 1) B 2) A 3) C 4) C 5) D

<http://www.excellentesl4u.com/esl-eating-out-reading.html>

STAGE 4:

ROLEPLAY

EXERCISE 1:

Functions:

Ordering food in a restaurant with modal verbs ("would like" & "can") - the use of "would like" for making offers and requests in a more polite way and "can" in a more casual way.

Ordering Food in a Restaurant

Ordering food in a restaurant is one of the functions that students need to learn. It is simple as well as interesting since students can do a role play as a waiter/waitress or a customer. With the help of a pre-designed menu, the classroom situation sounds like a real one.

Objectives: to familiarize students with basic vocabulary items, e.g. starters, main course, dessert, etc., for ordering food in a restaurant;
the use of modal verbs, i.e., can and would like, to make requests and/or offers; and
fillers, e.g., certainly, you're welcome, the same to you, etc., through dialogue reading and pair work.

Forms: Modal verbs:

Function: We can use "Would like" for making offers and requests in a more polite way.

"Can" is used in a more casual way.

Making offers:

Can I help you?

Would you like to have a starter?

Would you like anything to drink?

Can I bring you anything else?

Making requests:

I'd like to have the set lunch.

I'd like to have a bowl of chicken soup, please.

I'd like to have a glass of Coke.

I'd like to have a grilled cheese sandwich.

I'd like to have the bill.

✧ **Fillers**

Teachers may want to make sure students notice the use of "here you are" instead of "please" when handing someone something, which is a rather common mistake students make.

Lesson Outline:

- Ask students to name different types of food found in a restaurant. Write the vocabulary items on the board and make sure students also take notes. Teach the vocabulary items on the menu if they are not included on the board. (5 minutes)
- Give students the dialogue and menu, and ask them to read through it carefully. Point out the use of "would like" for making offers and requests, and "Can I" for making offers. Also make sure they notice the use of different fillers along with different responses. (15 minutes)
- Pair students up and ask them to use the menu to role play through ordering a meal. Both students should switch roles a number of times. (10 minutes)

<http://www.fed.cuhk.edu.hk/~english/Secondary/19-29%20S1%20Ordering%20food%20in%20a%20restaurant/19-29%20S1%20Ordering%20food%20in%20a%20restaurant%20modal%20verbs%20'would%20like'%20&%20'can'.pdf>

Introduce students to the following vocabulary:

à la carte, beverage, coffee round, counter, complimentary, dishpit, garnish, punch in/out, regulars, speciality

STAGE 5:

ORAL TASK

EXERCISES 1 and 2:

Students' own answers.

STAGE 6:

Revise the vocabulary of the units.

STAGE 7:

Watch the video and study food-related idioms.

STAGE 8:

TEST

1. OSA ORAL TASK/20 points

- a. Please describe, compare and contrast the following two pictures (you have got 1 minute of uninterrupted preparation time and 2 minutes for speaking)

MARKING SCALE FOR SPEAKING

	Task completion	Vocabulary	Grammar	Fluency & pronunciation
5	Deals with the tasks <u>effectively</u> . Responds to all aspects of the tasks. Expresses his/her ideas and opinions with precision. Presents complex lines of argument <u>convincingly</u> .	<u>Wide vocabulary</u> . Has a good command of a broad range of vocabulary and can express him/herself clearly in an appropriate register without having to restrict what he/she wants to say.	<u>Excellent control of grammar</u> . Maintains a high degree of grammatical accuracy. Errors are rare and occur in complex structures only.	<u>Very fluent</u> . Can express him/herself fluently and spontaneously, almost effortlessly. Appropriate pronunciation and intonation and only natural pauses.
4	Deals with the tasks <u>well</u> . Responds to most aspects of the tasks accurately and effectively OR responds to all aspects without expanding them.	<u>Good vocabulary</u> . Has enough vocabulary to discuss both everyday and some abstract topics. Can paraphrase when necessary. Only occasional misuse of words. Mostly appropriate register.	<u>Good control of grammar</u> . Does not make errors which cause misunderstanding. Simple structures error-free. Complex structures are frequently attempted but these may contain errors.	<u>Fluent</u> . Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions. There are few noticeably long pauses. Pronunciation and intonation mostly correct.
3	Deals with the tasks <u>unevenly</u> . Responds to some aspects of the tasks well but has problems responding to others. Sometimes illogical.	<u>Basic vocabulary</u> . Has a good command of vocabulary on everyday topics. Has some ability to paraphrase. More complicated words and expressions not attempted or misused. Some register problems.	<u>Mostly grammatical</u> . Communicates with reasonable accuracy in familiar contexts. Complex structures, if they are attempted, often contain an error.	<u>Mostly fluent</u> . Can communicate with some confidence on familiar routine and non-routine matters. Can make his/her ideas clear to the listener, but is not able to maintain an even tempo. Self-correction, hesitation and pronunciation problems may lead to misunderstanding.
2	Deals with the tasks in a <u>limited</u> way. Frequently illogical. Limited personal contribution.	<u>Limited vocabulary</u> . Has enough language to discuss everyday topics in a straightforward way. Words often misused. Frequent register problems.	<u>Limited control of grammar</u> . Simple structures mostly used correctly. Complex structures not attempted.	<u>Hesitant</u> . Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. Self-correction, hesitation and pronunciation problems sometimes lead to misunderstanding.
1	<u>Attempts the tasks</u> but is disorganised and illogical. Mentions aspects of the tasks without development or ignores them.	<u>Very limited vocabulary</u> . Uses very simple memorised phrases. Uses his/her mother tongue to replace words. Unaware of register. Occasional breakdown due to lack of vocabulary.	<u>Very limited control of grammar</u> . Uses only some simple structures correctly. Uses memorised formulaic utterances. Systematically makes basic mistakes. Most utterances contain an error.	<u>Laconic</u> . Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident. Frequent self-correction, hesitation and pronunciation problems often lead to misunderstanding.
0	<u>Does not attempt the tasks</u> . Misinterprets the tasks completely. The answer is too short to allow evaluation.	The <u>vocabulary is inappropriate</u> all through. The answer is too short to allow evaluation.	<u>No control of grammar</u> . The answer is too short to allow evaluation.	<u>A non-speaker</u> . Impossible to follow. The answer is too short to allow evaluation.

2.

VOCABULARY

...../10 points

Fill in each blank with the correct word. If both words can be used, choose the one that sounds more *natural* in each situation:

1. Ready
2. Day
3. Specials
4. Recommend
5. Substitute
6. Back
7. Main
8. Comes
9. Booked
10. Opens

<http://www.englishformyjob.com/english-restaurants-general1.html>

2. OSA

READING

...../10 points

1. **T** pm stands for post meridian - which means past midday - in this case it is eight o'clock in the evening.
2. **F** That's right - they are on time.
3. **T** That's right - the waiter brings them the menu in the bar.
4. **F** That's right - they don't speak French, they ask the waiter to recommend something.
5. **T** That's right - Jack makes a joke about doing the washing up (a light hearted way of saying you can't pay the bill).
6. **F** That's right - she says she loves lobster.
7. **F** That's right - there is a dessert trolley not a menu.
8. **T** That's right - Jack sends his compliments to the chef - this is something you say when you really enjoy a meal in a restaurant.
9. **DOESN'T SAY** Correct - it doesn't say how much the meal cost.
10. **F** That's right - the waiter orders them a taxi.

<http://www.learnenglish.de/games/reading/readeatingout.html>