

# Ordering at a Restaurant

**1 Warm Up Work with a partner.**

- What was the last restaurant you went to?
- What did you have?



**2 Conversation Practice with a partner.**

**Scene: Jeremy is ordering lunch at a restaurant.**

**Waiter:** Are you ready to order?  
**Jeremy:** Yes. I'll have the tomato soup to start.  
**Waiter:** And for the main course?  
**Jeremy:** Erm, I'll have the lasagna, and a green salad.  
**Waiter:** And what would you like to drink?  
**Jeremy:** I'll have a glass of white wine, please.  
**Waiter:** Thank you. I'll be back with your drink in a moment.

**3 Role-playing #1 Have conversations similar to exercise two.**

- Change the underlined parts using vocabulary below.
- Remember to look up when speaking. Don't just read!

STARTER	MAIN COURSE	SIDE ORDER	DRINK
melon and ham	chicken	french fries	a Coke
spring rolls	sweet and sour pork	fried rice	some tea
onion soup	roast pork	roast potatoes	a glass of red wine

**4 Role-playing #2 Practice again, but this time, use your imagination when ordering.**

- Change partners regularly.
- Try not to look at the worksheet dialogue when speaking.

**5 Discussion Ask your partner(s) these questions. Ask follow-up questions!**

- How often do you eat out?
- What kinds of restaurants do you go to?
- What's your favourite restaurant? Why do you like it?
- Have you ever been to a bad restaurant?
- Your ideas

# Ordering at a Restaurant: Teaching Notes

<b>Target Structure:</b>	Theme Lesson: Ordering at a restaurant
<b>Vocabulary:</b>	Food
<b>Level:</b>	Elementary
<b>Time:</b>	30 minutes
<b>Preparation:</b>	None

## Suggested Teaching Method

This theme lesson worksheet is both fun for your students, and easy to teach.

- 1 Give one worksheet to each student. Students should ask the opening questions to their partner. Elicit a couple of answers from the group. Don't spend too long on this activity, since the main discussion comes at the end.
- 2 Follow the instructions. Students should practice once, and then change roles. Encourage the students to look up and make eye-contact with each other when speaking. They can ignore the underlined parts for now.
- 3 Draw the students' attention to the underlined parts of the conversation. These words should be substituted with ones from the box.

Demonstrate a conversation with a confident student. Students should then work in pairs. For additional practice, tell students to stand up, and encourage them to mingle, and speak to as many people as possible.

- 4 Put students into new pairs. This time, they should use their imagination for the food and drink. Again, demonstrate with a confident student first.
- 5 The questions here are very basic. If you think your students can handle more complex discussion, write some additional questions on the board.

Place the students in new pairs, or groups of three. Monitor, but try not to interrupt the students. Make notes on any grammar / vocabulary / pronunciation points that need correcting. Go through them with the entire group when the discussion draws to a close.

## How are we doing?



We'd be pleased to hear some feedback on our worksheets. Tell us how it went in your classroom.

Send your comments from our 'contact us' page, or email us at [editor@handoutsonline.com](mailto:editor@handoutsonline.com).

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