

Topic: FOOD & ORDERING AT A RESTAURANT

Food plays such an important role in many cultures. It provides a comfort to many people, especially when they are living outside of their culture. Cooking and eating food from traditional cultures is something many migrants and refugees can do to make themselves feel at home in Australia. We are lucky to be able to experience such a variety of wonderful international food and i'm sure you may learn a lot from your student on this topic. You can use this lesson plan in conjunction with the lesson plan on gardening and cooking.

Introduction	Warm-up questions Food vocabulary
Ordering food at a restaurant	<p>1. Reading a menu</p> <p>2. Structures: would like...</p> <p>Ready to order We'd like to order now please. We're ready to order now Ordering I'd like the steak please. Can I have the fillet steak please? Asking for the bill 1) Bill please 2) Could I get the bill please? 3) I'd like the bill please.</p> <p>2. Sample Dialogue</p>
Ordering take-away food	<p>1. Warm-up questions</p> <p>2. Vocabulary</p> <p>3. Structures</p> <p>Can I have a sandwich with cheese, lettuce and tomato please? I'd like an apple juice a Portuguese tart Do you have banana smoothies?</p> <p>4. Sample Dialogues</p>
Cultural Information	Tipping
Extension	<p>Talking about food</p> <p>Describing food</p> <p>Talk about <i>likes</i> and <i>dislikes</i></p> <p>For higher level students</p> <ul style="list-style-type: none"> ○ Food expressions ○ More conversation topics ○ Writing: My Favorite Restaurant

Warm-up questions

- 1) Do you like to cook? Why or why not?
- 2) Are you a vegetarian?
- 3) What is your favorite food?
- 4) How often do you eat in a restaurant?
 - Where do you usually go?
 - Who do you usually go with?
 - What do you order?

- 5) Do you have a favorite bar or café or restaurant? If so, where is it? Why do you like it?
- 6) What is the cheapest place to eat that you know?
 - About how much is a meal?
 - Where is it?
- 7) What is the most expensive restaurant that you have ever been to?
 - What did you eat there?
 - When did you go?
- 8) Do you like to try new food and drinks? Have you ever been to an Indian/Chinese/Italian restaurant?

Vocabulary

Meat	Seafood	Vegetables	Fruit	Herbs & Spices	Grains	Drinks
Beef	Prawns	Asparagus	Apple	Cinnamon	Flour	Water
Chicken	Fish	Beans	Avocado	Basil	Wheat	Alcohol
Lamb	Mussels	Bok Choy	Banana	Pepper	Pasta	Beer
Veal	Oysters	Broccoli	Blackberries	Parsley	Rice	Wine
Pork	Crab	Cabbage	Blueberries	Rosemary	Bread	Juice
Turkey	Lobster	Capsicum	Cherries	Thyme	Noodles	Milkshake
		Carrots	Grapefruit	Cumin		Smoothie
		Cauliflower	Grapes	Tumeric		<i>Soft drinks:</i>
<i>(meat products):</i>		Celery	Kiwi fruit	Paprika		coke
Sausage		Corn	Lemon	Mint		lemonade
Ham		Cucumber	Orange	Ginger		soda water
Bacon		Garlic	Passionfruit			mineral water
Steak		Lettuce	Peach			
Mince		Mushrooms	Pear			
Cutlets		Onions	Pineapple			
		Peas	Plum			
		Potato	Raspberries			
		Rocket	Rockmelon			
		Spinach	Strawberries			
		Sweet potato	Tomato			
			Watermelon			

verbs:

Bake	Roast
Boil	Stew
Fry	Steam
Grill	Poach

types of restaurants:

a-la-carte: entrée/main course/dessert
 buffet
 take-away
 fast food
 sandwich shop
 café

1. Reading a menu

Collect some take-away menus from different restaurants and check your student's comprehension. Then introduce food vocabulary (nouns).

- 1) Allow time for your student to practice pronunciation as he/she may have difficulty with certain sounds or certain words.
- 2) Ask your student if they know which country the food on that menu is from. Ask how they knew, was there something that gave it away i.e. pasta on an Italian menu. If they did not guess explain the different common international food and restaurants we have in Sydney, what makes that countries food different and some of the typical dishes.
- 3) Ask your student to group the words from the menu into categories like Meat, Vegetables, Fruits, Spices, etc. as is shown in the table above.
- 3) Go over the menu with your student and teach menu reading by explaining the common three courses we use: entrée, main course and dessert.

Entrée / starter

These are small portions of food, usually as a start to the meal while you are waiting for the bigger or main meal.

Main course

The larger, main dish that is the focus of the meal.

The verbs in the vocabulary section can be practiced here as they are often used for main course: *baked, boiled, fried, grilled, poached, steamed, roasted, and stewed*. For example, *grilled salmon, roast beef. (verb-ed + meat/vegetable/seafood)*.

Dessert

Is usually a sweet dish to eat after your meal, sometimes with coffee, tea or sweet alcohol (liqueur).

2. Introduce Structures for ordering food at a restaurant

We always use **would like**... in ordering.

- This expression, which is often contracted to *'d like*, means *want*, though it is "softer," less direct, and much more polite. It is followed by an infinitive or a noun. For example:

Sentences with *want*

I want more coffee. (rude)

Do you want to come with us? (direct)

I want to say something. (very direct)

Sentences with *would like*

I'd like some more coffee please. (less direct, more polite)

Would you like to come with us? (less direct, more polite)

I would like to say something please. (less direct, more polite)

- It's important to explain to the student that the word "*like*" in "*would like*" does not mean the antonym of "*hate*". The following are good examples to show the difference
 - 1) --- Do you like tea?
---Yes, I do.
--- Would you like some now?
--- No, thank you. Not now.
 - 2) I like oranges. (in general)
I'd like an orange, please.

'Please' and 'Thank you'

Whilst you are teaching your student conversational English it is important to remember that, particularly in spoken English, we use please and thank you in most sentences (generally a lot more than in other languages). This may not be common in your student's native language, and may be seen as unnecessary without being rude, so they may leave it out of many sentences or in discussion with people in English. To prevent your student unintentionally offending someone by leaving out 'please' and 'thank you' please explain the use of these terms to them.

i.e. if we are sitting at a dinner table and we would like something from the other end of the table we would say "would you mind please passing me the" or "could you please pass me the". We would even use this in the most informal setting such as in the home. We would never just say "pass me the"

Speakers of some languages might find all these niceties unnecessary if they directly translate and in their native language the equivalent of "pas me the ..." would be acceptable and not be considered rude. So it is important to explain this to your student and you might find you will need to raise this again in other contexts, not just in relation to ordering food.

Exercise: Which is right? Cross out the incorrect start to the sentence.

1. Do you like / Would you like a cup of tea? --- Yes, please.
2. Do you like / Would you like bananas? --- Yes, I love them.
3. Do you like / Would you like an ice-cream? --- No, thank you.
4. What do you like / would you like to drink? --- A glass of water, please.
5. Do you like / Would you like to go out for a walk? --- Not now. Perhaps later.
6. I like / I'd like tomatoes but I don't eat them very often.
7. What time do you like / would you like to have dinner this evening?
8. Do you like / Would you like something to eat? --- No, thanks. I'm not hungry.
9. Do you like / Would you like your new job? --- Yes, I'm enjoying it.

Would you like ...? = Do you want ...?

"*Would you like + noun*" is used to offer things. The answers are usually "Yes, please" or "No, thanks".

For example: --- Would you like a chocolate?

---Yes, please.

"*Would you like + infinitive*" means to invite somebody

For example: --- Would you like to have dinner with us on Sunday?

---Yes, I'd love to.

Note:

1) when *would like* is contracted to '*d like* (*I'd like, you'd like, she'd like*, etc.), the contraction for *would* is very difficult to hear.

2) In casual conversation, the end of *would* often combines with the beginning of *you* to make a new sound. As a result, *would you* sounds something like "wouldja".

For example: Wouldja like some coffee? = Would you like some coffee?

Exercise: Role Play. Ask your student to read the menu again. You and your student play the role of waiter and diner in turn, using:

Waiter: "What would you like to order today?"

Diner: "I'd like..."

3. Other useful structures and what to expect from the waiter/waitress.

Besides equipping your student with the vocabulary and structures to converse, it's equally important to teach him/her what to expect from a waiter/waitress. The following table gives an idea about what is usually involved on both sides.

Waiter/waitress		Diner	
Welcome	Welcome to ...	Tell the number of diners	Hi, can I have a table for four please?
Give the menu	Here are your menus.	Take the menu	Thanks.
Tell the special of the day (optional)	1) Today's special is 2) I'd recommend	Ask for recommendation	1) Is there anything you can recommend? 2) What are today's specials?
Give customer some time to look at the menu	I'll be back to take your order in a minute.	Read the menu	
Take orders	Are you ready to order?	Give orders	Yes, 1) I'd like the steak please. 2) Can I have the steak please? No, not yet.
	Would you like anything to drink?		<i>when you are ready to order</i> 1) We'd like to order now please. 2) We're ready to order now. 1) I'd like a glass of wine please. 2) I'll have a coke please. 3) Just water please.
Ask if the customer wants an entree	1) Would you like an entree? 2) Any entrées for you, or just the main?		Yes please. No, thanks.
Confirm orders	OK, 1) so that's ... 2) so you've ordered ... I'll take your menus.	Confirm orders	1) Ok that's all. 2) Yes, we'll have that please.
Ask how the meal was	1) How was everything? 2) Did you enjoy it?		1) Great! I loved it. 2) Delicious. Thanks.
Ask if the customer wants dessert	1) Would you like anything for dessert? 2) Any dessert for you?		Yes please. No, thanks.
		Ask for the bill	1) Bill please 2) Could we get the bill please? 3) I'd like the bill please.

Sample Dialogue

Waiter: Welcome to Antico's. Here are your menus.

Customer: Have you got any specials today?

Waiter: Yes. Today's special is grilled salmon. I'll be back to take your order in a minute.

Waiter: Are you ready to order?

Customer 1: Yes. I'd like the prawn spaghetti please.

Waiter: Would you like anything for entrée?

Customer 1: No thank you, we're just going to have mains tonight.

Waiter: Ok sure, and you?

Customer 2: I'll have the veal casserole with vegetables and mashed potato please.

Waiter: Would you like anything to drink?

Customer 1: I'll have a coke, please.

Waiter: And for you?

Customer 2: Just water, please.

Waiter: OK. So that's one prawn spaghetti, one veal casserole with vegetables and mashed potato, one coke, and one water. I'll take your menus.

Waiter: Here is your food. Enjoy your meal.

Waiter: How was everything?

Customers 2: Delicious, thanks.

Waiter: Would you like anything for dessert?

Customer 1: No, just the bill please.

4. Ordering Take-away Food

Warm-up questions

- 1) What are popular take-away foods here and in your country of origin? Why are they popular?
- 2) What is your favorite take-away food?
- 3) How often do you have pizza/hamburgers/ fish and chips?
- 4) What is your favorite pizza topping?
- 5) Have you ever called for pizza home delivery?

Vocabulary

Hamburger

Noodles

Sandwich

Fish and chips

Pizza

Toppings (get a menu from a Pizza shop and talk about the different toppings)

Structures for ordering take-away food

- 1) **Can I have** a sandwich with cheese, lettuce and tomato **please?**
I'd like an apple juice
a Portuguese tart
- 2) **Do you have** banana smoothies?

You will also need to teach the student what to expect from the server, as is highlighted in the following dialogues.

Example Dialogue 1: Ordering a sandwich

A: **Who's next?**

B: Me. Can I have a sandwich with cheese and tomato please?

A: **White or brown bread?**

B: Brown please.

A: Butter?

B: Yes please

A: **Do you want salt and pepper?**

B: Just a little bit please.

A: **Anything else with that?**

B: Do you have banana smoothies?

A: Yes. Anything else?

B: No Thank you, that's all.

A: Right that's \$9.

Dialogue Example 2: Ordering a pizza over the phone

A: Hello, Jim's Pizza shop how can I take your order?

B: Yes. I'd like one large Supreme Pizza and one small Hawaiian.

A: **What crust would you like?**

B: Classic crust please.

A: Classic crust for both?

B: Oh, no. The classic crust for the Supreme pizza and thin and crispy for Hawaiian.

A: Anything else?

B: No. That's all.

A: Ok. **Is it for take-away or home delivery?**

B: Take-away please.

A: That'll be & \$19. Your pizza will be ready in 40 minutes.

B: Thanks. Bye.

5. Cultural Information: Tipping

One of the cultural differences that many students have to deal with is the concept of "tipping." In some countries waiters/waitresses are not tipped. The gratuity is included in the cost of the food.

1) Start by talking about whether waiters/waitresses are tipped in the student's country of origin.

2) Introduce the concept of tipping: Most people will tip in a restaurant; you don't need to tip in fast food restaurants; how much is considered appropriate tipping (in Australia generally 10%).

3) How to tip?

- If you are paying with cash
- If you pay with a credit card

6. Extension: Talk about food

I. Describing food

Vocabulary: Adjectives

1. Match foods with the right tastes.

Honey	Bitter
Coffee	Sour
Soy sauce	Sweet
Lemon	Spicy
Chilli	salty

2. Go over the adjectives below with your student and explain the new vocabulary. Then ask your student to put the adjectives in the correct groups. Use food items that will be relevant to them.

bland	sweet	green	sour	Round	Spicy	Hot	cold
Oval	savoury	Soft	Crumbly	Creamy	Delicious	tasteless	crunchy
Oily	Crispy	Hard	Fluffy	salty	Chewy	Disgusting	bitter

Food	Taste	Shape	Colour	Texture
Avocado	savoury	round	green	Soft

Structures

1. To describe food, we can use
 It is + colour / shape /texture
 It smells ...
 It tastes ...

Exercise

- 1) Ask the student to use as many adjectives as possible to describe the food listed below (you can add or swap words to suit your students diet).

honey
 ice cream
 bananas
 coffee
 butter
 cheese
 cake
 milk
 pepper
 beer

2) Take turns with your student to make sentences about particular food on the list and have the other guess what you or your student is describing.
Example: *It tastes sweet and creamy.*

2. To talk about likes and dislikes

I like/love + food *I like bananas*
I don't like + food *I don't like apples*

Use plural forms for countable nouns and singular form for uncountable ones.
For example: *I like red wine. I love onions.*
I don't like spicy food.

Use the food vocabulary (nouns) to talk about countable and uncountable nouns. Countable nouns refer to things that we can count. Such nouns can take either singular or plural form. Uncountable nouns refer to things that we cannot count. Such nouns take only singular form. Abstract nouns are uncountable. However, some concrete nouns are uncountable (when understood in their undivided sense). For example, *I would like some rice.*

Exercise: Use the food vocabulary to talk about the food he/she likes and dislikes and why. For example: *I don't like coffee because it is bitter.*

3. For high level students

- o Food expressions.

Use the following words and phrases to fill the gaps.

As nice as pie full of beans not my cup of tea nuts

- 1) I think our teacher is _____. She is very kind and patient.
 - 2) I don't enjoy learning English pronunciation. It's _____.
 - 3) I know someone who is completely _____. He's mad!
 - 4) I am always _____. I'm very energetic and full of life.
- o More conversation topics: favorite food and restaurants, table manners, connection between food and health, cooking as a hobby.
 - o Writing: My favorite Restaurant

Use the words below to fill in gaps

Favorite / table cloth / go / few / corners / delicious / order / restaurant / pleasant / but / quick / lovely

I like to eat out and I go to a (1)_____ for dinner twice a week. I usually (2)_____ with my husband, Bill.

Our (3)_____ restaurant is an Indian restaurant in Cleveland Street in Surry Hills. It is not very big (4)_____ it is always busy. There are only a (5)_____ tables in the restaurant and there is a white (6)_____ on each table. There is also a

vase with (7)_____ flowers on each table. There are plants in the (8)_____. We usually (9)_____ hot curries and eat them with rice. The food is (10)_____ so we enjoy it very much. The service is (11)_____ and friendly. Bill and I always have a (12)_____ evening at our favorite restaurant.

2) Go over the above passage with your student and divide it into sections: Introduction, Location, Settings, food, service and summary. Then ask your student to write about his/her favorite restaurant.