

Unit 4: Foods and beverages**Days Four through Seven: Ordering food, getting attention, paying the check****Objective**

- Students will be able to comprehend ideas and familiar information related to ordering food when listening to simple speech and reading simple text of a restaurant scene.
- Students will be able to recreate a restaurant scene with classmates that includes getting someone's attention, making suggestions, ordering food and beverages, and paying the check.

Input (20 minutes)

Teacher has prepared a text in the target language (TL) of a scenario with the following elements:

- 1. A teenager calls several friends on the phone on a Saturday and sets up a lunch date.*
- 2. One of the teens cannot participate because he/she has too much homework to do for a class.*
- 3. Three friends meet at a local café.*
- 4. The friends discuss what they like and dislike on the menu.*
- 5. The friends also discuss prices of the items they prefer.*
- 6. The waiter/waitress asks what they've chosen.*
- 7. The friends ask various questions about availability*
- 8. The friends make several suggestions to one another.*
- 9. The friends tell the server their choice of food and drink.*
- 10. The friends talk a bit about their meal.*
- 11. One of the friends calls for the server to give the bill.*
- 12. One of the friends discovers that he/she has forgotten his/her wallet and has no money.*
- 13. Another friend offers to lend that young person enough money to pay.*
- 14. The forgetful friend promises to repay by tomorrow at school.*
- 15. The friends leave the café and say their good-byes until school next Monday.*

The teacher provides a sample of the text to each student in the class and asks the student to highlight or underline all words/text that the student understands.

The students create a list of all the foods and all the beverages named in the text.

The students read the text with a partner.

The students, in groups, take turns doing a Reader's Theater with the text.

Quick Tip: Reader's Theater

A group performs a presentation of a work, read from a script; there are no props besides chairs, and minimal movement. For more information, visit the Teaching Heart or Literacy Connections websites.

Guided Practice (20 minutes)

Activity 1

Using a list of illustrated and labeled (in the TL) drinks and foods, student pairs take turns playing the customer and the server, choosing a drink and a food. Students repeat this process with at least 10 different classmates. Students write down the items that each of the ten classmates ordered.

Activity 2

Students, in groups of 5, compare their lists and make a "master" list that indicates how many times a specific food and beverage was chosen or "ordered" by the ten classmates with whom they spoke.

Once the master lists are completed, the teacher asks for a volunteer to come to the front of the room and survey each group about the contents of their "master" list. The volunteer then records on the front board a "class" list that shows how many times each food or beverage was chosen. Example: For one item, hamburger,

- *The individual student's list shows that hamburger was ordered 5 times.*
- *The group list shows that hamburger was ordered 15 times.*
- *The class list shows that hamburger was ordered 25 times.*

Independent Practice (One day)

Students, in pre-assigned groups, brainstorm and write the text for a skit that depicts them setting up a lunch date, going to the café or restaurant, being seated, choosing food and drink, ordering with the server, talking about their meal, paying for their meal and taking leave of one another.

The teacher circulates, monitors the discussion and the writing, and offers suggestions for appropriate language usage. Teacher collects the writing at end of class and edits for linguistic accuracy.

Preparation for Skit (One day)

Student groups prepare a backdrop for their skit, using butcher paper, colored markers, and voting-booth style cardboard panels. Students gather props such as plastic foods, eating utensils, paper cups and plates, fake money, and costumes. Students rehearse their dialogue.

Teacher provides a table with tablecloth, three chairs, and real or plastic flowers in a vase for a centerpiece.

Evaluation (One day)

Students present their skit to their classmates. Classmates fill in an evaluation form for each skit. Once the skits are done, every student writes down a short description of his/her role in preparing and executing the skit and includes a "self-evaluation" that includes these criteria.

Content (amount of text or dialogue)	_____	points
Comprehensibility of oral language	_____	points
Creativity or evidence of original thinking	_____	points
Accuracy of spoken language	_____	points
All lines memorized	_____	points
Total Points	_____	out of 20
A=4 points, B=3 points, C=2 points, D=1 point		

The teacher collects the skits and self evaluations, and evaluates each student appropriately.

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