

## Out and About 2

### Eating Out

Read through the notes in the introduction on p. 7 first, for additional ideas on how to use the *Out and About* pages.

This unit is concerned with the language that often goes untaught when teaching learners how to order food in cafés or restaurants. Spend a few minutes brainstorming with the class the different places to buy food when in a foreign country. Remind the class that convenience stores and supermarkets sell sandwiches and other snacks for lunchtime and that there are fast-food restaurants everywhere, as in Japan. In addition, just as Japan has, for example, *yaki-imo* (sweet potato) vans and food stalls on the streets in many cities, so do other countries have their equivalents (e.g., hamburger or kebab vans, hot dog stands, ice cream vendors).

Look at the pictures on pp. 28–29. Ask: *What do you think they are going to eat? Where are they?*

Answers:

- Koji is in an open-air street café in Sydney. Tell the students that the café culture is very popular with young people in Australia. Koji is having a cup of coffee.
- Makoto and Mayumi are buying ice-cream cones from an ice-cream van in the U.K. Soft drinks are also sold in these vans, usually found at beaches and tourist spots, although some towns also have vans that drive around the streets in the summer selling icecream. Teach *soft drink*.
- Miki and Rie are in a restaurant in the U.S. We don't know what they are going to eat.
- Miki and Rie are in a fast-food restaurant in the U.S. Brainstorm some typical fast foods with the class (e.g., *french fries, burgers, shakes, fried chicken*) that the girls might buy.
- Koji is in an Australian seafood restaurant. Names of different kinds of fish can be very difficult for students to learn. You may wish to spend a few minutes building up a class menu on the board of different kinds of fish and fish dishes that your students may want to eat overseas. Teach words such as *lobster* and *crab* too.
- Mayumi and Makoto are in a pub in the U.K. (with their English friend, John) eating food in the pub garden. Remind the class that pubs abroad are quite different from Japanese *izakayas*. There is no server, and you have to go to the bar yourself to order and

collect your drinks. However, many pubs now serve food, especially at lunchtime.

Have the students read the conversations. Explain any difficult vocabulary, e.g.:

<i>another</i>	one more; a second (or third, etc.) cup of coffee. Remind students to check whether the café has a refill service or if they will have to pay for another cup.
<i>black</i>	without milk or cream
<i>white</i>	with milk or cream
<i>Please wait to be seated</i>	you must stand next to the sign until a server tells you where to sit.
<i>to stay</i>	to eat in the restaurant
<i>to go</i>	to take the food away
<i>slurp</i>	the sound you make when you eat noodles, for example. Makoto doesn't realize that it isn't polite to slurp food in many Western cultures, and Mayumi is shocked by her husband. <i>Excuse me</i> or <i>I'm sorry</i> is the appropriate apology in this case. You may wish to spend a few minutes on table manners in different countries and what to say if you make a mistake.

Model the mini-dialogs and drill as necessary. Have the students practice in pairs, and listen to some of them at the end of the activity. Better classes may be able to lengthen the dialogs by adding more information (e.g., Koji might ask for the check; Makoto might ask for some change for a five-pound note). Remind weaker groups to record any useful new phrases in their vocabulary books.

Write five or six more "eating out" situations on the board, e.g. asking for a glass of water, buying a burger without onions, asking for a seat near the window, asking what time "last orders" are, checking if you can pay by credit card, asking for another cup of tea.

Put the students into small groups and tell them to write and practice mini-dialogs for one or two of the situations. Monitor and offer help as necessary. Have some groups perform their role-plays for the rest of the class at the end of the activity. Give feedback at the end.