

Unit 9

Are you ready to order?

Topic / functions

Ordering items from a menu

Asking about dishes

Asking for things in a restaurant

Review

Invitations

Make copies of photocopiable page J (p. 89), one for each student. The whole class plays, inviting their classmates out according to the information in the bubbles. Remind students to fix a time and meeting place. In order to give practice in refusing and rescheduling, ask students to use their real-life schedules. If they are busy, they should refuse or try to arrange an alternative time.

Do an example first with a confident student; if you manage to fix an appointment, demonstrate that the student's name is written in the bubble. If he or she is busy, ask another student.

Assign an appropriate time limit for the activity and monitor from a distance. At the end of the activity, ask some general questions to round off the game, e.g.:

What are you doing on Friday, Masaya?

Who are you going to the movies with, Hiromi?

Where are you going to go for lunch today, Urara?

Warming up

Preview: Background notes for Unit 9

Books closed. Remind the students about the background reading they did for Unit 9. Put students in groups of three. Tell them to list as many different kinds of food as they can think of, from as many different countries as possible (e.g., Italian food – pizza, spaghetti, macaroni; North American food – hamburgers, steak, french fries).

Help them along by suggesting other country names from time to time (e.g., Turkey, China, India, Spain, Thailand). Put a world map up on the board if you have one. This is a useful brainstorming game that tunes students in to the topic of foreign food, but is also very reassuring as students often realize that they have in fact probably tried quite a wide range of foreign food in their lives. Curries and pizza/pasta dishes, for instance,

are very popular in Japan. One of the biggest worries for first-time overseas travelers is whether or not they'll like the food, and if they'll be able to cope in restaurants and with their homestay families.

Tell the students that in this unit, they will learn how to understand menus and order food in a restaurant.

Open your books

Tell the students to look at the picture on p. 24 of their books. Read the caption aloud: *Miki is ordering food in a restaurant.*

Listening

Read the instructions aloud. Ask if the students can remember which countries the characters are visiting. (Rie and Miki are in the States, Mayumi and Makoto are in the U.K. and Koji, here with his friend Pete, is in Australia.)

As a prediction activity, ask the students to guess which order they think matches the characters. This is a simple way to have the students read through the orders before listening to the cassette.

When everyone is ready, play the cassette through once. Tell the students: *Work in pairs. Check your answers together. Did you choose the same orders?*

Say: *Now listen again.* Replay the tape, stopping after each dialog. Ask higher-level groups to write a name next to each item on the menu to show who ordered what. Elicit the answers by asking: *What did Rie order? How about Miki?* etc., and write them on the board.

Answers:

1 c 2 a 3 b

Look and learn

Books closed. If possible, bring in an authentic, large menu as a prop. Draw simple pictures on the board of an *appetizer* (U.S. English; *starter* U.K. English), an *entrée* (main course), and a *dessert* (e.g., soup, pizza, and ice cream). Pre-teach the names for different parts of a meal and elicit examples if possible. Draw a picture of a glass of wine as well.

Drill the questions. Use the menu and pictures as prompts, e.g.:

T: (holds up menu)

SS: *Would you like to see the menu?*

T: (points to the picture of wine)

SS: *Would you like something to drink?*

Model the answers carefully to ensure that, when ordering, the students are saying *I'd like* and not *I like*; *I'll have* and not *I have*. *Certainly* was taught in Unit 1 but you may need to remind students that it means *Yes*,

of course, and that the stress is on the first syllable. *The check* (U.S.) is *the bill* in British English.

After practicing all of *Look and learn*, students open their books to p. 24 and practice in pairs.

Conversation

Hold your book so that the students can see p. 25. Say: *Look at page 25. Look at the "Conversation."* Read the instructions aloud. Students should be familiar with this type of activity by now and proceed with little difficulty. Put weaker classes in pairs to complete the conversation speculatively before listening.

Play the cassette. Tell the class: *Listen to the conversation with Miki. Check the conversation. Did you get the answers right?* Let students check in pairs, and then replay the tape, pausing after each blank so that students have time to change their answers if they wish.

Play the cassette one more time through without stopping. If your class completed the task with ease, have them close their eyes as they listen to the conversation for the last time and tell them to listen carefully to try to understand as much of the conversation as possible.

Elicit the answers and write them on the board. If you have any food magazine pictures, try to bring in a picture of Black Forest Gateau to show the class. Tell the class that *Your order won't be long* means that the food will arrive soon.

Answers:

1 e 2 b 3 d 4 a 5 f 6 c

Books closed. Model the conversation, or use the cassette, to drill in chorus. After sufficient practice, students open their books to p. 25 and practice in pairs, using the "read, look up and speak" technique.

Over to you!

Read the instructions aloud and put the students in new pairs to practice. You may wish to model the pronunciation of the food names first. Monitor from a distance and offer help when asked by the students. Have confident students stand up if they are playing the part of server and act out as much as possible (taking notes of the order, clearing plates away, etc.). Nominate students to perform their role-plays for the rest of the class.

Optional Activities

Class menu

Tell the class that they have just opened a new restaurant in town. Take a vote to decide what kind of restaurant it should be (e.g., fast food, Italian). Brainstorm a menu and write it on the board, e.g.:

Class A Burger House!

Burgers:

cheeseburger, double cheeseburger, etc.

Drinks:

Milk shakes: vanilla, chocolate, strawberry

Coke, Pepsi, Tea, coffee, juice

Extras:

Onion rings, french fries, etc.

Books closed. Put students in small groups or pairs and have them improvise conversations using the menu on the board. With a higher-level class, brainstorm prices as well and write them too. If you do this, pre-teach *How much is that, please?* and *That comes to....* This type of role-play is fun as the class feels very involved, having produced the menu themselves. Fast-food restaurants are very popular with college-age students. Give feedback at the end of the activity and congratulate students who did their best and managed to refrain from slipping back into Japanese.

Dictation and Interview activity

Dictate the following questions to the class and have them write them down in a list.

What is your favorite foreign food?

(You may need to spell out *favorite* and *foreign*. Explain *favorite* to weak groups.)

What food do you really hate?

What is your favorite restaurant in Japan?

How many times in one month do you eat out?

(Explain that *eat out* means *eat in a restaurant*.)

What is your favorite drink?

What new food would you like to try for the first time?

Have students ask you the questions to start with to give examples and to make the questions clear to everyone.

Tell the class to interview three classmates (preferably ones they don't usually work with). They should ask the questions but only write one-word or short answers.

At the end of the activity, elicit some of the more interesting answers you heard as you monitored.

Activity

Read the instructions aloud. Put students in new pairs and allocate roles. Remind students to cover the *Conversation* and *Look and learn* sections to make the activity as free as possible. Model the pronunciation of the names of the food items before the students start.