

# USDOE English Literacy & Civics Education "Project Literacy Challenge" 2003-2004 grant project

## TIES (Total Immersion of English Strategies)

### ADULT ESOL LESSON PLANS

TOPIC LEVEL:	Restaurant Etiquette <b>High Intermediate / Advanced (Revised May 2006)</b>	SKILL:	Speaking/Listening – Grammar – Writing - Reading
<b>COMPETENCIES:</b> (Please use ESOL Curriculum checklists to list these)	<p><b>Speaking 66.01</b> Listen to conversations and respond appropriately.</p> <p><b>Speaking 68.03</b> Use appropriate rhythm and stress in sentences</p> <p><b>Speaking 73.0</b> Demonstrate English Skills necessary for effective interpersonal communication</p> <p><b>Speaking 73.02</b> Identify and explain common problems and solutions</p> <p><b>Speaking 83.0</b> Demonstrate English skills necessary to listen and speak effectively</p> <p><b>Speaking 83.01</b> Listen and follow direction</p> <p><b>Speaking 83.02</b> Demonstrate ability to paraphrase words or ideas in conversations</p> <p><b>Reading 83.06</b> Utilizing new vocabulary by context</p> <p><b>Reading 83.08</b> Demonstrate the ability to use the dictionary</p> <p><b>Writing 83.14</b> Write a paragraph focusing on one topic</p> <p><b>Grammar 67.04</b> Construct simple sentences</p>	<b>CULTURAL FOCUS:</b>	Everybody has to eat, and every now and then, people go out to eat, it is an important part of the American culture. However, not only do people go to a restaurant, look at a menu, and order food. Everybody also needs to know how to use good manners or proper etiquette in a restaurant environment. ESOL students will learn the skills necessary to successfully use proper etiquette in a restaurant setting.
<b>CLASSROOM PROCEDURES:</b>	<p><b>Initiate Topic Discussion Question:</b> What do you already KNOW about American dining etiquette?" Instructor writes on the board.</p> <ul style="list-style-type: none"> <li>- What do you think are both proper and poor etiquette practices?</li> <li>- Cultural differences – What is the considered good etiquette in a restaurant setting in your country and good etiquette in US, are they the same or different? Write a paragraph on etiquette differences, what is acceptable behavior in your country and considered good etiquette. Use specific reasons and examples to support your answer. Their paragraphs should include title, topic sentence, support, and conclusion. Thereafter, an open discussion concerning the topic whereby some students will read their completed comments concerning the subject.</li> </ul> <p><b>Handout - Etiquette Discussion questions (A)</b></p> <p><b>Eating Styles and Differences</b> Teacher will give a brief visual demonstration and explain the differences between American style and the European or Continental style of eating</p> <p><b>Handout B – Which hand left or right?</b></p> <p><b>Interpersonal Communication</b> <b>Restaurant Etiquette Vocabulary, Terminology and Phrases:</b></p> <ol style="list-style-type: none"> <li>1. Teacher will assess prior knowledge of etiquette in a restaurant vocabulary</li> <li>2. Teacher will elicit and write on the board etiquette-related terminology</li> <li>3. Student can take turns reading explanation of meanings</li> </ol> <p><b>Handout - vocabulary list (C)</b></p>	<b>GRAMMATICAL FOCUS:</b>	Declarative – interrogative-imperative-exclamatory Active voice/passive voice

	<p><b>Job Descriptions of restaurant personnel</b>  U.S. Department of Labor Bureau –www.bls.gov  <b>Handout - phrase list (D)</b></p> <p><b>Role Play- Pair activity -using etiquette in a restaurant situation</b>  Teacher will demonstrate correct behavior and students will role play  <b>Handout (E)</b></p> <p><b>Etiquette Before Sitting</b>  What are the Do's and Don't when making reservation?  <b>Handout (F) – Part A</b>  What are the Do's and Don't Before Sitting  <b>Handout (F) – Part B</b></p> <p><b>Etiquette While Ordering</b>  There is Order to Ordering  <b>Handout G</b></p> <p><b>Etiquette During A Meal</b>  Do's and Don't while eating  <b>Handout H</b></p> <p><b>Etiquette After you finished</b>  Check Please  <b>Handout I</b></p> <p><b>Etiquette at the End of the Meal</b>  How much should I tip?  <b>Handout J</b></p> <p><b>Etiquette taking children to a restaurant</b>  12 Tips for Dining out with Children  <b>Handout K</b></p> <p><b>Etiquette, When it is not Used –problems cell phones, children etc.</b>  Behaving Badly, an article written by Christina Waters  <b>Handout L</b></p> <p><b>Community Activity</b>  1. Student with a team member will visit an American style restaurant and order. Utilizing the information taught inside the classroom concerning etiquette. Student will order - the minimum is a beverage and dessert. Maximum a complete meal. Student is to bring receipt as proof of the assignment  2. Student will keep a journal for new words they encounter during this assignment  3. After having the opportunity to take their classroom learning activities outside the classroom, write a paragraph or orally present a" How they felt using the etiquette techniques taught in class. What did they learn?"  <b>Handout (M) Restaurant Etiquette Questionnaire Form</b></p>		
<b>TEXT BOOKS:</b>	Longman Dictionaries	<b>PRONUNCIATION:</b>	Rhythm, stress and intonation, of English language

<b>MATERIALS/ ADDITIONAL RESOURCES:</b>	<a href="http://www.bls.gov">www.bls.gov</a> <a href="http://www.albany.edu/~mp2358/">www.albany.edu/~mp2358/</a> <a href="http://www.fsu.edu/~success/tips/dining.htm">www.fsu.edu/~success/tips/dining.htm</a> <a href="http://www.buranoisland.com/indexLink/indexTABLESETTING.htm">www.buranoisland.com/indexLink/indexTABLESETTING.htm</a>	<b>VOCABULARY:</b>	<ul style="list-style-type: none"> <li>- See vocabulary sheets</li> <li>- Student will keep a language journal to list new words they encounter for this project.</li> </ul>
<b>COMMUNITY RESOURCES:</b>	<p>American Style restaurants  Speaking English, ordering food and practicing etiquette techniques  Apply classroom learning skills outside the classroom environment</p>	<b>EVALUATION:</b>	<ul style="list-style-type: none"> <li>-Students will be evaluated individually through a variety of methods including formal written papers and responses to questions,</li> <li>-Students' and groups will be evaluated through oral presentations, and participation in class.</li> <li>-Students will be provided exercises, practices, small and large group activities, and oral presentations to help students overcome problems in oral communications.</li> <li>-The role-play are graded with participation points</li> <li>- Language journal – student will present their new words they encountered for this project.</li> </ul>

Lesson Plans by: Jacqueline MacGregory Date: June 1, 2004  
Instructor's Name