

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

TIES (Total Immersion of English Strategies)

ADULT ESOL LESSON PLANS

TOPIC LEVEL:	Eating in a Restaurant – How to Order High Intermediate / Advanced (Revised May 2006)	SKILL:	Grammar, Reading, Speaking, Writing
COMPETENCIES: (Please use ESOL Curriculum checklists to list these)	<p>Speaking 66.01 Listen to conversations and respond Appropriately.</p> <p>Speaking 68.03 Use appropriate rhythm and stress in sentences</p> <p>Speaking 73.0 Demonstrate English Skills necessary for effective interpersonal communication</p> <p>Speaking 73.02 Identify and explain common problems and solutions</p> <p>Speaking 83.0 Demonstrate English skills necessary to listen and speak effectively</p> <p>Speaking 83.01 Listen and follow direction</p> <p>Speaking 83.02 Demonstrate ability to paraphrase words or ideas in conversations</p> <p>Reading 83.06 Utilizing new vocabulary by context</p> <p>Reading 83.08 Demonstrate the ability to use the dictionary</p> <p>Writing 83.14 Write a paragraph focusing on one topic</p> <p>Grammar 67.04 Construct simple sentences</p>	CULTURAL FOCUS:	Eating out in restaurant is an important part of the American culture. ESOL students will learn the skills necessary to successfully order food from an American style restaurant
CLASSROOM PROCEDURES:	<p>Initiate Topic Discussion Question/Cultural Differences: How many have had the opportunity to order food from an American style restaurant? Not a fast food restaurant. Have students write a paragraph of why or why not. Include why some people prefer to eat at restaurant. While others prefer to prepare and eat food at home. Which do you prefer? 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.</p> <p>Handout - Discussion questions (A)</p> <p>Interpersonal Communication</p> <p>Step One: Build Vocabulary and Phrases:</p> <ol style="list-style-type: none"> 1. Teacher will assess prior knowledge of restaurant vocabulary 2. Teacher will elicit and write on the board ordering-related terminology <p>Handout (B) - vocabulary list - student will use dictionary to define words</p> <p>Step Two:</p> <ol style="list-style-type: none"> 1. Teacher will elicit and write on the board, "ordering in the restaurant phrases." <p>Handout (C)- phrase list</p> <p>-Students practice food and restaurant vocabulary by talking to each other</p> <p>-In all exercises teacher will model pronunciation, students will repeat in unison.</p>	GRAMMATICAL FOCUS:	Declarative – interrogative-imperative-exclamatory Active voice/passive voice

Differences between breakfast, lunch, dinner

- Teacher will show authentic American style menus. Ask question on differences between breakfast, lunch, dinner, snack and dessert
- Student will draw on paper plates their favorite meal followed by discussion

Handout– (D)**Using the Computer (Outside the classroom Assignment)**

- Student will read ordering from a restaurant dialogue, answer questions and check their work on the computer

www.esl-lab.com.rescr1.htm

<http://esl.about.com/library/listening/blrestorder.htm>

Handout (E) Part A – Teachers’ copy – Part B students’ copy**Vocabulary and Reading Practice**

Student will practice “ordering vocabulary words” before reading “ordering script” with vocabulary words inserted.

Handout (F) Part A Phrases - Part B Phrases used in sentences**Using the Computer and Role Play**

- Using a computer, students will access an internet site pertaining to ordering in a restaurant.
- Each student must visit at least three on line restaurants.
- For each restaurant visited, the students list the name, the food they order, and the price if listed.
- They also take notes of new vocabulary words.
- Teacher will lead a discussion how to order in a restaurant
- Students ask and answer questions about food and prices for food.
- Student role play a scene in a restaurant.
- Students practice ordering food in a restaurant.

Handout - (G)**Handout - (H) Student Evaluation Dramatization Grading Rubric****Presentation of a Restaurant-Based Skit****Learning English with Laughter- Pre-Skit Preparation**

- This skit is to ensure ridding our students of the last visage of fearing to order in a restaurant by being creative.

Skit preparation –Create a 3-4 minute dialogue skit in English

Skit rehearsal – Working together as a team and practice

Skit performance – Actual performance

Handout – (I)**1. Review of vocabulary**

2. Concentration Game –Pair activity. Teacher will hand out sheets showing items you would find on restaurant table. Student will look at picture for about half a minute turn sheet over and then try to write the names of the items on sheet provided without names of items

Handout – (J) Part A & B)

3. Matching Game –teacher will cut out section and have student match what a waiter/waitress would say to a guest and how the guest would answer

Handout – (K)**Skit Evaluation Rubric****Handout – (L)**

