Topic: FOOD & ORDERING AT A RESTAURANT

Food plays such an important role in many cultures. It provides a comfort to many people, especially when they are living outside of their culture. Cooking and eating food from traditional cultures is something many migrants and refugees can do to make themselves feel at home in Australia. We are lucky to be able to experience such a variety of wonderful international food and I’m sure you may learn a lot from your student on this topic. You can use this lesson plan in conjunction with the lesson plan on gardening and cooking.

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</tr>
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<td></td>
<td>2. Sample Dialogue</td>
<td>3) I’d like the bill please.</td>
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| Ordering take-away food | 1. Warm-up questions | Can I have a sandwich with cheese, lettuce and tomato please? |
| | 2. Vocabulary | I’d like an apple juice |
| | 3. Structures | a Portuguese tart |
| | | Do you have banana smoothies? |
| | 4. Sample Dialogues |  |

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**Warm-up questions**

1) Do you like to cook? Why or why not?

2) Are you a vegetarian?

3) What is your favorite food?

4) How often do you eat in a restaurant?
   - Where do you usually go?
   - Who do you usually go with?
   - What do you order?
5) Do you have a favorite bar or café or restaurant? If so, where is it? Why do you like it?

6) What is the cheapest place to eat that you know?
   - About how much is a meal?
   - Where is it?

7) What is the most expensive restaurant that you have ever been to?
   - What did you eat there?
   - When did you go?

8) Do you like to try new food and drinks? Have you ever been to an Indian/Chinese/Italian restaurant?

**Vocabulary**

<table>
<thead>
<tr>
<th>Meat</th>
<th>Seafood</th>
<th>Vegetables</th>
<th>Fruit</th>
<th>Herbs &amp; Spices</th>
<th>Grains</th>
<th>Drinks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beef</td>
<td>Prawns</td>
<td>Asparagus</td>
<td>Apple</td>
<td>Cinnamon</td>
<td>Flour</td>
<td>Water</td>
</tr>
<tr>
<td>Chicken</td>
<td>Fish</td>
<td>Beans</td>
<td>Avocado</td>
<td>Basil</td>
<td>Wheat</td>
<td>Alcohol</td>
</tr>
<tr>
<td>Lamb</td>
<td>Mussles</td>
<td>Bok Choy</td>
<td>Banana</td>
<td>Pepper</td>
<td>Pasta</td>
<td>Beer</td>
</tr>
<tr>
<td>Veal</td>
<td>Oysters</td>
<td>Broccoli</td>
<td>Blackberries</td>
<td>Parsley</td>
<td>Rice</td>
<td>Wine</td>
</tr>
<tr>
<td>Pork</td>
<td>Crab</td>
<td>Cabbage</td>
<td>Blueberries</td>
<td>Rosemary</td>
<td>Bread</td>
<td>Juice</td>
</tr>
<tr>
<td>Turkey</td>
<td>Lobster</td>
<td>Capsicum</td>
<td>Cherries</td>
<td>Thyme</td>
<td>Noodles</td>
<td>Milkshake</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Carrots</td>
<td>Grapefruit</td>
<td>Cumin</td>
<td></td>
<td>Smoothie</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cauliflower</td>
<td>Grapes</td>
<td>Tumeric</td>
<td></td>
<td>Soft drinks:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Celery</td>
<td>Kiwi fruit</td>
<td>Paprika</td>
<td></td>
<td>coke</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Corn</td>
<td>Lemon</td>
<td>Mint</td>
<td></td>
<td>lemonade</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cucumber</td>
<td>Orange</td>
<td>Ginger</td>
<td></td>
<td>soda water</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Garlic</td>
<td>Passionfruit</td>
<td></td>
<td></td>
<td>mineral water</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lettuce</td>
<td>Peach</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>Mushrooms</td>
<td>Pear</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Onions</td>
<td>Pineapple</td>
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<tr>
<td></td>
<td></td>
<td>Peas</td>
<td>Plum</td>
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<tr>
<td></td>
<td></td>
<td>Potato</td>
<td>Raspberries</td>
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<tr>
<td></td>
<td></td>
<td>Rocket</td>
<td>Rockmelon</td>
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<tr>
<td></td>
<td></td>
<td>Spinach</td>
<td>Strawberries</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Sweet potato</td>
<td>Tomato</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Watermelon</td>
<td></td>
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</tbody>
</table>

**Verbs:**
- Bake
- Boil
- Fry
- Grill
- Roast
- Stew
- Steam
- Poach

**Types of Restaurants:**
- a-la-carte: entrée/main course/dessert
- buffet
- take-away
- fast food
- sandwich shop
- café
1. Reading a menu

Collect some take-away menus from different restaurants and check your student’s comprehension. Then introduce food vocabulary (nouns).

1) Allow time for your student to practice pronunciation as he/she may have difficulty with certain sounds or certain words.
2) Ask your student if they know which country the food on that menu is from. Ask how they knew, was there something that gave it away i.e. pasta on an Italian menu. If they did not guess explain the different common international food and restaurants we have in Sydney, what makes that country’s food different and some of the typical dishes.
3) Ask your student to group the words from the menu into categories like Meat, Vegetables, Fruits, Spices, etc. as is shown in the table above.
4) Go over the menu with your student and teach menu reading by explaining the common three courses we use: entrée, main course and dessert.

Entrée / starter
These are small portions of food, usually as a start to the meal while you are waiting for the bigger or main meal.

Main course
The larger, main dish that is the focus of the meal.

The verbs in the vocabulary section can be practiced here as they are often used for main course: baked, boiled, fried, grilled, poached, steamed, roasted, and stewed.

For example, grilled salmon, roast beef. (verb-ed + meat/vegetable/seafood).

Dessert
Is usually a sweet dish to eat after your meal, sometimes with coffee, tea or sweet alcohol (liqueur).

2. Introduce Structures for ordering food at a restaurant

We always use would like… in ordering.

- This expression, which is often contracted to ‘d like, means want, though it is "softer," less direct, and much more polite. It is followed by an infinitive or a noun. For example:

<table>
<thead>
<tr>
<th>Sentences with want</th>
<th>Sentences with would like</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want more coffee. (rude)</td>
<td>I’d like some more coffee please. (less direct, more polite)</td>
</tr>
<tr>
<td>Do you want to come with us? (direct)</td>
<td>Would you like to come with us? (less direct, more polite)</td>
</tr>
<tr>
<td>I want to say something. (very direct)</td>
<td>I would like to say something please. (less direct, more polite)</td>
</tr>
</tbody>
</table>

- It’s important to explain to the student that the word “like” in “would like” does not mean the antonym of “hate”. The following are good examples to show the difference

1) --- Do you like tea?
--- Yes, I do.
--- Would you like some now?
--- No, thank you. Not now.
2) I like oranges. (in general)
I’d like an orange, please.
‘Please’ and ‘Thank you’

Whilst you are teaching your student conversational English it is important to remember that, particularly in spoken English, we use please and thank you in most sentences (generally a lot more than in other languages). This may not be common in your student’s native language, and may be seen as unnecessary without being rude, so they may leave it out of many sentences or in discussion with people in English. To prevent your student unintentionally offending someone by leaving out ‘please’ and ‘thank you’ please explain the use of these terms to them.

i.e. if we are sitting at a dinner table and we would like something from the other end of the table we would say “would you mind please passing me the …..” or “could you please pass me the …..”. We would even use this in the most informal setting such as in the home. We would never just say “pass me the ….”

Speakers of some languages might find all these niceties unnecessary if they directly translate and in their native language the equivalent of “pas me the …” would be acceptable and not be considered rude. So it is important to explain this to your student and you might find you will need to raise this again in other contexts, not just in relation to ordering food.

**Exercise: Which is right? Cross out the incorrect start to the sentence.**

1. Do you like / Would you like a cup of tea? --- Yes, please.
2. Do you like / Would you like bananas? --- Yes, I love them.
3. Do you like / Would you like an ice-cream? --- No, thank you.
4. What do you like / would you like to drink? --- A glass of water, please.
5. Do you like / Would you like to go out for a walk? --- Not now. Perhaps later.
6. I like / I’d like tomatoes but I don’t eat them very often.
7. What time do you like / would you like to have dinner this evening?
8. Do you like / Would you like something to eat? --- No, thanks. I’m not hungry.
9. Do you like / Would you like your new job? --- Yes, I’m enjoying it.

Would you like …? = Do you want …?

“Would you like + noun” is used to offer things. The answers are usually “Yes, please” or “No, thanks”.

For example: --- Would you like a chocolate?

---Yes, please.

“Would you like + infinitive” means to invite somebody

For example: --- Would you like to have dinner with us on Sunday?

---Yes, I’d love to.

Note:

1) when would like is contracted to ‘d like (I’d like, you’d like, she’d like, etc.), the contraction for would is very difficult to hear.

2) In casual conversation, the end of would often combines with the beginning of you to make a new sound. As a result, would you sounds something like “wouldja”.

For example: Wouldja like some coffee? = Would you like some coffee?

**Exercise: Role Play.** Ask your student to read the menu again. You and your student play the role of waiter and diner in turn, using:

Waiter: “What would you like to order today?”

Diner: “I’d like…”

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3. Other useful structures and what to expect from the waiter/waitress.
Besides equipping your student with the vocabulary and structures to converse, it’s equally important to teach him/her what to expect from a waiter/waitress. The following table gives an idea about what is usually involved on both sides.

<table>
<thead>
<tr>
<th><strong>Waiter/waitress</strong></th>
<th><strong>Diner</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>Welcome to …</td>
</tr>
<tr>
<td>Give the menu</td>
<td>Here are your menus.</td>
</tr>
</tbody>
</table>
| Tell the special of the day (optional) | 1) Today’s special is …  
2) I’d recommend | Ask for recommendation |
| Give customer some time to look at the menu | I’ll be back to take your order in a minute. | Read the menu |
| Take orders         | Are you ready to order? | Give orders |
| Ask if the customer wants an entree | 1) Would you like an entree?  
2) Any entrées for you, or just the main? | Yes please.  
No, thanks. |
| Confirm orders      | OK, 1) so that’s …  
2) so you’ve ordered …  
I’ll take your menus. | Confirm orders |
| Ask how the meal was | 1) How was everything?   
2) Did you enjoy it? | 1) Great! I loved it.   
2) Delicious. Thanks. |
| Ask if the customer wants dessert | 1) Would you like anything for dessert?   
2) Any dessert for you? | Yes please.  
No, thanks. |
| Ask for the bill    | | 1) Bill please  
2) Could we get the bill please?  
3) I’d like the bill please. |
Sample Dialogue

Waiter: Welcome to Antico's. Here are your menus.
Customer: Have you got any specials today?
Waiter: Yes. Today's special is grilled salmon. I'll be back to take your order in a minute.

Waiter: Are you ready to order?
Customer 1: Yes. I'd like the prawn spaghetti please.
Waiter: Would you like anything for entrée?
Customer 1: No thank you, we're just going to have mains tonight.
Waiter: Ok sure, and you?
Customer 2: I'll have the veal casserole with vegetables and mashed potato please.
Waiter: Would you like anything to drink?
Customer 1: I'll have a coke, please.
Waiter: And for you?
Customer 2: Just water, please.
Waiter: OK. So that's one prawn spaghetti, one veal casserole with vegetables and mashed potato, one coke, and one water. I'll take your menus.

Waiter: Here is your food. Enjoy your meal.

Waiter: How was everything?
Customers 2: Delicious, thanks.
Waiter: Would you like anything for dessert?
Customer 1: No, just the bill please.

4. Ordering Take-away Food

Warm-up questions
1) What are popular take-away foods here and in your country of origin? Why are they popular?
2) What is your favorite take-away food?
3) How often do you have pizza/hamburgers/ fish and chips?
4) What is your favorite pizza topping?
5) Have you ever called for pizza home delivery?

Vocabulary
Hamburger
Noodles
Sandwich
Fish and chips
Pizza
Toppings (get a menu from a Pizza shop and talk about the different toppings)

Structures for ordering take-away food
1) Can I have a sandwich with cheese, lettuce and tomato please?
   I'd like an apple juice
   a Portuguese tart
2) Do you have banana smoothies?

You will also need to teach the student what to expect from the server, as is highlighted in the following dialogues.
Example Dialogue 1: Ordering a sandwich

A: Who's next?
B: Me. Can I have a sandwich with cheese and tomato please?
A: White or brown bread?
B: Brown please.
A: Butter?
B: Yes please
A: Do you want salt and pepper?
B: Just a little bit please.
A: Anything else with that?
B: Do you have banana smoothies?
A: Yes. Anything else?
B: No Thank you, that's all.
A: Right that's $9.

Dialogue Example 2: Ordering a pizza over the phone

A: Hello, Jim’s Pizza shop how can I take your order?
B: Yes. I’d like one large Supreme Pizza and one small Hawaiian.
A: What crust would you like?
B: Classic crust please.
A: Classic crust for both?
B: Oh, no. The classic crust for the Supreme pizza and thin and crispy for Hawaiian.
A: Anything else?
B: No. That’s all.
A: Ok. Is it for take-away or home delivery?
B: Take-away please.
A: That’ll be & $19. Your pizza will be ready in 40 minutes.
B: Thanks. Bye.

5. Cultural Information: Tipping
One of the cultural differences that many students have to deal with is the concept of "tipping." In some countries waiters/waitresses are not tipped. The gratuity is included in the cost of the food.

1) Start by talking about whether waiters/waitresses are tipped in the student’s country of origin.

2) Introduce the concept of tipping: Most people will tip in a restaurant; you don't need to tip in fast food restaurants; how much is considered appropriate tipping (in Australia generally 10%).

3) How to tip?
   - If you are paying with cash
   - If you pay with a credit card
6. Extension: Talk about food

I. Describing food

**Vocabulary: Adjectives**

1. Match foods with the right tastes.

<table>
<thead>
<tr>
<th>Food</th>
<th>Taste</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honey</td>
<td>Bitter</td>
</tr>
<tr>
<td>Coffee</td>
<td>Sour</td>
</tr>
<tr>
<td>Soy sauce</td>
<td>Sweet</td>
</tr>
<tr>
<td>Lemon</td>
<td>Spicy</td>
</tr>
<tr>
<td>Chilli</td>
<td>salty</td>
</tr>
</tbody>
</table>

2. Go over the adjectives below with your student and explain the new vocabulary. Then ask your student to put the adjectives in the correct groups. Use food items that will be relevant to them.

<table>
<thead>
<tr>
<th>bland</th>
<th>sweet</th>
<th>green</th>
<th>sour</th>
<th>Round</th>
<th>Spicy</th>
<th>Hot</th>
<th>cold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oval</td>
<td>savoury</td>
<td>Soft</td>
<td>Crumbly</td>
<td>Creamy</td>
<td>Delicious</td>
<td>tasteless</td>
<td>crunchy</td>
</tr>
<tr>
<td>Oily</td>
<td>Crispy</td>
<td>Hard</td>
<td>Fluffy</td>
<td>salty</td>
<td>Chewy</td>
<td>Disgusting</td>
<td>bitter</td>
</tr>
</tbody>
</table>

**Food**

<table>
<thead>
<tr>
<th></th>
<th>Taste</th>
<th>Shape</th>
<th>Colour</th>
<th>Texture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avocado</td>
<td>savoury</td>
<td>round</td>
<td>green</td>
<td>Soft</td>
</tr>
</tbody>
</table>

**Structures**

1. To describe food, we can use
   - It is + colour / shape /texture
   - It smells ...
   - It tastes ...

**Exercise**

1) Ask the student to use as many adjectives as possible to describe the food listed below (you can add or swap words to suit your students diet).

- honey
- ice cream
- bananas
- coffee
- butter
- cheese
- cake
- milk
- pepper
- beer
2) Take turns with your student to make sentences about particular food on the list and have the other guess what you or your student is describing. Example: It tastes sweet and creamy.

2. To talk about likes and dislikes
   I like/love + food  I like bananas
   I don’t like + food  I don’t like apples

Use plural forms for countable nouns and singular form for uncountable ones.
For example: I like red wine. I love onions.
   I don’t like spicy food.

Use the food vocabulary (nouns) to talk about countable and uncountable nouns. Countable nouns refer to things that we can count. Such nouns can take either singular or plural form. Uncountable nouns refer to things that we cannot count. Such nouns take only singular form. Abstract nouns are uncountable. However, some concrete nouns are uncountable (when understood in their undivided sense). For example, I would like some rice.

Exercise: Use the food vocabulary to talk about the food he/she likes and dislikes and why. For example: I don’t like coffee because it is bitter.

3. For high level students
   o Food expressions.
     Use the following words and phrases to fill the gaps.

As nice as pie  full of beans  not my cup of tea  nuts

1) I think our teacher is __________________________. She is very kind and patient.
2) I don’t enjoy learning English pronunciation. It’s ___________________________.
3) I know someone who is completely __________________________. He’s mad!
4) I am always __________________________. I’m very energetic and full of life.

o More conversation topics: favorite food and restaurants, table manners, connection between food and health, cooking as a hobby.

o Writing: My favorite Restaurant

Use the words below to fill in gaps

Favorite / table cloth / go / few / corners / delicious / order / restaurant / pleasant / but / quick / lovely

I like to eat out and I go to a (1)__________________________ for dinner twice a week. I usually (2)__________________________ with my husband, Bill.

Our (3)__________________________ restaurant is an Indian restaurant in Cleveland Street in Surry Hills. It is not very big (4)__________________________ it is always busy. There are only a (5)__________________________ tables in the restaurant and there is a white (6)__________________________ on each table. There is also a
vase with (7)________________ flowers on each table. There are plants in
the (8)____________________. We usually (9)___________________ hot
curries and eat them with rice. The food is (10)____________________ so we
enjoy it very much. The service is (11)____________________ and friendly.
Bill and I always have a (12)____________________ evening at our favorite
restaurant.

2) Go over the above passage with your student and divide it into sections:
Introduction, Location, Settings, food, service and summary. Then ask your
student to write about his/her favorite restaurant.