

The Maitre d'

Not Your Usual Kind of Restaurant

Student A: Waiter/Waitress

1. Welcome to _____'s Restaurant. May I take your order?
(Tell me a classmate's name)
3. I see. Would you like some _____ to go with that?
(Tell me a kind of food)
5. We have cream of _____ and _____ chowder.
(Tell me a vegetable) (Tell me an animal)
7. We sure do. Would you like to order the main course now?
9. OK. And would you like _____ to go with that?
(... a snack food)
11. Yes, that's our speciality. Would you like a (an) _____ salad?
(... a plant)
13. No problem. What would you like to drink?
15. Should I put some _____ in it?
(... a thing in a refrigerator)
17. We have _____ pie, _____ cookies and _____ ice cream.
(... an insect) (... a spice) (... a seafood)
19. Of course. How many pieces would you like?
21. _____ ! Well, please have a(n) _____ dinner.
(... an expression of surprise) (... an adjective)



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Student B: Customer

2. Yes, thanks. I'd like to begin with a basket of fried _____s .
(Tell me an insect)

4. Sure. Also, what kind of soup do you have?

6. Do you have any _____ soup?
(Tell me an animal) (Tell me a body part)

8. Yes, I would like to have a(n) _____ steak.
(... an adjective) (... an animal)

10. No, thanks. Do you have any _____ bread?
(... a color) (... a vegetable)

12. Yes, please! May I have some _____ dressing on it?
(... a language)

14. I'd like a (an) _____ glass of _____ .
(... an adjective) (... a liquid)

16. Yes, please. Also I'd like some dessert.

18. Do you have any _____ cake?
(... an insect)

20. Oh, I'll have _____ pieces, please.
(... a number)

22. I'm sure I will. Everything sounds so delicious!






The Maitre 'D

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Student A: Waiter/Waitress


1. Welcome to _____ Restaurant. May I take your order? (Fill in a restaurant name)
3. I see. Would you like some _____ to go with that? (Fill in a kind of food)
5. We have steams of _____ and _____ chowder. (Fill in a vegetable) (Fill in an animal)
7. We use do. Would you like to order the main course now?
9. OK. And would you like _____ to go with that? (Fill in a drink)
11. Yes, that's our specialty. Would you like a (an) _____ salad? (Fill in a fruit)
13. No problem. What would you like to drink?
15. Should I put some _____ in it? (Fill in a refrigerator)
17. We have _____ pie, _____ cookies and _____ ice cream. (Fill in an animal) (Fill in a fruit) (Fill in a vegetable)
19. Of course. How many pieces would you like?
21. _____! Well, please have a(n) _____ dinner. (Fill in an expression of surprise) (Fill in an adjective)



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Student B: Customer

2. Yes, thanks. I'd like to begin with a basket of fruit. (Fill in an animal)
4. Sure. Also, what kind of soup do you have?
6. Do you have any _____ soup? (Fill in an animal) (Fill in a body part)
8. Yes, I would like to have a(n) _____ steak. (Fill in an adjective) (Fill in an animal)
10. No, thanks. Do you have any _____ bread? (Fill in a vegetable) (Fill in an adjective)
12. Yes, please! May I have some _____ dressing on it? (Fill in a vegetable)
14. I'd like a (an) _____ glass of _____. (Fill in an adjective) (Fill in a liquid)
16. Yes, please. Also I'd like some dessert.
18. Do you have any _____ cake? (Fill in an adjective)
20. Oh, I'll have _____ pieces, please.
22. I'm sure I will. Everything sounds so delicious!



1. Student ability: Beginner ~ Low Advanced
2. Approximate length of lesson: 15+
3. Number of students necessary: 2+
4. Preferred age/maturity: JHS, HS, College, Adult
5. Type of lesson: Pair Work

Language Target: Simple present tense practice, using articles, count vs. non-count nouns and singular vs. plural nouns.

Setting Up: Say to the class: "Tell me a vegetable."
Write the vegetable on the board.

Then say, "Tell me an insect."
Write the name of the insect on the board.

Say: "Tell me a number."
Write the number on the board.

Say: "Tell me something that is in a refrigerator."
Write this on the board.

Invite some of the students to make the request, for example, they might say: "Tell me an animal."

Continue until the pattern is solid.

Getting Started: Pair the students and give one of them Worksheet A (the waiter or waitress) and the other Worksheet B (the customer). Students should only ask their partners for the blank spaces at first. They should not read the sentences yet, only collect the information that's missing.

After all of the information has been written, Student A begins by reading #1 from Worksheet A. Student B responds by reading #2 from Worksheet B. Students will be amused by the unusual menu items that are offered here. Expect a few giggles as the very odd dialogue occurs between the waiter and the customer.

Variation 1: Encourage pairs of students read their scripts to another pair or to the rest of the class (this is really fun!).

Variation 2: All Worksheet A students remain in their seats while Worksheet B students rotate one to the right. This way, new pairs are formed. Have the students read through the Maitre d' again – this time they'll have a whole new conversation.

Variation 3: Use the silliness of this lesson to reinforce the rules concerning count and non-count nouns, singular vs. plural forms and the use of articles "a" and "an."

Building Fluency: Using the worksheet as a model, students (in pairs) create a more realistic scene in a restaurant. It's a good

idea to point out the difference in meaning between "Do you like..." vs. "Would you like... ." who can't wink with his or her left and right eye?"

Similar Lessons:

The Doctor's Office

Lesson Collection Set #5 – Lesson 12

A Call to Santa

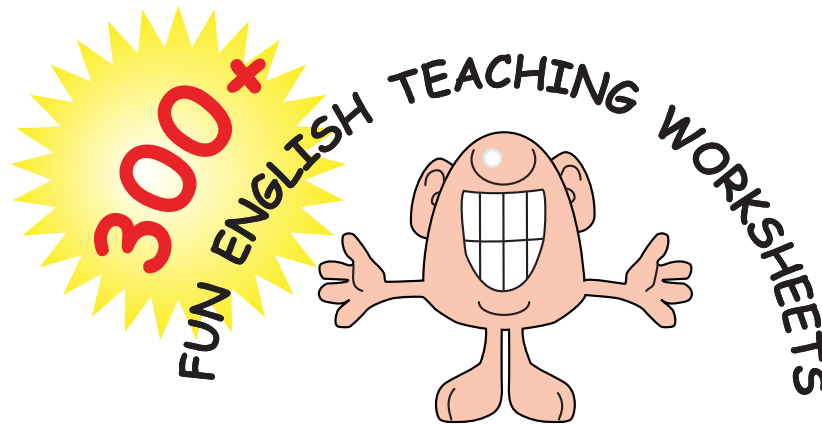
Lesson Collection Set #2 – Lesson 19

Cupid's Solution

Lesson Collection Set #3 – Lesson 2 and

The Lost City of Ohmygosh!

Lesson Collection Set #3 – Lesson 11



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