

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 snack 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?
(Tell me a seafood)
11. Yes, that's our speciality. Would you like a / an _____ salad?
(Tell me a plant)
13. No problem. What would you like to drink?
15. Should I put some _____ in it?
(Tell me a thing in a refrigerator)
17. We have _____ pie, _____ cookies and _____ ice cream.
(Tell me an insect) (Tell me a spice) (Tell me a seafood)
19. Of course. How many pieces would you like?
21. _____! Well, please have a(n) _____ dinner.
(Tell me an expression of surprise) (Tell me 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 / an _____ steak.
(Tell me an adjective) (Tell me an animal)

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

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

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

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

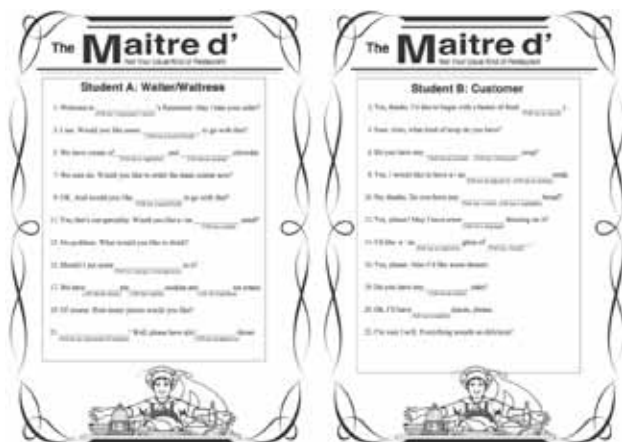
18. Do you have any _____ cake?
(Tell me an insect)

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

22. I'm sure I will. Everything sounds so _____ !
(Tell me a negative adjective)



The Maitre d'



Student ability: **High beginner ~ Intermediate**
Approximate length of lesson: **15+**
Number of students necessary: **2+**
Preferred age/maturity: **JHS ~ Adult**
Type of lesson: **Pair work activity**

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

Setting Up: The teacher says to a student: **Tell me a vegetable.**

The student says, for example: **Carrot.**

Write **carrot** on the board then say: **Tell me an insect.**

Student B: Cockroach.

Write **cockroach** on the board then say: **Tell me a number.**

Student C: Fifty-nine.

Write **59** on the board.

Invite students to make the request. They might say, for example: **Tell me an animal. Tell me a boy's name. Tell me a word that begins with the letter R. Tell me a body part,** etc.

Continue until the students understand the kind of questions and answers that will be used in this lesson.

Getting Started: In pairs, one student receives a copy of **Worksheet A** (the waiter or waitress) and the other receives a copy of **Worksheet B** (the customer).

Part 1 (gathering information): Students **do not read** the dialogue yet. That will happen in Part 2 (see below).

At first, they only concentrate on the blank lines on the worksheets under which is written: **Tell me a ...**

Student A begins by asking her partner: **Tell me classmate's name.**

Student B says, for example: **Denise.**

Student A writes **Denise** on the appropriate line on her worksheet.

Now **Student B** says: **Tell me an insect.**

Student A says, for example: **Butterfly.**

Student B writes **butterfly** on his worksheet

Student A then says: **Tell me a kind of food.**

Student B says, for example: **Steak.**

They continue asking each other for information until all of the blank spaces have been filled out on both worksheets.

Part 2 (reading): After all of the information has been written, **Student A** begins by reading #1 on her worksheet followed by **Student B** reading #2 from his worksheet.

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.

Students read through **the Maitre d'** again – this time, half of the conversation will be brand new.

Variation 3: Use 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 1: 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...**

Building Fluency 2 : This could be an ideal way to begin a discussion about working (part time) as a waiter or waitress.

Students could share some of their experiences, either as a customer in a restaurant or as part of the staff.

Building Fluency 3: Students could discuss some of the odd or strange food they have either eaten or heard about.

Similar Lessons:

The Lost City of Ohmygosh

(Lesson Collection Set 3 – Lesson 11a)

The Doctor's Office

(Lesson Collection Set 3 – Lesson 11c)

A Call to Santa

(Holiday Collection Set – Christmas 01)

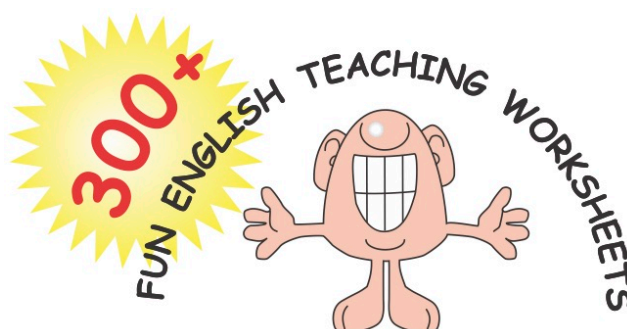
Cupid's Solution

(Holiday Collection Set – Valentines 02)

Trick or Treat

(Holiday Collection Set – Halloween 03)

Contributed by Kurt Scheibner



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Bring smiles to your classes

