

Buon appetito!

Activities

- Ⓔ or Ⓒ 10.1 Ordering a meal pages 88–93
- Ⓔ 10.2 Likes and dislikes pages 92–93
- Ⓔ 10.3 Revision of vocabulary pages 88–93

10.1	Objectives Practice of the language needed for eating out – ordering a meal, asking about specific items on the menu, paying compliments.
	Materials Menus (from page 88 or any available authentic menu).

1. First of all teach any new vocabulary on the menu to be used.
2. Give each of your learners a menu and ask them to imagine they are in a restaurant. It helps if the room is laid out to look like a restaurant.
3. Their objective is simply to order a complete meal from the menu and something to drink and to ask about any of the dishes listed. They should be encouraged to use social formulae such as **scusi, per favore, grazie, prego, buon appetito, cin cin,** etc. and 'help' phrases such as **può ripetere, non capisco,** etc.

This activity can be carried out in various ways, depending on the size and composition of the group:

- Everyone sits round a large table and you take the role of waiter/waitress. You are the one who takes orders, confirms orders and answers queries.
- In groups of four or five, learners sit round several small tables. You take the role of waiter/waitress and take orders, etc. as above. While you interact with one group, the others discuss likes and dislikes (Activity 10.2) and/or invent identities for themselves and exchange information as on a social occasion.

(Both the above could be recorded as evidence of competence for several learners as the situation is much more authentic than a tutor-learner one-to-one interview.)

- One learner in each small group takes the role of waiter. The disadvantage of this is that the waiter needs to be very proficient for the activity to work well and the activity needs to be repeated for everybody to have the opportunity of ordering, etc.

10.2	Objectives Practice of le/mi piace/piacciono in open-ended conversations to find out about people's likes and dislikes.
	Materials Blank grid with seven columns and six rows (more or fewer will extend or shorten the activity as required). Learners can prepare these themselves.

1. Tell everyone to write **Nome** as the heading of column 1 of their grid and then to select six foods or drinks and enter them as headings of columns 2 to 7 – without showing them to the others.
2. Learners circulate asking five other people whether they like or dislike the items chosen and to enter a tick or a cross in the grid according to the responses. Names are entered in the first column.
3. To add variety, you could introduce **un po', molto, moltissimo, non ... molto, non ... per niente**. Answers are then recorded as multiple ticks and crosses.

10.3	Objective Practice/revision of food-related vocabulary.
	Materials None

This activity is similar to the one suggested for shopping but with learners in groups of five or six rather than one large group.

1. Learners sit in a circle and one person starts by saying **Prendo** and an item of his/her choice from the menu, e.g. **Prendo gli spaghetti alla carbonara**. Working clockwise, the next person repeats this and adds an item **Prendo gli spaghetti alla carbonara e una bistecca**. This continues round the group with everyone adding an item.
2. The person who ends with the very long sentence starts the next round.