Activities

10.1 Practice of the language needed for eating out  pages 88–93
10.2 Reinforcement of food- and drink-related vocabulary  pages 92–93

10.1 Objectives
Practice of the language needed for eating out – ordering a meal, asking about specific items on the menu, saying something is tasty, asking for the bill.

Materials
Menus (from page 88 or any available authentic menu, provided it does not include too many new items of vocabulary).

1. First of all teach any new vocabulary on the menu to be used.

2. Give everyone 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.

   This can be carried out as a whole-class activity, with everyone sitting round one large table and you taking the role of waiter/waitress, taking orders, confirming orders and answering queries.

   Alternatively in groups of four or five, learners sit round several small tables and 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.

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 the ‘social’ language they know such as ‘please’ and ‘thank you’ and ‘help’ phrases such as ‘Could you please say that again?’ as well as the language from Unit 10.

   The conversations could be recorded and produced as evidence of competence for all those participating, as the situation is much more authentic than a tutor-learner one-to-one interview.
Objectives
Reinforcement of food- and drink-related vocabulary and exchanging information on likes and dislikes.

Materials
Grids to complete (provided).

1. Divide the class into pairs and give each a copy of the grids A and B, making sure each person only sees his/her version.

2. A starts by asking if B likes the food/drink listed and enters a tick or a cross in the grid, as appropriate.

3. As an extension to this activity ask everyone to draw a blank grid with seven columns and six rows*, to write ‘Name’ as the heading of column one of their grid and then to select six foods or drinks from Talk Russian and enter them as headings of columns 2 to 7 – without showing them to anyone. *More or fewer will extend or shorten the activity as required.

4. Everyone then circulates, 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.

5. Encourage your learners to extend their conversations and use ‘I like very much’ and ‘I prefer’ or to add ‘it’s very tasty’ about some items.

Completed grids can be retained as portfolio evidence.