Activities

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>10.1 Practising the language needed to eat out pages 88–93</td>
</tr>
<tr>
<td>G</td>
<td>10.2 Practising the language needed to order pages 88–91</td>
</tr>
<tr>
<td>C</td>
<td>10.3 Talking about likes and dislikes pages 92–93</td>
</tr>
</tbody>
</table>

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 **por favor, obrigado/a, de nada, bom apetite, tchim tchim**, etc. and 'help' phrases such as **pode repetir**.

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 10.3) 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 questions typically needed in a restaurant.

Materials

Four role cards (provided).

1. All the information necessary to carry out this role play is written on the role cards. All you need to tell your learners before they start is that B, C and D are together in a restaurant in London and A is the waiter/waitress.

2. Allow time for them to prepare before A starts the conversation.

3. At the end of the activity, they could collaborate to write out the entire conversation.

10.3 Objectives

Practice of *gosto/gosta de* in open-ended conversations to find out about people’s likes and dislikes. Revision of food- and drink-related vocabulary.

Materials

Blank grid with seven columns and six rows. (More or fewer rows will extend or shorten the activity as required.) (Learners can prepare the grids themselves.)

1. Tell everyone to write Name 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. Encourage your learners to add comments such as *é bom* or *são muito boas*. You might like to teach some additional vocabulary for this, e.g. horrible.