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**English à la Carte:**

**An English Course for Waiters**

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## **Abstract**

This graduation project presents an original contribution and aims at filling a void in the current English for Specific Purposes curriculum of some national institutions. English à la Carte attempts to assist waiters and waitresses currently employed at the restaurant Ruby Tuesday in gaining communicative competence in English in their work context in order to wait on English-speaking customers successfully.

This will be an English for Vocational Purposes course, as a means to address the specific needs of in work servers and it will be based on a multidimensional syllabus, which comprises elements from the situational and notional functional syllabi. Students will be expected to identify and discover a variety of language functions used in specific situations during the process of waiting a table.

**Key terms:** English for Specific Purposes, English for Vocational Purposes, waiters, formulaic language, adult learners.

## **Introduction**

We have often heard the story of someone ordering a dish at a restaurant only to find out later that the waiter had not actually understood the order or he had written it down wrong. Many customers accept what is brought to them. Others complain and cause a big scene. Yet others try to clear up the misunderstanding by explaining again exactly what they want. Most problems can be solved through communication, but what happens if the client does not speak the same language as the waiter? How does the client manage to make him/herself understood if the waiter does not understand a word of what he/she is saying? How does the waiter manage to satisfy the diner's needs?

Being a qualified waiter requires more than just serving food to customers. Since waiters are the face of a restaurant, they must always look presentable and multitask. Waiters need to be confident and able to deliver a good customer service by being attentive and courteous to the people being served. Waiters should have an upbeat, prompt, and friendly attitude towards the guests. They must know the menu thoroughly, anticipate the paying guests' needs, and always be polite. Additionally, waiters have to be highly sociable and interact with people, for this, they need strong communication skills. But in the Chilean context, every time waiters have to encounter English-speaking people, it does not matter how polite or attentive a waiter can be if he or she is not able to communicate in that language (Wikihow, September 2014).

As stated in the 2013 Tourism Barometer Report published by El Servicio Nacional de Turismo (SERNATUR), a total of 3,569,744 foreign tourists visited the country that year, and 19.3% of these people were from Europe, North America, and other countries in which Spanish is not the native language. The Tourism Barometer Report shows that out of the 1,854,687 arrivals of foreign tourists between January and July this year, 27% correspond to non native Spanish speakers. All these tourists visit local restaurants to taste the national cuisine and it is likely that those who do not speak Spanish use English to communicate, for English nowadays is used as an intermediary language or lingua franca between speakers of various linguistic backgrounds (Schneider, 2013). Bearing in mind that there is a lack of English-speaking waiters, the need for an English

course to train them, so as to provide a good service to international tourists who use English as a lingua franca, arises.

Waiting jobs typically require no formal education or instruction. Usually waiters are trained at the workplace by their older colleagues and they are not required to know a foreign language; thus, English is not part of this training process. According to Dudley-Evans and St. John (1999), English for Occupational Purposes learners (EOP henceforth) are those whose primary purpose for learning English is to improve job-related language skills. In this sense, an EOP course focused on teaching waiters to communicate in English with customers would be essential in the Chilean context.

Upon inspection of different syllabuses from Institutes of Vocational and Technical Training that offer courses in Hotel Management and Tourism in the Valparaíso area, I found that they only include General English in their curriculum and they do not teach technical aspects related to specific areas of the programmes they offer, such as hotel receptionists, waiters, tourist guides, serving staff, among others. In addition, after browsing the catalogs of companies that publish ELT materials (e.g. Oxford University Press, Cambridge, Longman, among others), it is evident that there is a dearth of resources in the field of English for waiters. In addition, the lack of available English courses which cater for the needs of this particular group of workers is evident.

In light of the above, there is an urgent need to train Chilean serving staff to cater for the needs of international customers. My pedagogical proposal, entitled *English à la Carte*, focuses on enhancing English competence among waiters based on their needs. The objective of this graduation project is to train waiters and waitresses to develop communicative skills in English in order to be able to wait on English-speaking customers successfully. In order to do so, this graduation project presents a multi-dimensional syllabus (Johnson, 2009) which focuses on the formulaic expressions, functional language, cultural aspects, and specialized lexicon, with particular attention on how adults learn a second language to communicate better in job-related contexts (Dudley-Evans and St. John, 1999).

This proposal considers the Communicative Language Teaching Approach since the main goal is to provide the means for students to communicate more effectively and to cope with everyday situations at the workplace using English as a foreign language. Littlewood (1981) claims that “they [learners] must develop strategies for relating these [foreign language] structures to their communicative functions in real situations and real time.” (p. 6). This course will therefore provide learners with plenty of opportunities to use the language themselves for communicative purposes.

English à la Carte attempts to assist waiters and waitresses who are currently working at Ruby Tuesday’s restaurant in Viña del Mar in gaining strong verbal communication and listening skills in their work-specific context. Moreover, it pursues to be an original contribution to the existing gap in the English for Vocational Purposes courses in Chile, since to the best of my knowledge, no Chilean institution offers a course which assists this group of workers in acquiring English communicative competence. It is my experience of working as a waitress at this place that has driven the idea of this graduation project. I have been able to witness first-hand the struggles my colleagues go through once they encounter a foreign customer. They are neither able to understand what customers request nor to express themselves. This situation leads to dissatisfied customers and probably no tip afterwards.

The structure of this report will be as follows. In section 2 I shall present the theoretical framework of my project defining some key concepts. Section 3 will focus on the Needs Analysis and its results, which will validate this proposal. The main part of the paper, section 4, will display the proposal itself with its objectives, contents, lesson plans and activities.

## **Literature Review**

This section of this graduation project provides an overview of key concepts, namely, English for Specific Purposes, English for Occupational Purposes, English for Vocational Purposes, the role of the teacher in the development of ESP courses, adult learners, formulaic language and a waiter's job. This theoretical framework conveys a solid informational background necessary to inform the syllabus described in this graduation project.

### **English for Specific Purposes**

According to Paltridge and Starfield (2013), teaching English as a second language to learners whose main goal is to use it in a particular domain is called English for Specific Purposes (ESP henceforth).

Hutchinson and Waters (1987) categorized three main stages that gave rise to English for Specific Purposes. The first was after the end of the Second World War in 1945 when a world unified and dominated by technology and commerce was created as a result of the expansion in scientific, technical, and economic activity on an international scale. Furthermore, as English was the key to the international currencies of technology and commerce, a whole mass of people found necessary to learn the language (Hutchinson & Waters, 1987). Until then, mastering a second language was sign of a higher level of education and few people wondered why it was necessary. Additionally, when English became the international language of technology and commerce, people started to create a new generation of learners who knew specifically why they needed to learn English. "English had become subject to the wishes, needs, and demands of people other than language teachers" (Hutchinson & Waters, 1987, p. 7).



The second factor that led to the development of ESP was what Hutchinson and Waters call a revolution in linguistics. Traditionally, the main objective of linguistics had been to describe English grammar rules; nevertheless, new studies were aimed to discover how language was used in real communication. And one of the findings was the major difference between spoken and written language and how it varies from one context to another (Hutchinson & Waters, 1987). So, this led to the possibility to determine the features and linguistics elements that distinguish an specific context, situation, or specialist area of work or study from another and take them as the basis of course design (Hutchinson & Waters, 1987). Therefore, “Tell me what you need English for and I will tell you the English that you need” became the main principle of ESP (Hutchinson & Waters, 1987, p. 8).

The third and last factor that contributed to the rise of ESP had to do with the new developments in educational psychology which emphasized the importance of the learners and their attitude to learning (Hutchinson and Waters, 1987). Concepts such as students’ needs and interests began to play a key role which led to the developments of courses based on them. In ESP courses, relevance to the learners’ needs and interests was paramount. In addition, it was believed that if the course was relevant enough to their needs, it would also be motivating for them, which would improve and fasten learning (Hutchinson & Waters, 1987).

Hutchinson and Waters (1987) define ESP as an approach and not a product, which means that ESP does not involve a particular kind of language, methodology or teaching material, but rather it is concerned with learner’s needs. Moreover, all the decisions regarding content and method are based on the learner’s reason for learning. For that reason, Robinson (1991) claims that it is impossible to provide a definition of ESP because the definition is too broad; however, he shares a similar view on the idea that a needs analysis is the starting point of any ESP course, in consequence, he adds that ESP courses are aimed at achieving a goal that is clearly defined through analysis of needs and that it must be attained within a given period of time.

Dudley-Evans and St. John (1998) use absolute and variable characteristics in their definition of ESP:

**Absolute characteristics:**

- ESP is designed to meet specific needs of the learner;
- ESP makes use of the underlying methodology and activities of the discipline it serves;
- ESP is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities.

**Variable characteristics:**

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;
- ESP is likely to be designed for adults' learners, either at tertiary level institution or in a professional work situation. It could, however, be used for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

Some of the key features of ESP courses identified by Paltridge and Starfield (2013) are that (a) the contents and goals of the course are oriented to learners' specific needs. It means that the proper language, skills, and genres are targeted to the specific tasks students have to carry out in English, (b) ESP courses' participants are mainly adults, (c) it is a homogeneous group, as they share the same interests in terms of learning goals, but an heterogeneous one in terms of language proficiency (Paltridge & Starfield, 2013).

Also, Dudley-Evans and St. John (1998) distinguish five key stages in ESP: needs analysis, course (and syllabus) design, material selection (and production), teaching and learning, and evaluation. Because, they represent phases which overlap and are independent and neither of them are one-off activities – they both need to be on-going.

As mentioned above, the first concept is needs analysis which is at the core of ESP and a fundamental step for a teacher to understand what the needs of a target group are. Needs analysis, carried out to establish the “what” and the “how” of a course, is the first stage in ESP course development, followed by curriculum design, materials selection, methodology, assessment, and evaluation (Flowerdew, 2013).

The basic components of a Needs Analysis are the Target Situation Analysis (TSA) and the Present Situation Analysis (PSA). The first one refers to what learners are required to do with the foreign or second language in the target situation while the latter draws attention to the gap between what students are able to do with the language at the beginning of the course and what they need to do at the end of it. The present situation analysis also includes other aspects pertaining to the prevailing situation including personal information about the learner and information about the language teaching environment.

According to Dudley-Evans and St. Johns (1998), needs analysis in ESP comprises determining the following (p.125):

- A. **Professional information about the learners:** The tasks and activities learners are/will be using English for – *target situation analysis* and *objective needs*.
- B. **Personal information about the learners:** Factors which may affect the way they learn such as previous learning experiences, cultural information, reasons for attending the course and expectations of it, attitude to English – *wants, means* and *subjective needs*.
- C. **English language information about the learners:** What their current skills and language use are – *present situation analysis* – which allows us to assess (D).
- D. **The learners’ lacks:** The gap between (C) and (A) – *lacks*.
- E. **Language learning information:** Effective ways of learning the skills and language in (D) – *learning needs*.
- F. **Professional communication information about (A):** Knowledge of how language and skills are used in the target situation – *linguistic analysis, discourse analysis, genre analysis*.
- G. **What is wanted from the course.**

#### H. **Information about how the course will be run** – *means analysis*.

A Needs Analysis is aimed at getting to know learners in three levels: as people, as language users and as language learners. Additionally, conducting a Needs Analysis serves to identify how to get the most out of a given learning group throughout language and skills learning process, to recognize the situations English will be used in, and the learning environment (Dudley-Evans & St. John, 1998)

Regarding course design, Hutchinson and Waters (1987) describe it as

The process by which the raw data about learning need is interpreted in order to produce an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge. (p. 65).

Dudley-Evans and St. John (1998) discuss the criteria for ESP course design and provide steps for ESP teachers and course designers to consider (p. 145):

- Should the course be *intensive* or *extensive*?
- Should the learners' performance be *assessed* or *non-assessed*?
- Should the course deal with *immediate needs* or with *delayed needs*?
- Should the role of the teacher be that of the *provider* of knowledge and activities, or should it be as *facilitator* of activities arising from learners' expressed wants?
- Should the course have a *broad* focus or *narrow* focus?
- Should the course be *pre-study* or *pre-experience* or *run parallel* with the study or experience?
- Should the materials be *common-core* or *specific* to learners' study or work?
- Should the group taking the course be *homogenous* or should it be *heterogeneous*?

- Should the course design be *worked out by the language teacher* after consultation with the learners and the institution, or should it be *subject to a process of negotiation* with the learners?

Correspondingly, and in order to be well prepared, the ESP teacher should ask these questions before creating a course design and balance them, since they may be linked to institutional and learner expectations (Dudley-Evans & St. John, 1998)

### **English for Occupational Purposes**

Nowadays, knowing a second language such as English is considered to be a highly practical skill at the workplace. Some people may know English because they were taught at school or because they applied for a general English course. This knowledge help people to communicate in daily situations, but in some jobs, knowing general English is not enough if English related to a specific context is not mastered. This is why there is a necessity for more specialized English courses that cater for the specific linguistic skills workers need to respond to the challenges they may encounter in their working environments. This type of course falls under the scope of English for Occupational Purposes.

ESP is classified by Dudley-Evans and St. John (1998) into two main areas: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). The latter, refers to learning English in order to improve job-related language skills (Dudley-Evans & St. John, 1998). Kim (2008) claims that EOP students are “learners whose primary purpose for learning English is to improve job-related language skills” (p. 2). This is one of the main branches of ESP and its main focus is to cater for the specific linguistic proficiency workers need to master in their working areas. Baturmerk (2010) explains that an EOP course can take place before, during or after a learner’s working experience. He also mentions that an EOP course can be classroom-based or on-site workplace-based. This field has its own sub-areas of knowledge which are English for Professional Purposes (EPP); that focuses on teaching English to professionals of

different disciplines such as business, medicine, science and technology, and law, and English for Vocational Purposes (EVP), which concentrates on teaching the language training for specific trades or occupations to non professionals in work or pre-work situations (Dudley-Evans & St. John, 1998). This graduation project will focus its interest on an EVP course, which will be implemented in a Chilean context where in-service waiters at a restaurant will be trained, according to the guidelines set out by an ESP syllabus.

### **ESP Teacher**

Hutchinson and Waters (1987) claim that “being an ESP teacher requires more than being only a language provider. An ESP teacher is different from a GE teacher in the sense that the latter is regarded to be the main contributor in the class, but in ESP, learners have more freedom to express themselves and the teacher takes ‘a step back’” (Larsen-Freeman, 2000). ESP teachers are expected to spend time in needs analysis, syllabus design, and production of suitable materials.

There are five aspects upon which Dudley-Evans and ST John (1998) frame the role of the ESP teacher. They claim that in addition to the traditional tasks of an English teacher, some other tasks are assigned to an ESP teacher suggesting that teachers who participate as ESP developers must have the following traits: teacher, course designer and material provider, collaborator, researcher and evaluator.

- **The ESP practitioner as teacher**

In ESP classes the teacher is no longer seen as the “primary knower”. When the courses are very specific, the students may know more about the content than the teacher. The teacher’s role is to generate genuine communication within the classroom on the grounds of the learner’s knowledge.

- **The ESP practitioner as course designer and material provider**

One of the roles of the ESP teacher is to plan the course they teach and provide materials for it. Due to the lack of material for ESP courses, the teacher has to adapt unsuitable published materials and/or write their own.

- **The ESP practitioner as researcher**

Research is necessary to design a course, to write teaching materials, and to find out the learner's particular needs and interests.

- **The ESP teacher as collaborator**

Collaboration with subject specialists is crucial in the development of an ESP course. It may involve simply cooperation in which the ESP teacher gathers information about the subject syllabus or the tasks students have to carry out or specific collaboration where the subject teacher provides the "carrier content" for the ESP course.

- **The ESP practitioner as evaluator**

The ESP teacher is involved in various types of evaluation which involve not only the testing of students' progress and teaching effectiveness, but also the evaluation of course design and teaching materials.

### **Formulaic Language**

Successful language learning involves the mastery of idiomatic forms of expressions such as idioms, collocations, and sentence frames (Wray, 2000). These are referred as formulaic sequences which Wray (2000) defines as:

"a sequence, continuous or discontinuous, of words or other meaning elements, which is, or appears to be, prefabricated: that is, stored and retrieved whole from memory at the time of use, rather than being subject to generation or analysis by the language grammar" (p. 465)

There is evidence that the formulaic language approach made of multi-word lexical units is crucial when acquiring and producing a second language (Thornbury & Slade, 2006). In addition, in order to be competent in this field of knowledge, one must intake big amounts of comprehensible input that is most likely to remain into the long-term memory storage. Also, there are hundreds of thousands of lexicalized sentence stems in English and they are underused by second language learners, because there is limited exposure to authentic input; thus, there are fewer opportunities for acquiring output and they rely on the formulation of well-formed but unidiomatic language (Thornbury & Slade, 2006). For that reason, and in order to develop conversational fluency, it is essential for second language learners to memorize a repertoire of fixed or semi-fixed expressions, since, as Pawley and Syder (1983) assert, memorized chunks form a high proportion of the everyday conversation speech. For this, learners need constant exposure to a large amount of formulaic sequences either oral or written. Repeated exposure and practice through interaction with others are essential to retain these expressions in the long term memory.

It is important to stress that adults seem to acquire formulaic language in a different way from children, since they use formulaic sequences as a production strategy in order to minimize effort and attention in spontaneous conversation (Wood, 2002). In the same way, Bolander (1989) states that formulaic language used by adults contribute to economize and facilitate the learning process and use. These memorized sequences need little encoding, thus the speaker can focus on rhythm, variety, and combination of memorized chunks enhancing fluency and facilitating communication.

Finally, Wray (2000) reviews two explanations for formulaicity and language: saving effort in processing and achieving interactional functions. The first one refers to the automaticity this ready-made frameworks give as in order to express our ideas which demands less effort that when creating grammatical constructions from scratch. The second relates to the act of communication and the way formulaic language relies on the use of agreed forms of expression.



## Adult Learners

A major consideration in the acquisition of a second language (L2) over the years has been age. The optimal age to learn an L2 is directly related to the degree of the mastery of it. Most investigators emphasize that language acquisition might be more efficient during early childhood; such is the case of the Critical Period Hypothesis (CLT), which suggests that after puberty, the capability to acquire a second language to native-like levels declines. This idea was first introduced by Penfield and Roberts (1959) who stated that “a child’s brain is more plastic compared with that of an adult” (Qin & Morgan, 2004, p. 2) which facilitates their ability to acquire more than one language before the age of nine.

However, there is no denial of the possibility of successful achievement in the mastery of an L2 by later learners and/or adults. Even though it is unlikely for them to acquire a native-like accent, L2 adult learners can be perfectly capable of dominating grammatical proficiency. Lenneberg (1967) argues that people who start learning a second language after passing the critical period, have to learn it through a conscious and labored effort, and a foreign accent cannot easily be overcome. There is a distinction made by Krashen (1981) between learning and acquisition. While the first is considered a conscious process, the latter proceeds unconsciously. In this sense, adults do not acquire a second language as they did with their native language, they learn it.

For the development of this project whose target audience is waiters and waitresses, it is of paramount importance to understand that teaching adults is drastically different from teaching school students. Hilles and Sutton (2002) refer to the situation explaining that “whether they are ESL students or native speakers, in the United States or another country, adults differ from “typical” or “traditional” K-12 students in that they bring a great deal of experience and cognitive maturity to the classroom” (p. 386).

Age is not the only factor that affects or facilitates the learning of an L2. Other factors such as personal motivation, anxiety, input and output skills, setting and time commitment are involved in this process as well. As adults have greater memory storage than children, they may learn some aspects of an L2 in a faster and more efficient way. Their repertoire of their native language vocabulary and their ability to

make conscious grammatical generalizations do not count as inhibiting factors; on the contrary, these are the advantages that adults have when learning a second language which related to cognitive maturity (Ausubel, 1964).

In the case of workers, they attend vocational courses because they pursue certain skills that are necessary for carrying out their jobs. As they are aware of their lacks, they show willingness to invest some of their free time in those courses. Moreover, they are really demanding students with clear priorities for learning, so when they feel that the course does not meet their needs, they complain, feel dissatisfied, or simply leave the course (Hilles & Sulton, 2002).

Clearly then, there is evidence that adults are superior to children in many ways when it comes to learning or acquiring a second language, because of their cognitive maturity, their learning strategies and study habits, their longer attention span, their better short-term memory, and their focus and goal orientation (Hammerly, 1991).

To sum up, there are a variety of factors to consider when teaching adults a second language and, although it is unlikely for them to master native-like competence, they will be able to develop strong communicative competences. There is much more to consider than the CPH when teaching and learning an L2.

### **A Waiters' Job**

Waiters and waitresses, or servers, are the middle people between a food establishment and a client. In other words, the labor performed by waiters and waitresses entails providing that a consumer's dining experience is a gratifying and pleasurable one. Also referred to as "a male, female person who serves the customers in a restaurant and is usually responsible for laying up and clearing the tables, making the coffee and presenting the desserts and gateaux on a trolley" (Dictionary central, October, 2014).

The role of waiters and waitresses demands:

- Welcoming customers, handing out menus, and explaining daily specials,
- Recommending menu items, and answering menu-related questions,
- Taking the customers' orders,

- Communicating those orders to the kitchen personnel,
- Decorating food or drink items,
- Bringing the customers' orders from the kitchen to the table,
- Removing used and dirty dishware and cleaning up tables after customers leave,
- Preparing itemized bills and bringing them to the customers, and often taking payment,
- Ensuring that dining areas are cleaned and ready, that condiments are refilled, silverware is rolled, and service areas are stocked, among other tasks.

It is important to highlight that waiters and waitresses' work and duties, vary depending on the establishment they work at, from cleaning the business or enchanting the grumpiest person; however, there are those servers in more acknowledgeable restaurants who are in charge of creating an elegant mood, cautiously attending to the clientele's needs at a calculated pace.

### **Needs Analysis**

The target audience of this pedagogical proposal is waiters and waitresses currently employed at the restaurant Ruby Tuesday. In order to obtain information about the learners' needs, a survey was conducted drawing on the framework proposed by Dudley-Evans and St. John (1998). The survey (see Appendix A) was administered to 21 workers: 11 women and 10 men between the ages of 22 and 45 years. My perspective as a three-year waitress at the place and my observations will also be reviewed, as well as the analysis of the textbooks *Ready to Order*, *Highly Recommended*, and *English for Restaurant Workers*.

According to Dudley-Evans and St. John (1998), three stages of analysis should be considered when conducting a needs analysis: the Target Situation Analysis (TSA henceforth), the Learning Situation Analysis (LSA henceforth), and the Present Situation Analysis (PSA henceforth). The first one consists of determining the context and area in which English will be used; the second one considers students' concerns, needs, and views on their own learning process; and the last one refers to students' current language level, considering their strengths and weaknesses.

## **The waiters' perspective**

In the TSA stage, the survey shows that all twenty-one respondents agree with the statement that English is necessary in their job as waiters (see Appendix 1, Pie chart 8). Most participants (17) answered that being part of an EVP course will contribute to their job performance as waiters in a beneficial and positive way (see Appendix A, Pie Chart 9).

Regarding the LSA and the motives that trigger learners to learn English, nine out of twenty-one waiters and waitresses who were surveyed, expressed that during high season they wait on foreign customers several times a week and eight indicated they do it at least once a week (see Appendix A, Pie Chart 2). One individual answered that he/she waits on foreign customers several times a day; other informed he/she does it every day, and other two said hardly ever.

Concerning their experience serving English speakers, and as shown in Pie Chart 3, six participants informed that the occasions they have interacted with foreign customers, they have done it satisfactorily. Meanwhile, five participants answered that they have waited on the customer using the English they know along with mimicking. Other three expressed they have asked someone who knows English to wait the table for them, and other three waiters said they have tried to do it by themselves but constantly asking for help from a coworker who knows English better than them. Finally, four people said they have waited on the customer but with little verbal interaction.

Participants were also asked to express their level of agreement with the following statement: "Currently, it is impossible for me to wait tables in English;" six participants expressed their disagreement with this statement (see Pie Chart 7), five of them strongly disagree, other five neither agree nor disagree, and five of them agree. Nobody extremely agrees with this statement.

As to PSA, and in order to know what the participants think about their current level of English, most participants (13) expressed having a basic level of English and that their weakest area is in terms of vocabulary, followed by speaking and listening (see Appendix 1, Pie chart 1).

Learners were asked about how they feel when they have to wait on foreign customers, being “insecure” the predominant answer. As seen in Pie chart 5 (see Appendix 1), feelings such as “nervous” and “ashamed” were also chosen by the participants, interestingly followed by “capable”. Only one respondent expressed feeling incapable of interacting with foreign customers and nobody reported feeling frustrated.

Regarding the situations waiters know how to carry out in English when serving a table, eighteen participants expressed knowing how to deal with the payment of the bill and sixteen of them indicated knowing how to introduce themselves and welcome a customer (see Appendix A, Pie Chart 6). Only seven participants reported they are able to describe the menu in English and to cope with problems during the service. Finally, nine out of twenty-one informants said they know how to suggest meals and drinks in the target language, English.

### **The researcher’s perspective**

During this time working at the restaurant, I have noticed that, indeed, knowing English is important in this job. First, because most of the dishes and drinks’ names on the menu are in English and second, because there is a constant flow of foreign tourists who eat at Ruby Tuesday throughout the year, as it is part of an international chain. For this reason, this proposal sets out to train learners to develop communicative competence in English in their work area.

The frequency in which English-speaking customers visit Ruby Tuesday a week varies depending on the season, cruises, vacations in other countries, among others. Based on the observations I have made during this time working at the place, I have noticed that only a few waiters are able to interact and communicate successfully with English-speaking customers verbally. Most waiters try to do it by themselves and somehow they manage to concrete the encounter (this is why most students disagree on the fact that it is impossible for them to wait on foreign customers). But there is little or no verbal interaction between them and the guest. Clearly this is not ideal when waiting on someone, since verbal communication is of paramount in order to be able to offer an outstanding service and quality. This is why this course will focus on training students so that they are able to communicate in English with customers and to fully meet their expectations.

As I have observed and based on informal interviews with my co-workers, they know very little about how to carry out some actions in English, which are fundamental in the process of waiting a table. They do not know how to describe a dish, inform that there are not certain products available at the moment, ask for substitutes in a plate, and cope with unexpected situations; such as delays in the kitchen, mistakes in orders, among others. In response to this, my proposal is aimed to help students to acquire sufficient vocabulary in the form of formulaic expressions and contextualized in the different situations waiters face when serving a table, which will help them to feel more confident when talking to an English-speaking customer. In the same way, this course will provide plenty of opportunities for learners to practice speaking and listening in order to develop their communicative competence and be able to express themselves and understand what customers say.

### **An analysis of ESP materials**

The analysis of the texts *Ready to Order*, *Highly Recommended*, and *English for Restaurant Workers* show evidence that they are mainly focused on teaching formulas and ready-made phrases. Nevertheless, the basis for providing a good service to foreign customers does not consist of memorizing lexical. It is not enough that the waiter knows by heart how to describe the menu in English or even that the waiter knows how to carry out all the necessary functions of the language required in this context, such as suggest, recommend, offer, and apologize, among others. An ESP course for waiters also has to consider others aspects such as non verbal communication, awareness of the cultural differences that exist among foreign customers and their cultural expectations.

The analyzed books incorporate activities which main focus is on reading, writing, speaking, and the least of listening. The listening scripts are included in the main body of the book making it possible for learners to read them instead of listening. Speaking activities are not designed for learners to improvise; they mainly consist of repetition of already made dialogs and sentences.

Although the textbooks are complete in terms of language content, they are not meaningful for students, since they are contextualized in fictional restaurants and/or hotels. Moreover, activities do not promote collaborative learning.

## **Conclusions**

It is evident then that apart from the dearth of resources and materials in the field of English for waiters, there are lacks regarding cultural expectations, non verbal language, and promotion of excellent service. Regarding the needs of the participants, they mainly focus on the language necessary to be able to communicate effectively with a foreign customer.

These needs and lacks provide the necessary information for the design of the curriculum of this course. , which will consider all aspects of language and culture for the target situation. .

## **Pedagogical Proposal**

### **Rationale**

This pedagogical proposal sets out to fill a void in the EVP courses in Chile, namely, the fact that there is not a course that trains waiters and waitresses to wait on foreign customers in English. A great deal of foreign customers who come to Valparaiso visit the restaurant during the year due to Ruby Tuesday is a very well-known international chain in English-speaking countries. For this reason, it is important for the personnel, specifically waiters and waitresses, to know how to interact with them in English.

The general objective of the syllabus is to assist servers currently working at Ruby Tuesday in developing communicative skills in English in order to be able to wait on English-speaking customers successfully. At the end of the course, students will have improved their speaking skills, feeling prepared and capable of providing a good service to foreign customers and gained a deeper understanding of the quality of service.

Despite of the fact that this EVP course has not been implemented, some problems that might be encountered can be predicted, such as anxiety and shame. The target audience of this proposal is mainly adults and young adults, and since they are more aware of

their weaknesses and the mistakes they make when speaking in English, feelings such as anxiety and shame might be a problem that could lead to frustration. In order to avoid this, it is important to set a positive and supportive environment of learning in which all students feel comfortable working and sharing their learning experiences with their peers, and to tell students that making mistakes is part of the process and that this course focuses on effective communication rather than form and accuracy. Positive reinforcement is also fundamental in the learning process of adults acquiring a second language, as well as class configurations. Students will be encouraged to work collaboratively in pairs and groups, which will give them the opportunity to learn from each other.

Another possible problem that may arise during the development of this course is time, as some servers are college students at the same time. In order to avoid this problem, each student will have to hand in his/her class timetable for the teacher to schedule the course lessons.

## **Course Description**

**Name of the course:** English à la carte.

**Type of course:** English for Vocational Purposes (English for waiters).

**Target Audience:** Waiters currently employed at Ruby Tuesday.

**Number of students:** 10 people

**Type of syllabus:** Multidimensional Syllabus, including elements from the notional/functional syllabus and the situational syllabus.

**Duration (length):** 3 months. Two 90-minute weekly sessions.

### **General Objective:**

At the end of this course, students (waiters) will be able to interact and communicate effectively with foreign costumers in English at their work-place.



### **Specific Objectives:**

At the end of this course and when interacting with foreign customers, students will be able to:

- ❖ Meet their cultural expectations (e.g.: Promptness, good manners, apologies if something goes wrong).
- ❖ Use the language to communicate effectively in the target situation.
- ❖ Show evidence of verbal communicative competence in English by speaking fluently and accurately.
- ❖ Use the right register according to the customers' age.
- ❖ Use a variety of exponents for a particular function. (e.g.: offering drinks and appetizers, taking the main course order, recommending dishes)
- ❖ Demonstrate appropriate non-verbal language (e.g.: maintain eye contact, smile, avoid physical contact)
- ❖ Evaluate their own performance and that of others.

### **Specific Cross-curricular objectives:**

In this course students will be able to:

- ❖ Achieve autonomy as a learner.
- ❖ Show confidence in their ability to communicate in English by using the L2 as much as possible.
- ❖ Appreciate the role of evaluation in learning.
- ❖ Show respect for others.
- ❖ Work collaboratively with their peers.
- ❖ Create a positive teaching/learning atmosphere among peers and teacher.

### **Assessment**

This course will combine both formative and summative assessment. The formative instances of assessment are the self-learning file, some plenary sessions that will focus on evaluating students' learning, and class discussions. Students will keep track of their learning by referring to statements such as: things I have learned, things I did not understand, things I liked, and things I did not like. The self-learning file will give learners the opportunity to become more aware of their educational needs and to become autonomous learners in the learning process. This information will guide the

teacher and give him/her the opportunity to know how students feel they are doing, their strengths and weaknesses, and their feelings towards the course. This will help in the decision making process throughout the development of the course regarding materials, methodology, activities, reinforcement, among others.

The summative instance of assessment will be at the end of the course in which students will have to run a simulation and wait on a real foreign customer. For this final assessment, students are expected to apply and demonstrate everything they have learned through the course in each situation that will be prepared for them. This instance will be assessed by the teacher, by learners' peers and by foreign guests. The committee will focus on aspects such as pronunciation, fluency, the correct use of a variety of exponents for different actions, the use of appropriate non verbal language, capacity of comprehension of what the customers says, among others.

#### **Assessment grading plan:**

Formative assessment: 10%

Attendance and Participation: 20%

#### **Simulation**

Teacher's evaluation: 30%

Peers' evaluation: 15 %

Customer's evaluation: 25%

#### **Course Syllabus**

This course is based on a multidimensional syllabus (Johnson, 2009), which comprises elements from the situational syllabus and from the notional/functional syllabus. According to Rahimpour (2000), a situational syllabus is:

One in which the content of language teaching is a collection of real or imaginary situations in which language occurs or is used. For example: Seeing the dentist, asking directions in a new town, buying a book in a bookshop (p. 1661).

In this type of syllabus, the language items that are taught are closely related with everyday situations learners encounter at their work-place. These situations include participants who engage in a situation in a particular setting. Therefore, in this course, students will learn the language based on situations that emerge at a restaurant, such as greeting; taking orders; and making suggestions; among others, focusing on waiter-customer interaction as the main social roles.

Two of the main characteristics of the situational syllabus are that (1) the point of departure focuses on situational needs rather than grammatical units, and that (2) by linking structural theory to situations the learner is able to induce the meaning from a relevant context (Rabbini, 2002). According to Wilkins, this type of syllabus is more efficient as it “includes only what is relevant to the learner” and more motivating for it is “learner- rather than subject-centered” (Wilkins, 1976, p.16).

Language for Specific Purposes (LSP) teaching thrived under the notional/functional syllabus (Johnson, 2009) as it provided coherence between course content and learning purpose. And since this is an English for Vocational Purposes course, it is essential to base its syllabus on the notional functional, which Rahimpour (2010) defines as:

the one in which the content of the language is a collection of the functions that are to be performed when language is used, or of the notions that language is used to express. For example, informing, agreeing, apologizing, requesting, promising and so on (p. 1661).

This syllabus provides semantic and communicative dimensions to the teaching by focusing on notional and functional areas rather than in structures. It goes hand in hand with a needs analysis in order to know the type of communication learners have to perform.

The notional/functional syllabus works as a complement for the situational syllabus as instead of asking ‘how’, ‘when’ and ‘where’ the language is used, it focuses on “what it is they [speakers of the language] communicate through language” (Wilkins, 1976, p.18). In this project, students are expected to learn the language through the study of functions and notions that will be extracted and organized from the situations they are involved at work.

A multidimensional syllabus (Johnson, 2009) fits nicely in this pedagogical proposal, for there are elements from two different syllabi—situational and notional/functional—working together. As Johnson (2009) says, syllabi are not “mutually exclusive”, on the contrary, different syllabus aspects can be combined to provide the learner with different language learning angles which may lead them to accomplish their learning goals in a satisfactory manner.

UNIT	UNIT OBJECTIVE(S)	CONTENT(S)			MATERIALS	ASSESSMENT	NUMBER OF SESSIONS
		FUNCTION	VOCABULARY	STRUCTURES			
<b>1</b> <b>Introductory Unit.</b>	To raise students' awareness of all the factors involved in effective interactions with international customers.	Verbal and nonverbal communication (posture, gestures, body language, adornment) Cultural expectations. Politeness. Norms of interactions (what waiters are expected to do).			PowerPoint presentation, videos, handouts, worksheets.	Learning file (self-assessment; formative). Students watch video and identify acceptable and unacceptable behavior in waiters (teacher assessment; formative) Pair-work: Students watch photos and identify dos and don'ts (teacher assessment; formative).	2
<b>2</b> <b>Welcome!</b>	To teach students the language they need to make guests feel welcome.	Greetings, introducing yourself, making small talk, offering the menu.  Honorifics	<i>Greetings and introductions.</i>  <i>Weather, opening lines (eg. What's the occasion?, Is this your first time at Ruby Tuesday?).</i>  <i>Miss, Ms, Mr, Sir, Mrs.</i>	Good evening, good night... Wh questions. My name is ...	PowerPoint presentation, videos, handouts.	Learning file(self-assessment).  Role Play (peer and teacher assessment; formative).	3

<b>3</b> <b>Describing the menu</b>	To train students to use the right functions and vocabulary when describing the menu orally.	Describing dishes. Describing drinks.	<i>Food: vegetables, sauces, meat cuts, seafood, etc.</i> <i>Drinks: alcoholic and nonalcoholic, juices, wine.</i>	It contains/consists of, is made of ... Imperatives Connectors of sequence.	PowerPoint presentation, pictures, realia, handouts, worksheets, Ruby Tuesday's menu.	Learning file (self-assessment; formative) A 1-minute Oral Presentation: describing a dish and/or drink (teacher assessment; formative)	4
<b>4</b> <b>Are you ready to order?</b>	To train students to take orders and make suggestions about other options on the menu.	Dealing with customers' requests. Recommending and offering dishes and drinks. Taking orders. Asking for specifications.	<i>Food, drinks.</i> <i>Verbs: try, suggest, feel like</i> <i>Adjectives to describe food and drinks.</i>	a/an/some Requests and offers with Can, Could, Shall, Would you like?	Videos, handouts, dialogs, listening, worksheets.	Learning file (self assessment; formative)  Speaking (teacher assessment; formative)	5
<b>5</b> <b>Coping with unexpected situations.</b>	To train students to successfully handle unexpected situations, such as: complaints, earthquake and tsunami alerts, delays, fire alerts, among others.	Check back. Offering help Apologizing. Calming down an angry customer. Emergency protocol.	<i>Verbs</i> <i>Imperative forms</i>	I am sorry, I am afraid, I apologize ... Is everything ok? Do not panic, go to, ... May I help you, Can I get you ...?	Videos, handouts, dialogs, worksheets.	Learning file (self assessment; formative)  Simulation-Pair work (teacher and peer assessment; formative)	5

<b>6 Closing the encounter.</b>	To train students to use the right functions and lexicon when offering desserts and drinks, handling bill paying and payment queries, and saying good bye.	Offering dessert, coffee, and tea. Describing desserts. The bill Saying goodbye.	<i>Desserts, drinks.</i> <i>Methods of payment, figures.</i> <i>The tip.</i> <i>Figures</i> <i>Farewells.</i>	Would you like ...? Good night, good bye, see you soon. It's \$45.390.	PowerPoint presentation, handouts, pictures, worksheets.	Learning file (self assessment; formative)	3
<b>7 Consolidation</b>	To provide students with an opportunity to show evidence of their learning of all the contents in the syllabus. To provide students with the opportunity to judge own performance and that of others.	Contents of units 1-6	Contents of units 1-6	Contents of units 1-6	Rubrics Ruby Tuesday's Menu Realia: Glasses, plates, trays, cutlery, etc.	Simulation Summative self assessment. Summative teacher assessment. Summative guest (native-speaker) assessment. Summative peer assessment.	4



**SAMPLE LESSONS**



# UNIT 4

## Are you ready to order?

### Lesson N° 1

**General Objective:**

By the end of the session, students will be able to successfully offer, recommend, and take beverage orders.

**Specific Objectives:**

- Students will be able to use the correct intonation pattern in their utterances.
- Students will be able to use a range of exponents for the function offering drinks.
- Students will be able to use appropriate non-verbal language.
- Students will be able to recognize and use the proper register in this interaction.
- Students will be able to identify the customers' non-verbal cues.

**Cross-curricular Objectives:**

- Students will be able to work collaboratively in class.

## LET'S GET STARTED!

**Teacher's notes:** Welcome students and introduce the new unit and its general objective. Then introduce the objectives of the lesson and what learners will learn today.



## 1. Warm-up activity: **What drink is it?**



**Teacher's notes:** Tell students that the warm-up activity of this lesson is called “What drink is it?” and provide the instructions: First explain they will have to form 2 groups of 5 people, next show the reverse of the cards you have and tell students that there are different names of drinks in those cards. Put them with the names of the drinks facing down on a table.

Tell students that each member of the group will have to go in front of the class, pick up a card from the table, and describe the drink that is written on it (without saying what drink it is) to his/her group and that the rest of the group will have to guess the name of the drink based on the description made by their classmate.

Each group will have one minute and the group that guesses more cards will be the winner.

The purpose of this game is to activate prior knowledge and practice what they learned in the previous unit (Describing the menu).

Use a chronometer for clocking.

**Teacher's notes:** Once the activity is finished, ask students to sit in a semicircle and pay attention to the following 3 videos. The objective is that students identify what the servers on the videos are doing.

1º Video: From 2:18 to 2:20.

2º Video: From 5: 17 to 5:32

3º Video: From 3:37 to 3:49



Watch the following videos and **try to identify** what the servers are doing. (see Appendix C)

1º Video



2º Video



3º Video



**Teacher's notes:** Ask students what the server is doing in each video. After that, play the videos again and ask students to take notes of what the servers say in each video.

- ❖ **What is each waiter doing in each video?**
- ❖ **Expected answer:** They are asking the customers if they decided what they wanted to order.



Watch the videos again and **take notes** of what the servers say on each video.



**Write down** your notes:

1º Video: \_\_\_ *Are you ready for me to take your order?* \_\_\_\_\_

2º Video: \_\_\_ *Are you ready to order?* \_\_\_\_\_

3º Video: \_\_\_ *Yes, Sir?* \_\_\_\_\_

**Teacher's notes:** Ask students to compare their notes with the classmate sitting next to them.

Then, ask 3 different students to read out their notes and write them on the board.

Ask students which expression is/are informal and which is/as formal.

Give students more expressions:

*Would you like to order now?*

*May I take your order?*

Read the examples out loud and ask students to repeat after you. Ask each student individually to say one of the examples out loud. Use this instance to correct students' pronunciation and to practice positive reinforcement.



**POST IT!**  
**TALKING TO GUESTS**

*Don't forget to speak clearly,  
smile and make eye contact.  
Do not focus only on one guest  
when speaking to a group.*

**Teacher's notes:** Show students the POST IT! and ask two students to read it out to the rest of the class. Use this opportunity to talk about non-verbal communication and to activate what students learned about it in the first unit.

Ask students what happens when a waiter's verbal communication does not match his or her non-verbal communication and which aspect they think is more powerful. Promote class discussion.



**Group discussion:** What happens when your verbal communication as a waiter does not match your non-verbal communication? Which aspect do you think is more powerful?

❖ ***Possible answer:** Even though verbal and non-verbal communication are a compliment, there are several instances in the process of waiting a table where you have to take more napkins, salt, or ketchup to the table and where talking is not necessary. Non-verbal communication in these cases is very important.*

**Teacher's notes:** Ask students which are the most common possible answers to the question "Are you ready to order?" Listen to students' answers and write them on the board. Explain that even though they know that not all customers ask what they want in the same order, you will establish one in order to categorize different situations and that the first one will be "Taking a Beverage Order".

❖ **Expected Answers:**

- Most common answers to the question "Are you ready to order?"*
- Some people say they need extra time but they order their drinks meanwhile.*
- Some customers ask for an appetizer while they decide the main course.*
- People have some doubt regarding certain plates and ask you to explain them.*
- People are actually ready to order.*
- People ask you to give them more time to check the menu.*

## Taking Beverage Orders

**Teacher's notes:** Show the same three videos again and ask students to take notes of what the servers say when offering a drink.

1º Video: From 0:40 to 0:45.

2º Video: From 5:47 to 5:50.

3º Video: From 1:50 to 1:58.



**Watch** the videos again and **take notes** of what the servers say when offering a drink.



**Write down** your notes:

1º Video: \_\_\_ *Would you like a drink with your meal, Sir?* \_\_\_\_\_

2º Video: \_\_\_ *What would you like to drink?* \_\_\_\_\_

3º Video: \_\_\_ *But first, let me get you all started with drinks* \_\_\_\_\_

**Teacher's notes:** Ask students to read out their notes and write them on the board.

**SPEECHWORK:** Tell students that when speaking, it is important to pay attention to suprasegmental features such as intonation, rhythm and stress.

Play de videos again and ask students to pay attention to the sentences and highlight the stressed word.

**Highlight** the **stressed word** in each sentence said by the waters.

1º Video: \_\_\_ *Would you like a **drink** with your **meal**, Sir?* \_\_\_\_\_

2º Video: \_\_\_ *What would you **like** to drink?* \_\_\_\_\_

3º Video: \_\_\_ *But **first**, let me get you all started with drinks* \_\_\_\_\_

**Teacher's notes:** Check students' answers. Ask them if they notice a difference between the intonation we use when asking questions and the intonation the waitresses used in the videos.

**Expected answer:**

*Yes. They use falling intonation and we use rising intonation*

**Teacher's notes:** Explain students that falling intonation refers how the voice falls at the end of a sentence and that, unlike in Spanish, it is very common in questions

What would you like to drink?

Encourage students to come up with extra examples and write them on the board too. Read the examples out loud and ask students to repeat after you. Focus on pronunciation, rhythm, and intonation.

Ask each student individually to say one of the examples out loud. Use this instance to correct students and to practice positive reinforcement.

❖ **Extra examples students may come up with:**

*Would you like something to drink?*

*Anything to drink?*

*What can I get you to drink?*

*May I get you something to drink?*

**Teacher's notes:** Now we already know how to ask if the customer wants something to drink, what happens next? What are the possible answers of your customers? Can you name some of them?

While you listen to students' answers, give them a handout which contains different dialogs with varied situations they may encounter when offering drinks. In pairs, ask students to identify the situation and to pay attention to the waiters' answers.

Model the activity: read the first dialog out loud and encourage students to help you identify the situation.

The teacher will pair up a strong student with a weak student.

**Expected answers**

*Possible answers from the customers:*

*Some customers ask directly what they want (I'll have a coke, please).*

*Some customers ask the customer to describe a drink.*

*Some people ask the waiter to recommend something.*

**Pair Work:** Read the following dialogs and **identify** the situation in each case.

**DIALOG Nº1**

**Waiter:** Hello! Welcome to Ruby Tuesday. My name is Paul and I'll be taking care of you today.

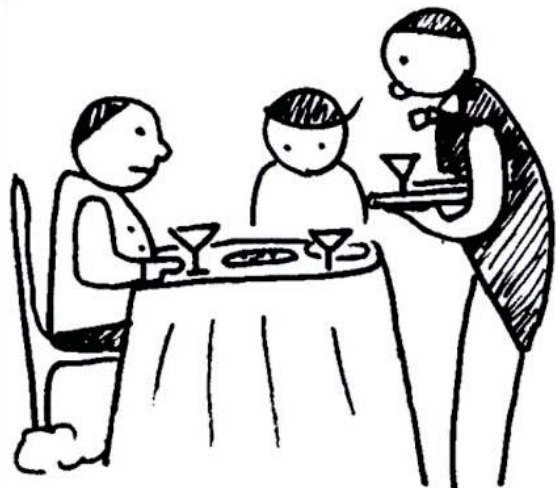
**Customer:** Hi Paul.

**Waiter:** Would you like something to drink?

**Customer:** Yes, please. I'll have a Margarita on the rocks, please.

**Waiter:** Perfect! I'll give you a couple of minutes to check the menu and I'll be right back with your Margarita.

**Customer:** Thank you, Paul.



**Situation:**     *The customer knows exactly what he/she wants*    

**DIALOG Nº2**

**Waitress:** Good evening. Welcome to Ruby Tuesday. My name is Chris and I'll be your server today. Would you like to order a drink?

**Customer 1:** Yes, please. Do you have natural juices?

**Waitress:** Certainly, Sir. We have fresh strawberry juice, melon juice, raspberry, mango, and chirimoya juice (custard apple).

**Customer 1:** Strawberry juice sounds great.

**Waitress:** What about you, madam?

**Customer 2:** Could I see the wine list, please?

**Waitress:** Yes, of course. There you go.

**Customer 2:** I'll have a glass of house red, please.

**Waitress:** All right. I'll be right back with your drinks.

**Situation:**     *The customer asks what natural juices we offer*



### DIALOG Nº 3

**Waiter:** Good night, welcome to Ruby Tuesday. I am Robert.

**Customer:** Nice to meet you, Robert.

**Waiter:** Nice to meet you too, Sir. Can I take your drink order?

**Customer:** I was looking at this Lynchburg Lemonade. Could you tell me what ingredients does it have?

**Waiter:** Certainly. That's our most popular drink. It has whisky, triple sec, lemon juice, and soda.

**Customer:** That sounds good. What about this one right here?

**Waiter:** That's our Sunset Strawberry Daiquiri. It has white rum with triple sec and strawberry juice.

**Customer:** It sounds really good. I'll take that one.

**Waiter:** Sure. I'll be right back with your drink.

**Situation:** \_\_\_\_\_ *The customer asks to describe a drink in particular* \_\_\_\_\_

### DIALOG Nº4

**Waitress:** Hi. Welcome to Ruby Tuesday. May I start you out with a drink?

**Customer:** Hi! Sure, thank you. Is there anything you would recommend?

**Waitress:** Today we are featuring our Berry Fusion. It is a non-alcoholic drink that has pineapple and cranberry juice mixed with fresh berries.

**Customer:** Perfect! Could you get me once of those, please?

**Waitress:** Of course. I'll be right back.

**Situation:** \_\_\_\_\_ *The customer wants the waitress to recommend a drink* \_\_\_\_\_

**Teacher's notes:** Ask different pairs of students to read out the short dialog and to say which situation they identified. Ask for different opinions in order to come to an agreement and write the situations on the board. Ask if they can think of or have experienced another situation.

Involve students in the different situations by asking some of them to offer a drink to you and/or to other classmate and to answer with some of the situations written on the board. (Meaningful drilling)

Ask students to practice the same in pairs using different situations and drinks.

Monitor students work.

Choose 2 couples to share what they did with the rest of the class.

**Practice:** Work in pairs. One student will be the waiter; the other will be the guest, and then exchange roles. Practice the situations written on the board using Ruby Tuesday's beverages.



**Write the following information on a paper. Then share it with your partner:**

**Name 1 drink and its ingredients.**

**Think of 2 different ways of offering drinks.**

**Ask if the customer is ready to order in 3 different ways.**

**Teacher's notes:** Ask each student to share what was the most difficult for them in today's lesson and what they are going to do to improve it.



## Self-learning file

Complete the following file to assess your performance and knowledge during this session. When you are ready, **hand it in** to your teacher.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

After this session I am able to ...	YES	NO	NOT SURE
Describe a variety of drinks with the correct pronunciation.			
Understand and answer to different customers' requests.			
Use a range of exponents to recommend and/or suggest different drinks.			
Be confident when using English in front of others.			
Work collaboratively with my peers.			
Remember the importance of the use of appropriate non verbal language.			
COMMENTS			

Teacher's note: The learning file will help the teacher to evaluate students' learning.

Come prepared to next session as your entry ticket will



depend on whether you are able to recommend and/or describe a drink from the menu to the teacher.

## Lesson N°2

### General Objective:

By the end of the session, students will be able to successfully offer and recommend appetizers.

### Specific Objectives:

- Students will be able to use the correct intonation pattern in their utterances.
- Students will be able to use a range of exponents for the function offering appetizers.
- Students will be able to use a polite attitude.
- Students will be able to describe the appetizers on the menu.
- Students will be able to recommend appetizers according to the customers' requests.

### Cross-curricular Objectives:

- Students will be able to create a positive teaching/learning atmosphere among peers and teacher.

**Teacher's notes:** Greet students and ask them how they are today. Then, remind them about their homework and start asking each student to offer, recommend and/or describe a drink from Ruby Tuesday's menu as if you were a customer and they were the waiters or waitresses.

### Examples:

*Teacher: What is the RT Palmer Tea?*

*Student: It is an iced tea mixed with orange and lemon juice.*

*Teacher: I would like a dark beer. Which one do you have?*

*Student: We have Austral Yagán, Kunstmann Bock, and Negra Modelo.*

*Teacher: I would like to drink something with rum. What would you recommend?*

*Student: I recommend the Mango Mojito. It is a mojito prepared with rum, mint leaves, lemon juice and small pieces of mango.*

**Teacher's notes:** Tell students that in this lesson you will continue learning about taking customers' orders. Make a short summary explaining to students that they already know how to describe, offer and suggest drinks, and that they also know how to describe appetizers. And that today they will learn how to offer and recommend an appetizer in English according to customer's requests.

**Warm up activity:**

**BACK TO THE BOARD**



**Teacher's notes:** The game is a good way for students to understand and consolidate vocabulary. Students will have to use a wide range of vocabulary learned in the previous units to describe key terms, in this case appetizers.

Explain the game to students:

Split students into two teams, team A and team B. One person from each team must sit on a chair with their back to the board. The teacher writes an appetizer on the board, the players on the chair cannot see this but the rest of the teams can. Both teams must try to describe the appetizer(s) on the board to the person of their teams without saying the actual word. The first team to guess the appetizer gets a point and then you switch the person on the chair so that everyone gets a go at guessing. The team with the most points at the end of the game wins.

**Appetizers used for the game.**

Fresh Guacamole Dip  
Thai Phoon Shrimp  
Shrimp Fondue  
California Club Quesadilla  
Four Way Sampler

## WHAT IS AN APPETIZER?

**Teacher's notes:** Ask students to define on their own words what an appetizer is. Ask if they know any synonyms for appetizer. If not, provide some for them.



**What is an appetizer? Can you think of some synonyms for this word?**

**Expected answers:**

An appetizer is a snack before meal.

It is a plate people eat before the main course.

Food served before a meal to stimulate the appetite.

**Synonyms:** Starter, shareable, the first course, antipasto.

**Teacher's notes:** Tell students that appetizers provide immediate gratification and will sustain the guests until their meal arrives, especially if the restaurant is busy.

**Teacher's notes:** Give students a handout in which they have to provide one or more appetizers depending on the number of guests.

Monitor students work as they complete the activity.

Once students finish, check the activity writing their answers on the board.

Explain that this activity will help them to have a better idea about what to recommend when they are asked for an appetizer according to the number of customers.



Take a look at Ruby Tuesday's appetizers and **organize** them according to the following parties:

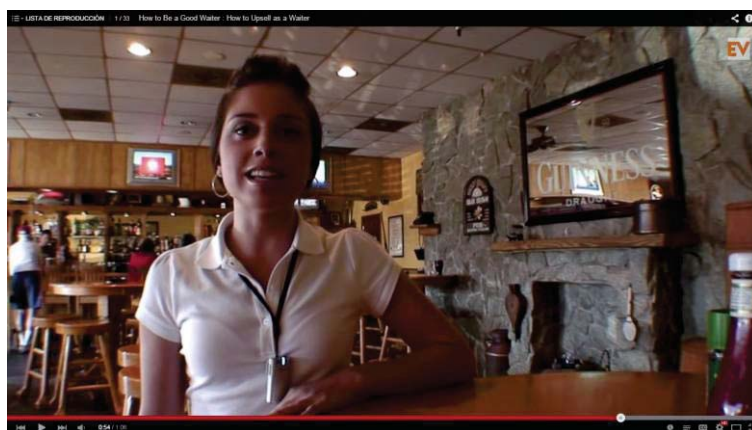
- ❖ Appetizers for party of 1: *\_\_Thai Phoon Shrimp, Thai Tenders, Mozzarella Sticks\_\_*
- ❖ Appetizers for party of 2: *\_\_Spring Rolls, Thai Phoon Shrimp, Fire Wings\_\_*
- ❖ Appetizers for party of 3: *\_\_Guacamole Dip, Shrimp Fondue, Mozzarella Sticks\_\_*
- ❖ Appetizers for party of 4: *\_\_California Club Quesadilla, Spinach Artichoke\_\_*
- ❖ Appetizers for party of 6: *\_\_Four Way Sampler, Big Sampler, Tuesday Sampler\_\_*
- ❖ Appetizers for party of 10 or more: *\_\_Four Way Sampler, Big Sampler, Tuesday Sampler\_\_*

## OFFERING APPETIZERS

**Teacher's notes:** Show students the video and ask them take notes of what the waitress says and to pay attention to the steps the waitress follows.



**Watch** the following video. **Take notes** of what the waitress says and pay attention to the steps she follows (see Appendix C).



**Teacher's notes:** Ask students how the waitress offers the appetizer. What did she say? Play the video again if necessary. From 0:46 to 1:06

**Expected answers:**

The waitress says: Can I start you off with some of our great appetizers like the chicken fingers or quesadillas?

**Steps she follows:**

First, the waitress welcomes the customer and introduces herself. Then, she offers appetizers giving two options for the customer to decide. Finally, she tells the customer she will give him some time to check the menu while she orders what he asked.

**Teacher's notes:** Ask students to take a look at their notes from last lesson "Taking beverage orders". Ask them to use the same expressions they learned to recommend and offer drinks but now with appetizers.

<b>Would you like a drink with your meal?</b>	<i>Would you like an appetizer with your meal?</i>
<b>What would you like to drink?</b>	<i>What would you like as a starter?</i>
<b>Let me get you all started with drinks</b>	<i>Let me get you all started with our shareables.</i>
<b>Would you like something to drink?</b>	<i>Would you like something to snack on?</i>
<b>Would you like to order something to drink?</b>	<i>Would you like to order something as an appetizer?</i>
<b>May I start you out with a drink?</b>	<i>May I start you out with an appetizer?</i>
<b>Can I take your drink order?</b>	<i>Can I take your appetizer order?</i>



## STRUCTURES TO PRACTICE

### REQUESTS AND OFFERS

Look at the following examples:

#### REQUESTS

**Could** I have more napkins?

**Can** I have the Chicken Tenders as an appetizer?

#### OFFERS

**Would** you like to try a starter?

**May** I start you out with an appetizer?

**Shall** I bring an extra sauce?

**Teacher's notes:** Ask students what the difference between a request and an offer is. Talk with them about the most common requests customers make while eating.

❖ **Expected answer:**

A request is to ask for something or express a desire for something.

An offer is to present or recommend something that can be either accepted or rejected.

**Teacher's notes:** Pair a strong student with a weak one. Give each pair of student a bag with different offers and requests. Each student has to pick a paper from the bag at random, read the paper to the partner who has to provide a suitable answer. Model the activity picking a paper and providing an answer: e.g. - Can I have the Chicken Tenders as an appetizer? – Would you like that served with barbecue or spicy buffalo sauce?

**Pair Work:** Take **turns** to pick a paper from the bag, **read** it to your partner and **ask** him to provide a suitable answer for each offer and/or request.



**POST IT!**

*Remember that you are the one who puts the image of the restaurant in the mind of the customers. They will respond more to your attitude in service than anything else about their visit. Always be polite.*

**Teacher's notes:** Read the POST IT! to the students and encourage them to comment on it as a group. Ask them different ways they can show politeness while waiting on a table. Ask them if they have had impolite customers and how they have reacted.



**Group discussion:** How can you show politeness when waiting on someone? Have you had an impolite customer? How did you manage that situation?



Refer to the following points. Then share your answers with the rest of the group.

What have you learned today?

---

---

---

What was the most difficult for you in today's lesson?

---

---

---

How are you going to practice what we learned today outside the classroom?

---

---

---



## Self-learning file

Complete the following file to assess your performance and knowledge during this session. When you are ready, **hand it in** to your teacher.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

After this session I am able to ...	YES	NO	NOT SURE
Describe a variety of appetizers with the correct pronunciation.			
Suggest appetizers according to the number of guests in a table.			
Use a range of exponents to recommend and/or suggest appetizers.			
Recognize, use and answer to a variety of offers and requests.			
Create an appropriate teaching/learning atmosphere among peers and teacher.			
Acknowledge the importance of a waiter's attitude and politeness for the image of a restaurant.			
COMMENTS			



Watch the following video at home and write down the offers and requests made by the waitress and the customers. Watch only the first 4 minutes.

<https://www.youtube.com/watch?v=0Q3lvgfzeMM>

## Lesson N° 3

### General Objective:

By the end of the session, students will be able to successfully take a main course order.

### Specific Objectives:

- Students will be able to use the correct intonation pattern in their utterances.
- Students will be able to use an appropriate attitude.
- Students will be able to use a range of exponents for the functions: asking for meat cooking point, asking for substitutes and asking for specifications.
- Students will be able to offer, describe and recommend a variety of meals from the menu.

### Cross-curricular Objectives:

- Students will be able to develop learners' autonomy and responsibility.

**Teacher's notes:** Welcome students and comment with them the video they saw at home. The objective of the homework was that students had retrieved utterances used by waiters and customers when ordering at a restaurant. This activity will be used to activate prior knowledge (Taking beverage and appetizer orders), to practice what has been learned and to introduce the content of the lesson

- How does the waitress welcome the customers and introduce herself?

*Hi, welcome to Spiral Diner. Is it your first time here?*

- What is special about this restaurant?

*It's a vegetarian restaurant. They do not serve animal products or meat products.*

- How does one of the customers ask for a recommendation?

*Could you please recommend something to drink?*

- How does the waitress offer drinks?

*Let me get you all started with drinks.*

- How do the customers ask for drinks?

*Can I have a soda, please?, I'll have a coffee, please, Could I have a glass of camel's milk, please?*

- How does the waitress explain that a product is not available?

*I'm sorry. We do not have camel's milk on the menu today.*

**Warm up activity:**  
**HEADS UP!**



**Teacher's notes:** Have several flashcards with names of different main dishes on Ruby Tuesday's menu and ask students to get together in two groups of 3 and one group of 4.

Hand in 3 flashcards to each student. Students must not see what plate is written on the flashcards.

Explain the activity: Today we are going to play Heads up. Each one of you will have to stick the flashcards I gave you on your forehead, without seeing what's written on them and start asking yes or no questions to your partners in order to guess which plate it is. Take turn to guess your plates.

As a teacher, play with the groups that have 3 members.

Guide for questions: Show students this sample questions as a guide.

Is it a salad?

Is it meat?

Is it chicken?

Does it have parmesan sauce?

Does it have bacon?

**Teacher's notes:** After the game is finished, explain to students that the objective of this activity was to activate prior knowledge regarding the description of Ruby Tuesday's main courses. Make them aware of the importance of knowing the menu thoroughly and that the more they know as a server, the better they are as a consultant.

## TAKING MAIN COURSE ORDERS

**Teacher's notes:** Tell students that once they have delivered the drinks and the appetizer, it is time to order the main course.



**Teacher's notes:** Give students different ways of asking what people want for a main course.

What would you like as a main course?

Are you all set to order?

What would you like to order?

What can I get you?



### Group discussion: Think – Pair - Share

What can you do if a customer replays that he or she is not ready to order yet?

What do you do in this case? Think of three options, comment them with a partner and decide what the best one is and why. Share your final option with the rest of your classmates.

#### **Possible answers:**

*I give the customers more time to decide their order.*

*I ask if there is anything I can help with.*

*I let them know that they can ask me if they need some help with the menu.*

*I suggest a plate as a recommendation.*

**Teacher's notes:** Tell students that now they will work on an activity in groups.

Get students together in 3 groups (2 groups of 3 and 1 group of 4).

Assign each group a section from Ruby Tuesday's menu. E.g.: salads, meats, seafood, chicken, pasta, ribs, and hamburgers.

Tell students they have to think of the most frequent requests from customers and questions you have to ask when guests order food from the assigned sections.

Provide an example: For example, every time people order meat, what is it that you always ask? **Expected answer:** *the cooking point.*

## Activity

**Group Work:** Think of the typical questions and/or requests people make and the typical things you ask regarding the plates your group was given.

**GROUP 1**  
Salads - Burgers

**GROUP 2**  
Seafood - Meat

**GROUP 3**  
Ribs – Chicken-Pasta



## Expected answers:

### GROUP 1

#### Salads:

- People ask to change the dressing for another one.*
- People order the salad without dressing.*
- People ask for the dressing of the salad on the side.*
- People substitute some ingredients for others.*
- People ask to take out a specific ingredient from the plate.*

#### Burgers:

- People ask to take out some ingredients.*
- The waiter asks for the desired cooking point of the meat.*

### GROUP 2

#### Meat:

- The waiter informs the types of meat the restaurant has.*
- The waiter asks for the desired cooking point of the meat.*
- The waiter informs about the standard accompaniments.*
- Customers ask if they can substitute the standard accompaniments for others.*

#### Seafood:

- Customers ask if they can substitute the accompaniments or sauces.*
- Customers ask to change the sauce of some meals.*

### GROUP 3

#### Chicken:

- Customers ask if they can substitute the accompaniments.*
- People ask to take out some sauces.*

#### Pastas:

- People ask if the pasta is spicy.*
- Customers ask to take out some ingredients.*
- Customers ask if they can add extra ingredients.*

#### Ribs:

- Customers order Ribs without BBQ sauce.*
- Customers change the standard accompaniments.*
- The waiter describes the different options for this plate.*

**Teacher's notes:** Give groups time to think, discuss and write. Monitor their work by participating in each group. After that, ask each group to report what they talked about to the rest of the class.

**Teacher's notes:** Write some situations on the board and encourage students to think of the way people and the waiters can say those things in English. For example, read out a situation: This customer wants to order an Avocado Salad, but he does not eat bacon and wants to know if he can substitute that for more tomatoes. How can he ask that? If students are not able to provide an answer, you help them.

### **Practice:**

**Choose** one of the situations previously reviewed and **write** a short dialog using the utterances learned.

Then, read out the dialog to your classmates.

**Teacher's notes:** Help students while writing the dialogs answering their questions and clarifying doubts.

While students read out their dialogs, pay attention to the pronunciation and the correct use of the utterances and vocabulary learned.

Encourage students to feel confident and to show respect for their peers.

**Possible dialog example:**

*Waiter: Are you ready to order?*

*Customer: Yes. Could I have the Peppercorn Mushroom Sirloin, please?*

*Waiter: OK. That is served with mashed potatoes and broccoli.*

*Customer: May I substitute the mashed potatoes for French fries?*

*Waiter: Of course! And how would you like your steak cooked?*

*Customer: Medium-well, please.*

*Waiter: Alright. So that would be a medium-well Peppercorn Mushroom Sirloin with French fries instead of mashed potatoes.*



**Teacher's notes:** Ask students to read the POST IT! and ask them why is it so important to do what it says and what would happen if they do not do it.

**Expected answers:** It is important to make eye contact, to speak clearly, to smile and to be polite when taking orders because this way you are able to establish a connection with the customer. If you do not do these things, you are not providing a good service, which may lead to problems with the guests.



## The answer is ... what is the question?

**Teacher's notes:** Read out different answers to which students will have to provide the question. This activity will be carried out as a group and the teacher will assess students' knowledge in a formative way.

### ANSWERS:

Medium-rare, please  
You can substitute that for French fries or rise.  
I'll have a Chicken and Mushroom Alfredo.  
I don't feel like eating fish.

### QUESTIONS:

How do you like your meat?  
What can I substitute these mashed potatoes for?  
May I take your order?  
  
Would you like to try our New Orleans Seafood?



## Plenary

### Today I learned ...



This week you will be entrusted with a mission. If you have the opportunity, wait on a foreign customer during the week, practicing all the things you have learned. Next class, you will share your experiences.

## Lesson N° 4

### **General Objective:**

By the end of the session, students will be able to successfully take beverage, appetizer and main course orders.

### **Specific Objectives:**

- Students will be able to use the correct intonation pattern in their utterances.
- Students will be able to use a range of exponents for the functions: confirming orders, saying a product is not available, praising customers' choices, asking the next customer.

### **Cross-curricular Objectives:**

- Students will be able to enhance confidence in their ability to communicate in English

**Teacher's notes:** Welcome students and present the objectives of the lesson and what they are going to do in today's class. Tell students that today we are going to focus on some important details when taking the order.

**Teacher's notes:** But before starting the class, check the homework and tell students you want to know if some of them had the opportunity to wait on a foreign customer during the week.

Listen to the students who want to share their experiences. Ask them questions about what they felt, what was most difficult for them, and how they think they did. Encourage the rest to the class to participate in the conversation.

Through this activity, students will be able to notice their weakest areas and to be aware of how they can improve.

## Warm up Activity

### Battleship

	A	B	C	D	E	F	G	H	I	L
1										
2										
3										
4			X							
5						X	X			
6		X						X		X
7				X						X
8	X	X						X		
9										
10										

**Teacher's notes:** Present the warm up activity to students. First, ask student to pair up and give each student their Battleship grid. Tell them they do not have to see each other's board and explain the instructions.

### GAME RULES

Decide who will go first. You and your opponent will alternate turns, calling out one shot per turn to try and hit each other's ships.

On your turn, pick a target hole on your upright target grid and call out its location by letter and number. Each target hole has a letter-number coordinate that corresponds with the same coordinate on your opponent's ocean grid. To determine each other's coordinate, find its corresponding letter in the left side of the target grid and its number on the top of the grid.

When you call a shot, your opponent must tell you whether your shot is a hit or a miss.

#### IT'S A HIT

If you call out a shot location that is occupied by a ship on your opponent's ocean grid, your shot is a hit! If it is a hit, it means that your opponent must use the word written on the location in a sentence correctly. If your opponent does not do it, you have another shot. If he does it correctly, it's his turn. Record your hit by drawing a circle in the corresponding target hole on your target grid. Your opponent marks the target you have it on his or her ocean grid.

#### IT'S A MISS

If you call out a shot location that is not occupied by a ship on your opponent's ocean grid, it's a miss. Record your miss by drawing an X in the corresponding target hole on your target grid so you won't call this shot again.

After hit or miss your turn is over depending on whether your opponent uses the corresponding word correctly in a sentence or not.

**Teacher's notes:** After explaining the rules, model de activity by playing a shot with one of the students. Ask if they have any questions and let them play. Monitor students by walking around the classroom and making sure they are using the words from their grids correctly.

**SAMPLE GRID (see Appendix B)**

**Teacher's notes:** After students finish playing the game, you act as their opponent and start saying coordinates to each student. If it is a HIT, students will have to use de correspondent word and use it in a sentence.

## Activity

**Teacher's notes:** Ask students to discuss in pair the following questions.



In pairs discuss the following questions.

1. Why is it important to confirm an order and how do you do it?
2. What is the difference between a side and a substitute?
3. What do you do when a customer asks for something that the restaurant ran out of?

### **Expected answers:**

1. *It is important to confirm an order because that way you make sure everything you wrote down is correct and you avoid mistakes. We confirm orders by reading them back to the customers finished asking what they want, or asking again certain things we are not sure about, such as cooking point, substitutes, and special requests, among others.*

2. *People ask for substitutes when they want to change one thing for another. For example, they ask for mashed potatoes instead of rice. A side means “extra” food that doesn’t come with the meal but customers can add them to their order.*
3. *We apologize and explain that the product is not available at the moment.*

**Teacher’s notes:** After students discuss these questions in pairs, ask them to share their answers with the rest of the class.

Tell students you asked them these questions in order to introduce the next activity.

Introduce the next activity by telling students that they already know how to take beverages, appetizers, and main course orders, but that there are certain important details which complement the service. Those details are the ones discussed in the questions above.

Give each student the following dialog and ask them to read it in silence.



Read the following dialog



## DIALOG



**Waitress:** Hi. How is everything today?

**Sarah:** Wonderful. Thank you. How are you?

**Waitress:** Fine, thanks for asking.

**Waitress:** Welcome to Ruby Tuesday. My name is Lindsay and I'll be taking care of you during your meal. Have you dined with us before?

**Dave:** We've been here before. We love it.

**Waitress:** Good! Welcome back then. Are you ready to order?

**Sarah:** Not really. Could you tell me what is this Marinara Sauce?

**Waitress:** Of course. It is a sauce made from tomatoes and basil. It's really good

**Sarah:** I see. And what is this Vegetarian Pasta Marinara?

**Waitress:** That is one of our vegetarian options. It consists of pasta linguini, red peppers, marinara sauce, and zucchini.

**Sarah:** That sounds nice. I'll have that.

**Waitress:** So the Vegetarian Pasta Marinara for the lady. And for you, Sir?

**Dave:** I think I'll go for the Smokey Mountain.

**Waitress:** Excellent choice. And that comes with your choice of French fries, mashed potatoes, or rice.

**Dave:** I'll have rice.

**Waitress:** Would you like a side dish to go with your meals?

**Dave:** OK, we'll share some garlic bread.

**Waitress:** Anything to start?

**Sarah:** Is the Four Way Sampler very large?

**Waitress:** Yes, it's a big portion. But for you two I can recommend the Thai Phoon Shrimp. It consists of 8 breaded shrimps with a Sweet Chilli Sauce.

**Sarah:** OK. We'll take that.

**Waitress:** Very good. And what can I get you to drink?

**Dave:** I'll have a Coke, please.

**Waitress:** What about you?

**Sarah:** I'll have orange juice.

**Waitress:** Oh, I'm afraid we're out of orange juice. But we have strawberry, melon, mango, raspberry, and chirimoya.

**Sarah:** Chirimoya? That sounds interesting. I'll try that.

**Waitress:** Excellent. I'll be back with your drinks in a minute.

**Teacher's notes:** Give students some time to read the text in silence and when they finish, ask them if the conversation is formal or informal and why.

**Expected answer:** The conversation is semi-formal because of the utterances the waitress uses. For example she says "what can I get you..." instead of "Would you like..."

**II. Find in the dialog the phrases Lindsay uses to do the following and write them down:**

1. **Make sure the guests are ready to order**  
\_\_\_ *Are you ready to order?* \_\_\_
2. **Ask for the guests' choice of appetizer**  
\_\_\_ *Anything to start?* \_\_\_
3. **Confirm the guests' choice**  
\_\_\_ *So Vegetarian Pasta Marinara for the lady* \_\_\_
4. **Praise the guests' choice**  
\_\_\_ *Excellent choice, very good* \_\_\_
5. **Ask the next guest's choice**  
\_\_\_ *And for you, Sir?* \_\_\_
6. **Ask if a side dish is required**  
\_\_\_ *Would you like a side dish to go with your meals?* \_\_\_
7. **Ask for the guests' choice of drinks**  
\_\_\_ *And what can I get you to drink?* \_\_\_
8. **Explain a product is not available**  
\_\_\_ *Oh, I'm afraid we're out of orange juice.* \_\_\_
9. **End of the order**  
\_\_\_ *Excellent. I'll be back with your drinks in a minute.* \_\_\_

**Teacher's notes:** After finishing this part of the activity, ask three students to volunteer and assign them the roles of the people from the dialog. Ask them to read it out paying attention to pauses, intonation, and stress.

**Teacher's notes:** Once students finish reading the dialog, check the answers of the activity by asking individually the phrases they identified. Then, show students videos with more examples.



Let's **watch** the following videos with more examples.

First video (From 2.12 to 2.55)

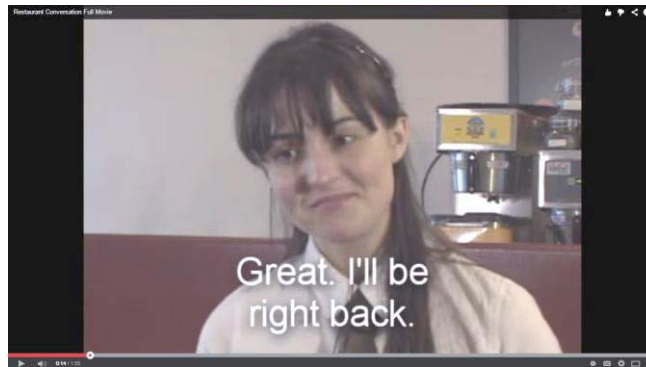


**Teacher's notes:** Play the video once and ask students the following questions. If necessary, play the video a second time. Ask them questions about the videos. Students answer orally.

**Questions:**

- 1. What phrase does the waitress use to make sure the guest is ready to order?**  
*Are you ready for me to take your order?*
- 2. How does she confirm the order?**  
*She repeats the order saying "that's one T-bone steak, medium rare, with seasonable vegetables and a jacket potato."*
- 3. Does she praise the guest's choice?**  
*No, she doesn't.*

Second video (From 0.00 to 00.53)



**Teacher's notes:** Show students the second video and ask them the following questions orally.

**Questions:**

1. How does the waitress ask for the guest's choice of drinks?  
*Can I get you anything to drink?*
2. How does the waitress ask the next guest's choice?  
*And for you?*
3. How does she make sure the guests are ready?  
*Have you decided what you'd like or do you need some more time?*
4. How does she confirm the guest's order?  
*Alright, so that's chicken with salad, Italian dressing on the side and one steak medium.*

**Teacher's notes:** Now, ask student to come up with more examples for the same situations on the dialog.



Now **think of other ways of doing these actions** and **write them down.**

1. Make sure the guests are ready to order  
*May I take your order? \_\_\_\_\_*
2. Ask for the guests' choice of appetizer  
*Would you like a starter? \_\_\_\_\_*
3. Confirm the guests' choice

*\_\_ So, that's a ...\_\_*

**4. Praise the guests' choice**

*\_\_ Great, Excellent choice, the (name of the plate) is really good\_\_*

**5. Ask the next guest's choice**

*\_\_ What about you, Sir/Madam?\_\_*

**6. Ask if a side dish is required**

*\_\_ Would you like to add (give options of side dishes)?\_\_*

**7. Ask for the guests' choice of drinks**

*\_\_ Would you like anything to drink?\_\_*

**8. Explain a product is not available**

*\_\_ I'm sorry, but we don't have (name of the product) today\_\_*

**9. End of the order**

*\_\_ Is there anything else you want to order? Is that all?\_\_*

**Teacher's notes:** Monitor students work by walking around the classroom, answering questions and clarifying doubts.

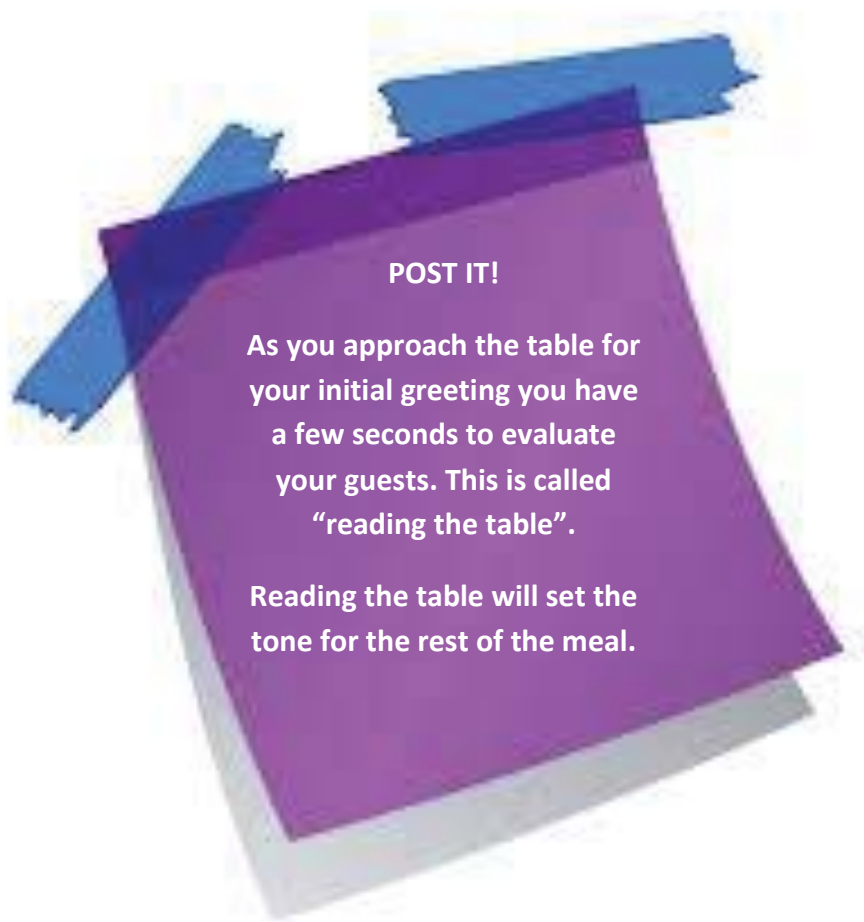
After students finish the activity, check their answers by asking individually what they wrote on each situation. Write their answers on the board and ask them to take notes so they have several examples to incorporate to their list.

Promote class discussion by asking the following questions:



**Group discussion:** Do you ever praise your customers' choices and why? When is it good to praise customers' choices of food?

**Possible Answers:** Sometimes we do praise guests' choices because we know that it's a good choice and we want them to know and to feel secure about it.



**Teacher’s notes:** Ask one student to read out the Post it! Then comment on it by asking students what they know about reading the table and what different types of behavior they have identified among customers at the work place.

### Group Discussion



Can you name different kind of customers you identify by reading the table?

How do you approach each one of them? Which ones are you more formal or informal with?

Have you ever read a table wrong?

**Possible answers:**

*The customers' mood, when they are in a hurry or seem relaxed, when it seems to be a special occasion, when there are children who need to be kept busy, when it's a business lunch.*

**Teacher's notes:** Pay attention to student's answers and ask them which tone they think is more appropriate for each situation they provide.

**Possible answers:**

*In the case of a family celebrating something, it would be appropriate to set a friendly tone and get involved by asking what the special occasion is. In the case of a customer who is in a hurry or in a bad mood, it would be appropriate to be very polite and focus on waiting on the guest avoiding comments not related with the service itself.*



**THINK – PAIR – SHARE**

Take one minute to compose two sentences in your head to explain what we have learnt and how we have learnt it, using the key words from the lesson

**Teacher's notes:** Give students the instructions for the Wrap up activity and 2 minutes to think. After that ask students to share what they thought about with a partner. Then ask some students to share what they talked about with the rest of the class.



## Plenary

**Have you learned anything about yourself in relation to your own learning in this session?**



Think about the things you would like to learn in this course that you have not been taught yet. Write a list and share it with the class in the next lesson.



## Lesson N° 5

### General Objective:

By the end of the session, students will be able to successfully take customers' orders in English.

### Specific Objectives:

- Students will be able to use the correct intonation pattern in their utterances.
- Students will be able to use an appropriate attitude when waiting on someone.
- Students will be able to use a range of exponents for the functions: taking beverage orders, taking appetizer orders and taking main course orders.
- Students will be able to offer, describe and recommend a variety of drinks and meals from the menu.

### Cross-curricular Objectives:

- Students will be able to create a supportive and positive teaching/learning atmosphere among peers and teacher.

**Teacher's notes:** Greet students and ask them how they are.

Check the homework by asking students to share their notes about what they would like to learn in this course that haven't been taught. Write students ideas down and incorporate them in the next lessons.

After that, begin the class by asking students to tell what they have learned so far during this course.

What have we learned so far in this course?

### **Expected answers:**

*We have learned how to behave with foreign customers according to their cultural expectations and appropriate non verbal language when waiting on someone.*

*We have learned vocabulary about food and utterances to describe plates on Ruby Tuesday's menu.*

*We have learned a variety of exponents for functions such as greeting customers, taking orders, suggest drinks and plates, ask for specifications, among others.*

**Teacher's notes:** Complement students answers if they forgot to mention something. Then, tell them that in today's class you are going to practice everything they mention having learned. This class will focus on consolidation.

## Warm up Activity

### Say 4 things about...





**Teacher's notes:** Introduce warm up activity. Tell students you are going to play a game called "Say 4 things about..." Ask students to form 2 groups of 3 and 1 group of 4 people and give each group a sheet of paper with the game and a dice and give the instructions of the game.

### Instructions

This game is played in groups with dice and counters, when students land on a square they must say four things related to that topic. Each player in turn throws the dice. The player with the highest total starts the play: place the counter on the corner marked "Start", throw the dice and move your counter forward the number of spaces indicated by the dice. If a player does not say 4 things about the topic on the square, he or she loses his/her next turn.

**Teacher's notes:** After explaining the instructions of the game ask if students have any questions. Clarify their doubts and give them time to play. Monitor students by walking around the classroom, observing and listening to students' answers.

	<b>Cutlery</b>	<b>Non verbal communication</b>	<b>Suggesting drinks</b>	<b>Welcoming customers</b>
<p><i>say 4 things about...</i></p>				<b>Describing a drink.</b>
<b>Praising a customer's choice</b>	<b>Honorifics</b>	<b>Introducing yourself</b>	<b>Foreign customers cultural expectations</b>	<b>Move forward one</b>
<b>Skip a turn</b>				
<b>Meet cooking point</b>	<b>Substitutes</b>	<b>Side dishes</b>	<b>Non alcoholic drinks</b>	<b>Move forward one</b>
				<b>Customers' requests</b>
	<b>Appetizers</b>	<b>Skip a turn</b>	<b>Making sure a guest is ready to order</b>	<b>Confirming a guest's choice</b>

## IMPROVISE AND ACT OUT

**Teacher's notes:** Introduce the next activity to students by saying that now that they already practiced what they have learned throughout the course it is time to carry out a productive activity.

Tell students to stay in the same groups they are because they are going to improvise a dialogue and then act it out in front of the class. Show them 3 envelopes which contain different situations they will have to include in their dialogs.



**Teacher's notes:** Each group must choose one envelope at random.

Envelope 1: The customers are celebrating a birthday. They are very friendly but demanding in terms of food. They substitute some ingredients of the plates they order and ask the waiter to recommend drinks.

Envelope 2: The customers are very serious and it is their first time at Ruby Tuesday. They ask the waiter several questions regarding the food and ask for non alcoholic drinks.

Envelope 3: The customers are on a business meeting and do not want to eat that much. They ask you to recommend something.

**Teacher's notes:** Tell students they will have to somehow include the description of the customers from the envelope in their improvisation. Give students some time to assign the roles, brainstorm some ideas, and check their notes. The dialog should be from when they receive and welcome the guests until the finish taking their main course order. This activity will help students to enhance confidence and to consolidate prior knowledge.



**Teacher's notes:** Ask what group wants to volunteer and encourage them to make as real as possible and to focus on everything they have learned so far. Ask the rest of the class to pay attention to their classmates' performance since they will be asked to give feedback at the end of it.

**Teacher's notes:** After each group's performance, ask the audience to comment on it by giving their opinion on what went well, what went wrong and what can be improved.

As a teacher give your feedback to the groups as well.



## Self assessment

On a separate sheet of paper reflect on:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

- a. What you've learnt during the course.
- b. Any difficulties you have had and how you have sorted them out.
- c. Personal targets you can set for yourself to improve your performance as a waiter



## Plenary

What of the following areas of your service you think need improvement: non verbal behavior, politeness, verbal behavior, and/or cultural awareness?



Despite our best efforts, sometimes things go wrong. When something happens that make guests unhappy, how do you deal with it?

Make a list of some problems you may encounter when waiting on someone and bring the list to the next lesson.

**Teacher's notes:** The objective of this homework is to introduce the topic of the next unit which is called "Coping with Unexpected Situations".

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