

# Episode 5 At a restaurant

## Lesson plan

In this lesson Sts learn some common vocabulary related to menus and practise ordering a meal in a restaurant. In the storyline, Jenny and Rob are chatting in the office when Jenny gets a call from Eddie. Eddie sings 'Happy Birthday' to Jenny, which Rob overhears and he takes the chance to invite Jenny out for dinner. But before she can reply Daniel comes out of his office and invites Jenny to go out for a working dinner that evening.

### STUDY LINK

- iTutor
- Workbook At a restaurant
- [www.oup.com/elt/englishfile](http://www.oup.com/elt/englishfile)

### Test and Assessment CD-ROM

- Quick Test 9
- File 9 Test
- [www.oup.com/elt/teacher/englishfile](http://www.oup.com/elt/teacher/englishfile)

### Optional lead-in (books closed)

- Elicit from the class what happened in the previous episode. Ask some questions, e.g. *What did Rob and Jenny want to do on their free morning? Why couldn't they do this? What happened to Jenny when she tried to find the gallery? Why did Daniel call Jenny?*
- Alternatively, you could play the last scene of Episode 4.

## 1 AN INVITATION TO DINNER

- a (4.49)) Books open. Focus on the photos and elicit what Sts think is happening. Do **not** tell them if they are right or not yet.

Focus on sentences 1–5 and give Sts time to read them. Then play the audio once the whole way through for them to mark the sentences T (true) or F (false). Make it clear that they don't need to correct the false sentences yet. Play again if necessary.

Get Sts to compare with a partner, and then check answers.

1 T    2 T    3 F    4 T    5 F

### (4.49))

(script in Student's Book on p.122)

R = Rob, J = Jenny, D = Daniel

- J Thanks for showing me around London yesterday. I had a great time.  
 R Me too. So, what did you do last night?  
 J Nothing really. I had a lot of work to do. Emails, phone calls... What did you do?  
 R I wrote my article... about the artist that I interviewed yesterday morning.  
 J Can I see it?  
 R Sure, it's on my laptop. Hang on a second. There.  
 J Sorry. Hi, Eddie. Thanks! But listen, I can't talk right now. I'm in the office... Yeah, later. OK. Sorry, but... it's my birthday today.

- R Really?! Happy birthday! Maybe we could have dinner tonight?  
 D Jennifer.  
 J Oh, hi Daniel.  
 D Jennifer, I'd like to take you out for dinner this evening.  
 J This evening?  
 D Yes, for a working dinner. We have a lot to talk about before you go back to New York. I know a very good restaurant.  
 J Oh, erm... yes, of course.  
 D Great. See you later.  
 J Yes, sure. Sorry, Rob.

- b Play the audio again, so Sts can listen again and correct the false sentences.

Get Sts to compare with a partner, and then check answers.

3 It's Jenny's birthday.    5 Jenny says yes to Daniel.

### Extra support

- If there's time, you could get Sts to listen again with the script on p.122, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.
- c (4.50)) Focus on the information box **Responding to what somebody says** and go through it with the class. Elicit / explain that *Congratulations* and *Well done* are similar, but *Congratulations* is used for something important like getting engaged, getting a new job, passing an important exam, etc. whereas *Well done* is used for smaller things like getting an exercise right.

Now play the audio for Sts to listen and repeat B's phrases. Encourage them to copy the rhythm and intonation.

### (4.50))

See script in Student's Book on p.74

- d (4.51)) Now focus on the example. Tell Sts they are going to hear some phrases and they must respond using a phrase from the **Responding to what somebody says** box.

Play the audio, pausing for Sts to respond. Then play it again and ask individual Sts to respond.

### (4.51))

- A I got two goals this afternoon.  
 B Well done!  
 A I passed my exams. I'm a doctor.  
 B Congratulations!  
 A I'm 30 today.  
 B Happy birthday!  
 A I didn't pass my driving test.  
 B Oh dear! Never mind.  
 A I have my English exam tomorrow.  
 B Good luck!

# PE5

## 2 VOCABULARY understanding a menu

- a Focus on the menu and get Sts to complete the three gaps. Check answers and model and drill the pronunciation of the words. Focus especially on the stress in *desserts* /dɪ'zɜ:tɪz/ (you could point out that if they stress it on the first syllable, it will sound like *desert*).

1 Starters    2 Main courses    3 Desserts

- b (4.52)) Tell Sts to look at the highlighted words in the menu and, in pairs, to try and guess their meaning.

Check answers, either explaining in English, translating into Sts' L1, or getting Sts to check in their dictionaries.

Now play the audio for Sts to listen and repeat the words.

(4.52))

courses	seafood	sauce
soup	home-made	fresh

- c Get Sts to cover the menu or close their books. Write on the board **Starters, Main Courses, Desserts**. In pairs, see if Sts can remember the two starters, three main courses and desserts.

Get feedback asking the class to say what was on the menu.

### Extra support

- You could simply elicit the dishes from the whole class.

## 3 ORDERING A MEAL

- a (4.53)) Focus on the photo and ask *Where are Jenny and Daniel? (At the restaurant) What are they doing? (Looking at the menu and ordering)*

Focus on the instructions and tell Sts to look at the menu as they listen. They could tick the dishes they hear. Alternatively, you could get Sts to close their books and write the question on the board.

Play the audio once the whole way through. Get Sts to compare with a partner, and play the audio again if necessary.

Check answers. Ask *What's Jenny having for a starter?*, etc.

**Jenny:** soup; mushroom ravioli  
**Daniel:** mozzarella salad; chicken

(4.53 (4.54))

**W** = waiter, **J** = Jenny, **D** = Daniel

**W** Good evening. Do you have a **reservation**?

**D** Yes, I've a table for two. (*repeat*) My name's Daniel O'Connor. (*repeat*)

**W** Come this **way**, please.

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**W** Are you ready to **order**?

**J** Yes. The soup and the mushroom ravioli, please. (*repeat*)

**D** I'd like the mozzarella salad and then the chicken, please. (*repeat*)

**W** What would you **like** to drink?

**J** Just water for me. (*repeat*)

**D** A bottle of mineral water, please. (*repeat*)

**W** **Still** or sparkling?

**D** Is sparkling OK? (*repeat*)

**J** Yes, sparkling. (*repeat*)

**W** Thank you, sir.

**D** Thank you. (*repeat*)

- b Now focus on the dialogue in the chart. Elicit that the **You Hear** phrases are said by the waiter, and **You Say** is what the customer says, here Daniel and Jenny. These phrases will be useful for Sts if they go to a restaurant.

Give Sts a minute to read through the dialogue and think what the missing words might be. Then play the audio again, and get Sts to complete the gaps. Play again if necessary.

Get Sts to compare with a partner, and then check answers.

See words in **bold** in script 4.53

Go through the dialogue line by line with Sts, helping them with any words or expressions they don't understand.

Also make sure Sts understand the two kinds of mineral water, *still* (= no gas) and *sparkling* (= with gas).

- c (4.54)) Now focus on the **You Say** phrases. Tell Sts they're going to hear the dialogue again. They should repeat the **You Say** phrases when they hear the beep. Highlight the two ways of ordering, e.g. *The soup and the mushroom ravioli, please* or *I'd like (I would like) the mozzarella salad and then the chicken, please*, or *(Just) water for me*.

Play the audio, pausing if necessary for Sts to repeat the phrases. Encourage them to copy the rhythm and intonation, but **not** to try to copy Jenny's American accent. When Jenny pronounces *water* as /'wɔ:də/ Sts should use the British English pronunciation of water /'wɔ:tə/.

- d Put Sts in groups of three **A, B, and C**. **A** is the waiter, and **B** and **C** are Daniel and Jenny. Get them to read the dialogue aloud and then swap roles.
- e Sts now roleplay the dialogue. **A** (book open) is the waiter. **B** and **C** (books closed) are customers. Tell the waiter to give **B** and **C** one of their books open on p.74 to use as a menu.

If there's time, get Sts to swap roles at least once. Monitor and help.

When Sts have finished, get feedback to find out what Sts ordered.

### Extra idea

- Photocopy and cut out the menu on p.74 to use in the roleplay.

## 4 THE END OF THE MEAL

- a (4.55)) Focus on the pictures and ask Sts some questions, e.g. *How do Daniel and Jenny look? What's happening?*, etc.

Give Sts time to read the questions.

Play the audio once the whole way through. Play the audio again if necessary.

Get Sts to compare with a partner, and then check answers. When you check the answer to 3, write what Daniel says (*You've got beautiful eyes*) on the board. Point out to Sts that *you've got* is a contraction of *you have got*, which is a colloquial form of *you have*. You may also want to get Sts to speculate what the good news is when you check the answer to 5.

- 1 She goes out for dinner with friends or sees a film.
- 2 Coffee.
- 3 He says 'You've got beautiful eyes.'
- 4 She thanks him and says they are from her mother.
- 5 Good news.
- 6 She wants to go back to the hotel.

### (4.55))

(script in Student's Book on p.122)

D = Daniel, J = Jenny, W = waiter, B = Barbara

- D So, Jenny, I hear it's your birthday today.  
 J Yes, that's right.  
 D Well, happy birthday! How do you normally celebrate?  
 J Oh, nothing special. Maybe I go out for dinner with friends or see a movie.  
 D Well, we could go out somewhere, after dinner.  
 W Would you like a dessert?  
 J Not for me, thanks.  
 D OK, no.  
 W Coffee?  
 J A decaf espresso.  
 D The same for me, please.  
 W Two decaffeinated espressos. Certainly, sir.  
 D You know Jenny, you've got beautiful eyes.  
 J I get them from my mother. Anyway, what are your plans for the July edition of the magazine?  
 D The er July edition? I um...  
 J I have to take this. Sorry.  
 D No problem.  
 J Hi, Barbara.  
 B Jenny, just a quick call. We really like your idea about Rob Walker. He's a great writer.  
 J So can I ask him?  
 B Yes. Go ahead.  
 J That's great.  
 B Good luck. I hope he says yes.  
 J Me too.  
 D Good news?  
 J Er, yeah. That was Barbara my boss from the New York office. She just gave me a little birthday present.  
 D So, would you like to go somewhere else?  
 J I'm sorry, Daniel. I'm a little tired.  
 D Yes. Of course. Waiter, could I have the bill, please?

### Extra support

- If there's time, you could get Sts to listen again with the script on p.122, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

- b Focus on the **Social English phrases** and go through them with the class.

In pairs, get Sts to decide who says them.

- c (4.56)) Play the audio for Sts to listen and check.

### (4.56))

- Nothing special. **Jenny**  
 Would you like a dessert? **Daniel**  
 Not for me, thanks. **Jenny**  
 A decaf espresso. **Jenny**  
 The same for me, please. **Daniel**  
 Go ahead. **Barbara**  
 Good news? **Daniel**  
 Could I have the bill, please? **Daniel**

If you know your Sts' L1, you could get them to translate the phrases. If not, get Sts to have a look at the phrases again in context in the script on p.122.

- e Now play the audio again, pausing after each phrase for Sts to listen and repeat.

Finally, focus on the **Can you...?** questions and ask Sts if they feel confident they can now do these things. If they feel that they need more practice, tell them to watch the episode again and practise the language on their iTutor.