



Teaching German students functional language in speaking, through meaning-based activities

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Introduction

Nation and Newton (2009) state that a language course should have a balance of four strands throughout the syllabus, two of these being 'meaning-focused input' and 'meaning-focused output' (1). Taking this into consideration, our lesson shall incorporate both of these elements in a class that aims to develop oral proficiency in the use of functional language for homogenous, EFL German students. Based on one group member's experience of teaching English to German students, we have prepared suitable activities for a class of 15 students, aged 13-14, with an A2 language proficiency in accordance with the CEFR guidelines. Through an integrated lesson (see Appendix 1 for full 90-minute Lesson Plan), combining elements of reading, writing, listening, and speaking, we shall focus on developing Basic Interpersonal Communication Skills according to Cummin's (1981) BICS/CALP chart, which emphasises the language skills needed in order to participate in given social situations. In addition to integrating the four key skills, Purgason (2014) suggests that by incorporating tasks that appeal to different learning styles (auditory, visual, and kinaesthetic), not only will we provide variety, but also prevent the lesson from becoming monotonous. We will be paying particular attention to the ideas and messages conveyed in spoken language, with the overall objective being the production of meaningful, spoken communication in a restaurant environment. We will be teaching the students formulaic expressions and prefabricated patterns that will allow them to communicate appropriately in this transactional interaction. Despite the lack of explicit focus on grammar, our lesson should result in incidental learning of the language features through their meaningful usage. In general, our lesson is designed based on the approach of Communicative Language Teaching (CLT), which emphasises 'learning a language first and foremost for the purpose of communicating with others' (Duff 2014: 15). As exposure to the L2 is often limited within an EFL classroom context, opportunity for spoken language practice will take precedence in our lesson, since the students' primary access to English speaking and listening is predominantly through the distorted, unauthentic lens of technology and the media. Consequently, our materials will be authentic-like, using real-life scenarios in order to create a meaningful learning experience. Our lesson will be structured from receptive to productive language use, starting with schema-activating tasks, graduating to listening and comprehension activities, before moving onto productive and interactive communication. Although Nation (2002) asserts that, 'the more something is repeated, the less likely it will continue to be seen as a message-focused activity' (270), the phraseology introduced in our lesson will be consistent throughout. Whilst the core content will be repeated and recycled for the duration of the lesson, the activities will progressively increase in difficulty, to ensure the learning does not become rote and lose its meaning focus. Finally, our lesson seeks to develop both the students' understanding of the phrases and their confidence in using them by progressing from initially controlled tasks, to a conclusive and relatively spontaneous role-play, which strives to promote collaborative talk and negotiation of meaning.

Task 1

Task 1 of our lesson, 'Restaurant Race' (see Appendix 2), serves to function as both a follow-on task from the previous lesson, and as a warm-up activity for the class. Students are required to complete the word search in pairs, as quickly as possible, under competitive conditions. The word search explanatory clues will be in German, therefore being a step up from the form-meaning link of a simple L1 translation. The students may either find the words and then match them to their meaning, or solve the clues and then locate the words within the word search. This warm-up activity is based on

Purgason's (2014) suggestions that such tasks should both 'prepare students with ideas or vocabulary they will use in the upcoming activities' and 'review material from the previous lesson' (366), as the students have previously learnt food and restaurant vocabulary to a high level of competency. Throughout the lesson they will be recycling this vocabulary, so a relatively quick, 'word level' (Zimmerman 2014: 294) activity with the words being in isolation, is fitting. Since this is the first task in our lesson, we deemed it necessary for it to incorporate some level of schema-activation, and furthermore act as a prerequisite to the upcoming activities. Snow (2014), contests that schema-building activities, in which previously covered materials are reviewed, helps students to 'develop a frame of reference for cognitively demanding content material' (449). It is with this task, and the degree of schema-activation in play, that taps into the students' background knowledge and arouses their interest in the topic, which in this instance, is relatively familiar. As the subsequent tasks endeavour to maintain the students' interest, Task 1 is crucial in stimulating this. In order to provoke initial interest in the lesson, Task 1 will be completed in pairs, with intergroup competition. Pair work requires students to 'negotiate for meaning, and formulate and share their opinions on topics' (Brinton 2014: 343), therefore promoting interaction from the lesson's onset. Although individual competition may take away for the task's intended objectives, Dörnyei (2014) contends that intergroup competition can produce a 'powerful type of cooperation' (528), as students unite in an effort to win. Moreover, our 'Restaurant Race' worksheet will include relevant clip-art imagery to not only motivate the students, but also to prompt the activity. Our decision to incorporate clip-art imagery was based on Brinton's (2014) claim that students generally expect a 'visually rich learning environment' (348), and this simultaneously provides a means of engaging the visual learners amongst the class. As for feedback, we will orally go through the answers to the word search clues as a class, with each pair providing an answer to the group. After confirming that their answer is correct, the students will locate their word on the interactive whiteboard, where a large image of the word search will be projected. In compliance with Purgason's (2014) proposal on ways to begin a lesson, the final stage of Task 1 will be asking the students why they think we have reviewed the vocabulary from the last lesson, and what they think the objectives of today's lesson will be.

Task 2

Following the recapitulation practice in Task 1, the students will now have the opportunity to view the previously learnt vocabulary in context, and thereby make the transition from 'word level' to 'sentence level' vocabulary learning (Zimmerman 2014: 294). This task consists of two parts, and the instructions for both parts will be provided in German (see Appendix 3). The first part requires the students to individually perform an analysis of a contrived model dialogue, by locating and highlighting the target words (i.e. the words from the word search), in a word-recognition exercise. Although Grabe and Stoller (2014) suggest that students generally enjoy such tasks in a timed recognition, based on the age of the students and the nature of Task 1, we decided against a timed word-recognition exercise, as the main focus is to introduce the students to the functional language and phrases of restaurant interactions. Therefore, the students should then, with another colour, highlight the phrases surrounding this vocabulary, helping them to become accustomed to the structures used in this scenario. Since the students have only been introduced to the restaurant vocabulary from Task 1 in isolation, and as Zimmerman (2014) suggests that word learning is 'incremental' (291), this activity seeks to demonstrate the target words within the context of discourse-level input. Furthermore, by working with a model dialogue, students are provided with 'valuable information about collocates', whilst simultaneously accruing their implicit knowledge of the statistical properties of the target vocabulary (Barcroft 2016: 14). The second part of the task will be semi-productive, as the students are required to individually formulate phrases based on both the model dialogue and their existing knowledge. Since Schmitt (2008) notes that it cannot be assumed that productive mastery will automatically follow from the receptive mastery of words, we believe that having a semi-productive task, in which the students have previously been introduced to all required vocabulary, will contribute to achieving productive mastery. Both the instruction and the imperative requests for this part of the task will be provided in the students' native language, so as to not give away any key vocabulary. Furthermore, as the students will have an

awareness of all the vocabulary, the second part of Task 2 may be considered a 'fluency development' activity (Nation and Meara 2010: 42). As timing can sometimes be difficult to predict, and dependent on the individual task and student, we have created an additional part to the second half of Task 2. In this, students are to utilise their knowledge of expressing opinions and to formulate a complaint that would be applicable to a restaurant environment. Purgason (2014), notes that it is a good idea to have a supplement to the core activities in case a task takes less time than anticipated, therefore our 'Take the Challenge' task can be viewed as an additional activity for such circumstances, and perhaps more advanced students who found the task easier. Following the students working individually on all of Task 2, as a method of peer feedback, the students should compare their answers with the person they are sitting next to. Lightbown and Spada (2013) have noted that implicit corrective feedback in pair-work situations is 'beneficial' (171). As Task 2, with the exception of the 'Take the Challenge' section, was controlled and relatively closed, the students should have very similar, if not identical answers to their peers. Since the focus of this task is not on absolute accuracy, but rather on assisting the students in being able to recognise and reproduce the target language's writing system, peer feedback, as opposed to feedback from the teacher, is sufficient.

Task 3

After introducing the phrases in the context of a written restaurant transcript in Task 2, we move on to a one-way, top-down listening comprehension task. We are basing this task and the subsequent speaking task on Richard's (2008) two-part strategy of listening: 'listening as comprehension' and 'listening as acquisition' (3), this task being the former. Brown's (2007) principles for teaching speaking skills also supports this link between listening and speaking, as he states that listening practice is important when teaching speaking, as it is its natural antecedent. We have based the task on the UK television show 'First Dates', in which two strangers go on a blind date with the aim of finding love. The students will listen to an authentic-like audio of an interaction edited from the show, in which we have used the formulaic expressions and prefabricated patterns introduced in the previous task. This will allow the students to hear the phrases being used in the meaningful context of an interaction, whilst simultaneously practicing reception, appealing to students with an auditory learning style. Students will receive a worksheet (see Appendix 4 for worksheet and transcript) and listen selectively to the interaction three times, and then in a productive task answer the comprehension questions, firstly for the waiter, and then Matt and Emma respectively. After each listen the students will tell the teacher verbally what they got for the answers and the teacher will provide feedback, answering any questions and correcting any meaning-based errors as grammatical accuracy is not our focus. We have based this task on a popular British reality television programme, as young students in contemporary society are constantly exposed to media and entertainment, and Tafani (2009) argues teachers should utilise students' interest in television to assist language learning and exposure. Consequently, by basing the task on typical British entertainment it becomes more relevant, interesting and motivating, whilst giving them an insight into British popular culture. As our students do not have a high proficiency level, we have edited an interaction to create an authentic-like transcript, tailored to allow the content, particularly the formulaic expressions and prefabricated patterns, to be controlled and congruous to our previous task whilst maintaining an element of authenticity. Vandergift (2004), provides a metacognitive pedagogical sequence to listening that suggests a one-way listening task should be repeated three times, both to verify their understanding of the text content, and increase learners control over their listening processes gradually. We have chosen to follow this theory of repetition and order the comprehension tasks with the completion of the waiter first, as the speakers get progressively harder in terms of vocabulary, grammar and how complex their dialogue is. Despite the progression of difficulty, the task is success-oriented as the repetition of the audio consolidates meaning and helps students understand the extended discourse, whilst the comprehension questions only require the understanding of the literal meaning, which is the easiest level of cognitive processing. Furthermore, the use of male and female voices and the lack of background noise interference in the audio helps the students distinguish between the speakers, and limits distractions from the comprehension task. Our decision to provide feedback after each speaker allows the students to reflect on that part of the audio and their

answers, without confusing the roles or forgetting the information that they have heard. Additionally, by using oral feedback we are maximising the amount of speaking practice the students have, and providing them with auto-input through their own productions of the answers. The following task will focus on phase two of Richard's aforementioned two-part strategy, 'listening as acquisition'.

Task 4

Following the listening comprehension in Task 3, the students now have the opportunity to go on the 'First Dates' programme and practice their speaking through a 'restructuring activity' (Richards 2008: 17) using the functional language and phrases which have been introduced in the preceding activities. This requires students to move from using receptive to productive skills, generating comprehensible words and phrases whilst creating meaning in the process. Richards (2008), highlights this necessary progression to oral production after a listening text, maintaining that newly learnt items can only become incorporated into the learner's linguistic repertoire if they are able to experiment in using those forms. Therefore, although this communicative task resembles the upcoming role-play, it is comparatively more controlled and structured by nature, as this is arguably necessary for the students' first real chance of speaking in the classroom. Task 4 is called 'Give it a go', and initially requires students to individually read through a set of prompt cards which list key phrases in the target language, and then move into groups of three to construct a dialogue. Peer groups will self-select the roles of the waiter and customers, and using the prompts provided (see Appendix 5), select the phrases relevant to each interlocutor and jointly decide the order in which the dialogue should follow. Each group shall be given a menu (see Appendix 6) comprising already familiar food items, ensuring students have all the provision necessary for them to now construct and perform their situational restaurant interaction. Performances shall take place within groups in an informal manner as this task is not an audience-centred activity, it is primarily an opportunity to practice speaking before the actual role-play, and therefore only the teacher will present as a spectator. As stated by Duquette (1995), even for students in the earlier stages of second language teaching such as our A2 class, it is vital that students take part in short conversational exchanges that are somewhat 'free in nature' (45). We have achieved this through the use of the prompt cards, which provide the previously introduced phrases for the students, but still require an improvisational choice of language on the speaker's behalf to complete the information gaps and answer the questions accordingly. Yet ultimately, the most important aim is that the learner's engagement with target lexical items is maximised at this stage, in order to develop their communicative competence. Therefore, the vocabulary used in the menu has been recycled to ensure the students' focus is on their spoken output. This manipulative approach within small groups helps build confidence in speaking, and the use of prompts should set the students up for success by increasing the likelihood of the task goals being achieved (i.e. a real-life conversation in the target language using functional phrases). Dörnyei (2014) posits that increasing the learner's self-confidence inextricably links to an increase in learner motivation; therefore our structured task aims to reduce the students' language anxiety whilst speaking, motivating them for both the current and upcoming role-play activity. Another compelling rationale according to Senoir (1997), with regards to grouping students in this task, is to create and maintain a climate of cohesiveness, which should encourage the students to work harmoniously again for both the current activity following activity. As for error correction, since the task is not focused on spoken accuracy, the teacher shall not interrupt the students during their interactions. As Bohlke (2014) notes, this will inhibit the flow of the communication and shift the focus from overall meaning to form. One correction technique that may be applicable is reformulation, which can be provided by the teacher after students' performances, as this is neither an obtrusive nor face-threatening act, but will still provide valuable feedback which the student will be able to use constructively for the next task. More importantly, Duquette (1995) identifies the teacher's role as a 'facilitator' (43) of communication, there to ensure each student is active in using the target language interactively, thus encouraging individual oral participation.

Task 5

The final task is a role-play activity, which provides the students with the opportunity to take on the role of a customer in a restaurant situation. Role-plays are the optimum speaking activity for enhancing a student's situational awareness since they allow the learners to practice the socio-cultural variations in speech acts (Lazaraton 2014: 114). The decision to use role-play as our final activity is based on Nunan's (1989) principle of 'task continuity' (119), which despite being an earlier theory, is still arguably relevant today. This suggests that the prior activities should function as prerequisites for any succeeding tasks, so as to achieve successful integration. In this role-play, correspondingly, each language skill that has been practiced throughout the previous tasks will be utilised and extended, including restaurant vocabulary, phraseology and listening comprehension. According to Nunan's (1989) psycholinguistic processing approach of CLT, which remains prevalent in today's pedagogy, the final stage of a teaching sequence should be to involve the learner in a real communicative interaction, after successively completing comprehension-based activities and controlled production tasks. The role-play therefore builds on our previous activity, 'Give it a go', but is less structured, as it transitions from production to interaction. Task 5 requires the students to express and exchange their own communicative intentions, as opposed to those that are structured by the materials or teacher, thus making them more personally engaged in the communication. The overall sequence of the lesson's tasks progressively places more demand upon the students by moving from cognition to performance, which correlates with the increase in difficulty. Although, as Littlewood (1992) states, it is not always clear whether students' communicative intentions are predetermined or spontaneous, by gradually releasing the control, it is more likely that students will generate autonomous communications. Therefore, the cues provided in this role-play are reduced to only the menus (see Appendix 7), and these menus are different for each group to maximise the freedom of creativity. In accordance with the theory of CLT, this activity is designed to be learner-centred, in that the responsibility for learning rests with the students, as opposed to a traditional teacher-centred classroom (Weimer 2013: 64). The students are therefore required to make independent decisions regarding their performance, and the feedback they will give to others at the end of their role play session. The teacher will not offer any specific guidance or feedback on errors during the rehearsals or performances, only giving necessary instruction about the task procedure before the activity begins. As before, the teacher's primary role in this task is to function as a facilitator, stating the task's objectives and expected outcomes. However, once the role-play begins, the teacher's role is to 'monitor the activity to ensure the students are on task' (Lazaraton 2014: 113), thereby making them a passive observer of the students' learning. As a result, the teacher's withdrawal raises the spontaneity of communications, and avoids disruptions, which may be deemed a hindrance to the students when getting into the role in performance tasks. Moreover, the removal of guidance from the teacher and any relevant materials increases the similarity between the activity and a real-life restaurant scene, thereby making it more an authentic-like scenario. Since the objective of the class is to ultimately enable the students to interact effectively and appropriately in a restaurant, the role-play as the concluding activity strives to make an explicit connection between the classroom and the real world. In order to reinforce this, the classroom furniture will be rearranged in the preparatory stage, and students will be given realia such as aprons for the waiters, therefore appealing to kinaesthetic learners within the class. The groups will be selected by the teacher to ensure that each group consists of students of mixed abilities. Furthermore, each group will comprise of five students, which Jones (2007) suggests will account for any reticent children, thus fostering a student-centred classroom. Livingstone (1983) points out that the most demanding role, predominantly the 'responsible' figure, should be prescribed to a student who is not only adequately fluent in the target language, but also confident in his or her speaking abilities (27). In our case, the waiter is the 'responsible' role, as they must make note of everyone else's order by tallying on the menu (see Appendix 8), as well as actively opening and closing the communication. Therefore, three of the most able students will be designated as the waiter within each group. However, the designated waiters will not be the same as those from Task 4, thus ensuring more students get the chance to play a customer, as practicing the customer role is of far more value to students outside a classroom situation. Thornbury (2005) finds a positive correlation between the fluency of the students and the amount of time they are given to prepare for a speaking activity.

Therefore, the students have 5-10 minutes to prepare for a relatively short role-play, providing sufficient opportunity to practice before performing, which will contribute to both their fluency and confidence. Similarly, each group is allowed at least 5 minutes for their performance, in order to avoid 'the end effect'; the psychological effect on people's action when they know the time left to accomplish the task is short (van Ments 1989: 121-2). This will also help avoid any frustration that the students may feel if they have to stop at some stage in their role-play simply because the lesson is finished. For the feedback, we have chosen to use peer assessment: each group will perform in front of the class, whilst the other students watch and then give an evaluation of the performance. Livingstone (1983) argues against giving feedback after a role-play, stating that their 'feeling of satisfaction will quickly disappear if their mistakes are then going to be analysed and corrected' (45). However, we contend this notion, as we believe that making the learners aware of their own performance is important, and engaging the audience in active listening, through peer evaluation keeps them on task. Furthermore, according to Rollinson (2005), peer feedback is strongly supported by the theory of learner-centred teaching. It allows students to feel less anxious when their classmates correct them, as they are more comfortable with each other than with the teacher. In addition, the authority of the teacher is weakened when the feedback comes from students themselves; students can act as initiators as opposed to solely passive receivers of feedback as in a traditional classroom. Moreover, the classroom atmosphere is more supportive and cohesive when peers are involved. In summary, all of these considerations contribute to our students achieving a successful role-play, whilst simultaneously enhancing their autonomy, engagement and cooperation.

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Appendix 1

Lesson Plan

Context: EFL Setting

Level of Students: A2

Students: 15 students, ages 13-14, German-speaking

Lesson aim(s): To develop oral proficiency in functional language, and by the end of the lesson be able to interact effectively in a restaurant role-play situation using the phrases covered in the session

Previous class work/existing knowledge: Ss are fully competent with food and drink vocabulary, and Ss have been introduced to restaurant vocabulary in the previous class

Length of lesson: 1 hour 30 minutes

Task	Materials/ Equipment	Step-by-step details	Timings	Groupings
Vocabulary recap: 'Restaurant Race' Word search	<ul style="list-style-type: none"> Worksheet for students Answer sheet for teacher Interactive whiteboard with incomplete word search 	<p>1. Complete the word search in pairs as quickly as possible– (Ss can either find the words and match them to their meanings or work out the clues and then find the words. Ss should discuss answers in English where possible.)</p> <p>Feedback:</p> <ul style="list-style-type: none"> Go through the answers orally as a class, asking each pair for an answer. Ss find their word on the interactive whiteboard. Review task – ask the Ss why we have reviewed the vocabulary from the last lesson and what they think they will be learning today/what the lesson objectives are. 	10 mins	Pairs
Introducing Restaurant Phrases	<ul style="list-style-type: none"> Worksheet for students Answer sheet for teacher Highlighters 	<p>1. Ss should highlight the target words (i.e. the words they found in the word search) in the model dialogue.</p> <p>2. In another colour, Ss should highlight the phrase surrounding that vocabulary.</p> <p>3. Ss should then find the phrase from the transcript that fits the prompt to help the waiter and customer request and communicate.</p> <p>4. Extra task – if Ss finish this task quickly, they should use their existing knowledge of expressing opinions to formulate a complaint</p> <p>Feedback: <input type="checkbox"/> Peer feedback – Ss are to compare their answers with the person they are sitting next to.</p>	15 mins	Individual

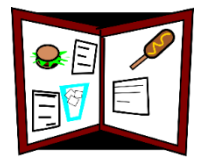
Listening Comprehension: First Dates	<ul style="list-style-type: none"> Worksheet for students Recording of the interaction: 2 mins (shown on transcript). 	<ol style="list-style-type: none"> Ss should listen to the restaurant scenario and answer the first set of comprehension questions for the waiter. Written spelling mistakes are okay, if understandable. Ss will listen to the interaction two more times, answering questions about Matt and Emma consecutively. Completion of waiter with feedback first sets up success for the second and third attempts. The speakers get progressively harder, in terms of vocabulary, grammar and how confusing their dialogue is, introducing elements that are there to 'trick' the Ss. <p>Feedback:</p> <ul style="list-style-type: none"> Provide feedback after each listening. Ask what the answers are and Ss have to verbally state in English what that person liked/disliked. 	15 mins	Individual
Speaking Practice: Give it a go	<ul style="list-style-type: none"> Worksheet with prompts on for students Menus for each group 	<ol style="list-style-type: none"> Ss should read through prompt cards individually, then move into groups and designate roles for the activity. Menus shall be provided to each group. Groups should discuss what each member will say and the order of speaker turns in the interaction. Ss will then run through a full version of their constructed dialogue. <p>Feedback:</p> <ul style="list-style-type: none"> Teacher will walk around and monitor groups during their preparation time, offering help and advice but primarily encouraging student participation. Each final group interaction shall be observed by the teacher, who shall then offer immediate feedback to groups individually. 	15 mins	Groups of three (5x3)
Role play	<ul style="list-style-type: none"> Desks as 'dinner tables' Aprons for the students who play waiters 	<ol style="list-style-type: none"> Desks will be rearranged to imitate a restaurant. Teacher explains the instruction to all Ss. The three most able Ss will be designated as the waiter for each group and given aprons. 	35 mins	Groups of three (5x3)

	<ul style="list-style-type: none"> Different menus for each group 	<p>3. Three different menus will be distributed one per each group. Ss will have 10 mins to read through their particular menu and plan and rehearse their performance within the group.</p> <p>4. Each group will have 5 to 10 mins to perform their role-play in front of the class. The waiter tallies what the customers order on the menu.</p> <p>Feedback:</p> <ul style="list-style-type: none"> Peer feedback - after each performance, the audience Ss give their opinions about the strengths and what can be improved of the role-play. 		
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Appendix 2

RESTAURANT RACE!

Find the words to match the clues in the word search. The first pair to finish wins!



A male who serves you at the restaurant:

A female who serves you at the restaurant: _____

When you book a table you make a _____.

A dish not on the regular menu at a restaurant and changed daily:

What the food is put on: _____

You ask for this at the end of your meal: _____

The first course of your meal: _____

The largest dish of the meal: _____

If you want something sweet at the end of the meal, you order a _____.

If you want an extra dish with your main meal, you order a _____.

Something you give your waiter if the service is good: _____

The money left over after you have paid: _____

If something is wrong with the food or service, you make a _____.

For the teacher

Answers:

Waiter—A male who serves you at the restaurant.

Waitress—A female who serves you at the restaurant.

Reservation—When you book a table you make a _____.

Specials— A dish not on the regular menu at a restaurant and changed daily.

Plate—What the food is put on.

The bill—You ask for this at the end of your meal.

Starter—The first course of your meal.

Main course—The largest dish of the meal.

Dessert—If you want something sweet at the end of the meal, you order a _____.

Side dish—If you want an extra dish with your mail meal, you order a _____ .

Tip—Something you give your waiter if the service is good.

Change—The money left over after you have paid.

Complaint – If something is wrong with the food or service, you make a _____.

Appendix 3

Introduction to restaurant phrases

Read through the dialogue and highlight the vocabulary from the word search. Then, in a different colour highlight the phrase in which the word is found.

Waiter: Welcome to Norbert's Diner! Do you have a reservation?

Sophie: No, we don't. Can we have a table for two, please?

Waiter: Of course! Here is your table. My name is Dan, and I will be your waiter this afternoon.
[Pause]

Waiter: Here's the menu. Can I get you any drinks?

Tom: Can I have a pot of tea, please?

Sophie: I'd like orange juice, please.

[Pause]

Waiter: Here are your drinks. What would you like for your starter?

Sophie: No starter for me, thanks. I'd like the cheeseburger for my main course, please.

Tom: What's the special today?

Waiter: The special today is hot dogs.

Tom: Sounds good! I'd like a hot dog, please.

Waiter: Certainly. Would you like any side dishes?

Sophie: I'd like some chips, please. I'm very hungry!

Waiter: Okay, no problem.

[Pause]

Waiter: Can I take your plates if you have finished?

Sophie: Yes please.

Waiter: Would you like some dessert?

Tom: No, thanks. We are very full.

Sophie: Can we have the bill please?

Waiter: Of course!

[Pause]

Waiter: That will be £41.00 please.

[Pause]

Waiter: Here is your change.

Sophie: Keep it as a tip!

Next, match the phrases you found to their function, use the restaurant interaction to help.

Find the phrases to help the waiter...



Check for a reservation

Tell the customers that today's special is ham and pineapple pizza

Ask for their main course order

Ask if you can take their plates

Find the phrases to help the customers...



Ask for a table for 4

Order a glass of coca cola

Ask what the special of the day is

Order spaghetti bolognaise, with a side of bread

Ask for the bill

Tell the waiter to keep the change as their tip



TAKE THE CHALLENGE

Make a complaint

First Dates!

First Dates is a British reality television show based in London that matches together two strangers in search of love and sets them up on a blind date. Emma and Matt are on their first date at the 'Paternoster Chop House'. We will listen to their meal three times, first listening to the waiter and filling in the boxes with what you hear, then Matt and Emma for the second and third time. Add any extra information you hear!



Waiter
Name: _____
Special of the day: _____
Likes: _____
How much change was given? _____



Matt
Likes: _____
Dislikes: _____
Starter: _____
Main course: _____
Side dish: _____
Dessert: _____
Complaint?: _____

Emma
Likes: _____
Dislikes: _____
Starter: _____
Main course: _____
Side dish: _____
Dessert: _____
Complaint?: _____
Did they tip?: _____

Appendix 4

Listening transcript

(Approx 2 mins)

Waiter: Hello and welcome to Paternoster Chophouse! Do you have a reservation?

Matt: Hi, yes, we have a reservation for a table for two.

Waiter: No problem, here is your table. My name is Fred and I will be your waiter this evening.

Matt: Thank you!

Waiter: Here is the menu.

Emma: What is the special today?

Waiter: The special today is seafood linguine, with green beans.

Emma: Sounds delicious, I love seafood, thank you!

Matt: Which pizza do you like?

Waiter: I really like the chicken and chilli pizza, it's spicy!

Matt: Oh, I don't like spicy food.

Waiter: I will give you a couple of minutes.

[Pause]

Waiter: Can I get you any drinks?

Matt: Yes, please. I'd like a beer. Do you want a beer, Emma?

Emma: No thank you, I hate beer. I'd like a glass of wine, please.

Waiter: No problem. And what would you like for your starter?

Matt: I'd like the soup.

Emma: No starter for me, thanks.

Waiter: Lovely, and what would you like for your main course?

Emma: I'd like the seafood linguine without the green beans,

Waiter: Would you like any side dishes?

Emma: A side of salad, please.

Matt: Can I have the pepperoni pizza for my main course?

Waiter: Of course.

[Pause]

Waiter: Can I take your plates if you have finished?

Matt: Yes, thank you.

Waiter: How was your meal?

Matt: Lovely, thank you!

Emma: My linguine was slightly cold unfortunately.

Waiter: Sorry about that! Would you like some dessert?

Matt: Yes, please I love dessert!

Emma: No thank you, I am on a diet. Can we have the bill?

Waiter: Yes, no problem.

[Pause]

Waiter: Here is your change, have a good night!

Matt: Should we leave a tip?

Emma: No I don't think so; my food wasn't very good.

Matt: Okay, let's go!

Appendix 5

Waiter:

Hello, welcome to Paternoster Chop House.

Do you have a reservation?

Here is your table/the menu.

I will be your waiter/waitress this morning/afternoon/evening.

The special today is _____.

Can I get you any drinks?

What would you like for your starter/main course/dessert?

Would you like any side dishes/some dessert?

Can I take your plates if you have finished?

How was your meal?

Customer:

Can we have a table for _____ ?

We have a reservation for _____.

What is the special today?

What is today's special?

What would you recommend?

What _____ would you recommend?

I'd like _____

Can I have _____?

Can we have the bill, please?

Here is your tip.

Appendix 6



PATERNOSTER CHOP HOUSE

MENU

STARTERS

- Soup
- Salad
- Olives

MAIN COURSE

- Steak
- Lasagne
- Chicken burger
- Tomato spaghetti
- Fish pie

SIDE DISHES

- Garlic bread
- Cooked vegetables
- Chips

DESSERT

- Chocolate brownie
- Fruit salad
- Lemon mousse

DRINKS

- Red wine
- White wine
- Beer
- Still water
- Fizzy water
- Cola
- Lemonade

Appendix 7

YE OLDE ENGLISH

<p><u>SPECIAL OF THE DAY</u></p> <ul style="list-style-type: none"> - Fish and chips <p><u>MAINS</u></p> <ul style="list-style-type: none"> - Sausages and mash - Chicken pie - Fillet steak - Roast Chicken <p><u>SIDES</u></p> <ul style="list-style-type: none"> - Chips - Cooked vegetables - Gravy 	<p><u>DESSERTS</u></p> <ul style="list-style-type: none"> - Apple crumble - Trifle - Bread and butter pudding <p><u>DRINKS</u></p> <ul style="list-style-type: none"> - Beer - Wine - Lemonade - Cola - Still water - Fizzy water
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BUZZ'S

DINER

<p><u>SPECIALS</u></p> <ul style="list-style-type: none"> • Nachos <p><u>MAINS</u></p> <ul style="list-style-type: none"> • Hamburger • Cheeseburger • Veggie burger • Hotdog <p><u>SIDES</u></p> <ul style="list-style-type: none"> • Chins 	<p><u>DESSERTS</u></p> <ul style="list-style-type: none"> • Sundae • Ice cream • Chocolate brownie <p><u>DRINKS</u></p> <ul style="list-style-type: none"> • Milkshake • Water • Fruit smoothie • Cola
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Appendix 8

YE OLDE ENGLISH PUB

<u>SPECIAL OF THE DAY</u>		<u>DESSERTS</u>
<ul style="list-style-type: none"> - Fish and chips <input type="checkbox"/> 	<ul style="list-style-type: none"> - Apple crumble <input type="checkbox"/> - Trifle <input type="checkbox"/> - Bread and butter pudding <input type="checkbox"/> 	
<u>MAINS</u>		<u>DRINKS</u>
<ul style="list-style-type: none"> - Sausages and mash <input type="checkbox"/> - Chicken pie <input type="checkbox"/> - Fillet steak <input type="checkbox"/> - Roast Chicken <input type="checkbox"/> 	<ul style="list-style-type: none"> - Beer <input type="checkbox"/> - Wine <input type="checkbox"/> - Lemonade <input type="checkbox"/> - Cola <input type="checkbox"/> - Still water <input type="checkbox"/> - Fizzy water <input type="checkbox"/> 	
<u>SIDES</u>		
<ul style="list-style-type: none"> - Chips <input type="checkbox"/> - Cooked vegetables <input type="checkbox"/> - Gravy <input type="checkbox"/> 		

BUZZ'S DINER

<u>SPECIALS</u>	<u>DESSERTS</u>
<ul style="list-style-type: none"> • Nachos <input type="checkbox"/> 	<ul style="list-style-type: none"> • Sundae <input type="checkbox"/> • Ice cream <input type="checkbox"/> • Chocolate brownie <input type="checkbox"/>
<u>MAINS</u>	<u>DRINKS</u>
<ul style="list-style-type: none"> • Hamburger <input type="checkbox"/> • Cheeseburger <input type="checkbox"/> • Veggie burger <input type="checkbox"/> • Hotdog <input type="checkbox"/> 	<ul style="list-style-type: none"> • Milkshake <input type="checkbox"/> • Water <input type="checkbox"/> • Fruit smoothie <input type="checkbox"/> • Cola <input type="checkbox"/> • Lemonade <input type="checkbox"/>
<u>SIDES</u>	
<ul style="list-style-type: none"> • Chips <input type="checkbox"/> • Salad <input type="checkbox"/> 	



MAMMA MIA ITALIANO

SPECIALS

- ❖ Seafood spaghetti ☐

MAINS

- ❖ Margarita pizza ☐
- ❖ Pepperoni pizza ☐
- ❖ Lasagne ☐
- ❖ Spaghetti Bolognese ☐

SIDES

- ❖ Garlic bread ☐
- ❖ Olives ☐
- ❖ Salad ☐

DESERTS

- ❖ Ice cream ☐
- ❖ Fruit salad ☐
- ❖ Cheesecake ☐

DRINKS

- ❖ Red wine ☐
- ❖ White wine ☐
- ❖ Still water ☐
- ❖ Fizzy water ☐
- ❖ Coffee ☐