

**REAL LIFE
ENGLISH**

**8 LESSONS
FOR THE
ADULT ESL
CLASSROOM**

**BETHANY
ANDERSON**

Table of Contents

| | |
|-------------------------------------------------------|---------|
| To the Teacher..... | page 3 |
| Teaching Tips..... | page 4 |
| Lesson 1: Talking to Neighbors and Acquaintances..... | page 5 |
| Lesson 2: Going to the Grocery Store..... | page 6 |
| Lesson 3: Going to the Clothing/Hardware Store..... | page 8 |
| Lesson 4: Going to the Library..... | page 10 |
| Lesson 5: Going to the Post Office..... | page 12 |
| Lesson 6: Scheduling a Doctor’s Appointment..... | page 14 |
| Lesson 7: Going to a Fast Food Restaurant..... | page 16 |
| Lesson 8: Going to a Sit-Down Restaurant..... | page 18 |

To the Teacher

I designed these lesson plans as a practical tool that teachers could use to give their adult English language learners a gentle “nudge” towards using their English in day-to-day settings.

As you know well if you teach in an adult ESL context (as I have for the past decade plus), motivation is generally not a problem for our students! They recognize their need to learn English and they’re in class because they genuinely want to learn!

Surprisingly enough, one of the biggest challenges for our adult learners is the lack of opportunity to practice English. Although it seems that opportunity is all around our students, looks can be deceptive. For the English learners who belong to a large native language community (Spanish speakers, Arabic speakers, fill in the blank!) opportunity can, in fact, be extremely elusive.

The larger the community, the more the opportunity to speak English in their day-to-day lives evaporates. Students may spend all day with coworkers who speak their native language. When they go to the store, they can often speak their L1 with the cashier. At the doctor’s office, there may be an interpreter on staff. At their child’s school, it’s the same story. Their immediate and extended family members speak their home language and so do all their close friends.

As we begin to look closer, we discover that it’s much harder than we initially realized for adult learners to use English in their daily lives. *It requires them to move outside their normal routine and comfort zone.* While it’s easy to tell our students that they should actively seek these opportunities, if we don’t equip them with the ideas of *exactly* what to say and do, and the tools to successfully carry out these interactions, it will be too daunting of a hurdle for many learners to overcome.

The following lesson plans grew out of my struggle with this dilemma in my own classes, and I have developed this series of lessons as a way for teachers to provide manageable stepping stones to help learner overcome these obstacles and gain confidence in their interactions outside of class.

My hope is that this will serve as a helpful resource for you and your students. I welcome your feedback as you use the lessons and invite you to contact me at bethany@andersonlanguage.com with any questions or suggestions.

Happy teaching!

Bethany

Teaching Tips

These lesson plans are designed to be adaptable! They will work best if you adjust them to fit the needs of your learners.

- As written, each lesson will fill a two-hour class period; however, you can easily shorten or lengthen the lessons by subtracting or expanding some of the activities listed in the practice section. You may also opt to teach a short “Real Life English” segment each class rather than devoting the whole class period to it.
- The lessons are written with a high beginning to low intermediate adult learner in mind. If you are teaching low beginning level students, you will want to spend more than one class period on each lesson and make sure you devote plenty of time to learning the key vocabulary. (For beginners, be sure to limit the number of vocabulary items you introduce if you’re using a picture dictionary. I suggest choosing 5-10 important words/phrases and focusing on those to avoid overwhelming students.) For higher level students, you can go over vocabulary more quickly by means of review and then spend most of your time on practice. Even if your students are familiar with the vocabulary, they will enjoy the opportunity to practice by role playing situations that are relevant to their daily lives. You can also give your higher level students a more challenging assignment that will push them a bit further outside of their comfort zones!
- Many of the activities in these lessons rely on access to a picture dictionary. My students and I love the *Word by Word Picture Dictionary* (published by Pearson and available in bilingual versions of several languages), but you can feel free to use any picture dictionary you have access to. Page numbers referenced in these lesson plans correspond to the English/Spanish edition of the *Word by Word Picture Dictionary*. The *Oxford Picture Dictionary* is another good option which also has bilingual versions available.

Each of the following lessons follows the same basic format:

- **Materials Needed**
Anything mentioned in the lesson instructions that you will need for classroom practice and activities
- **How Did it Go? (Lesson 2-8)**
Checking in with students to see how they their previous assignment went and how they feel about it
- **Learning Objective**
What students will learn during the lesson (you can write the objective on the board at the beginning of class)
- **What You Already Know**
Activating learners’ existing knowledge on the topic being introduced
- **Vocabulary**
Introducing key words and phrases needed to successfully carry out the task in the Assignment
- **Practice**
Using the new vocabulary in a variety of meaningful ways to help students understand and remember it
- **Cultural Notes**
Any background knowledge that would be helpful to students as they’re completing their task
- **Assignment**
The most important part of the lesson! The assignment is the true test of the lesson’s success. Although some students may be hesitant to participate at first (especially if it’s not a requirement), positive peer pressure can go a long way toward reversing that initial reluctance! You may want to plan an incentive to help motivate students to complete the assignment if you foresee this being a problem. This could be a class outing or party, having a local restaurant donate gift certificates to the students who complete all the assignment tasks, etc. The important thing is to build excitement as a group and help students understand that completing these assignments will help them feel more confident as they’re using English in other daily life situations.

©2018 Bethany Anderson

This lesson plan may be duplicated for personal use only. Please do not distribute. Teachers wishing to obtain a copy of this lesson plan may request one by emailing me at bethany@andersonlanguage.com. Thank you for valuing my creative work in this way!

Lesson 1: Talking to Neighbors and Acquaintances

Materials Needed

- Index cards

Learning Objective: *Learn common phrases for starting a conversation with a neighbor or acquaintance.*

What You Already Know

- Have students list ways they can start a conversation with a neighbor or acquaintance
- Brainstorm topics that would be appropriate to discuss in a brief conversation with their neighbor or acquaintance (think friendly “chit-chat”: weather, pets, upcoming holidays, weekend plans, etc.) Students can work in pairs, then share their lists with the class. Write topics and phrases on board.

Vocabulary

- *Beautiful day!*
- *They say it's supposed to ___ (rain, snow) later today/this weekend.*
- *Your yard looks great!*
- *What kind of dog is he/she?*
- Add other phrases based on the topics you brainstormed in the previous activity.

Practice

- Write individual vocabulary phrases and topics on separate index cards. Have students match phrases to the corresponding topic. (Example: weather > *Beautiful day! Looks like rain.*, etc.)
- Call out a topic and have students provide phrases that go with that topic.
- In pairs, have students roleplay an encounter with a neighbor and present the conversation in front of the class.

Cultural Notes

- In the US, people value time and sticking to their planned agenda, so keep unplanned conversations short (1-2 minutes), unless the other person seems to want to talk longer.
- Some topics might be too personal to talk about if you don't know the person very well (whether they are married, how much they paid for their house) so it's best to stick to “safe” topics (like the weather) until you know each other better.

Assignment

- Think of someone you don't know very well that you are likely to see in the next couple of days (neighbor, cashier at the store, etc.)
- Plan what you can say to this person when you see them, choosing from the vocabulary learned in today's class.
- Have a short conversation and report back at the next class! Tell your teacher and classmates what you said and what your neighbor/acquaintance said in response.

©2018 Bethany Anderson

This lesson plan may be duplicated for personal use only. Please do not distribute. Teachers wishing to obtain a copy of this lesson plan may request one by emailing me at bethany@andersonlanguage.com. Thank you for valuing my creative work in this way!

Lesson 2: Going to the Grocery Store

Materials Needed

- Picture dictionary with section on food/supermarket (*Word by Word Picture Dictionary* pp. 48-55)
- Fliers from grocery stores in your area
- Index cards

How Did it Go?

- Ask students to raise their hand if they completed the assignment from the previous class
- Ask how they felt right before they completed the task: Nervous? Excited? How did they feel after they completed the task? Proud? Happy? Successful? Disappointed? Embarrassed?
- Ask a few volunteers to share about their experience. What did they say? How did the person they were talking to respond?
- Have students fill out their Assignment Report for Lesson 1

Learning Objective: *Learn common phrases to request help at the grocery store.*

What You Already Know

- Ask students where they go to shop for groceries (note any grocery stores in your community that are not mentioned, as English language learners often gravitate to stores where first language support is available, and may shy away from unfamiliar stores)
- Have students work with a partner to make a list of things they might need to say or ask when they go to the grocery store
- Have pairs read their lists, correct mistakes as needed, and write phrases and vocabulary on the board

Vocabulary

- *Excuse me, I'm looking for the _____.*
- *I'll take __ pound(s) of _____, please. (meat counter)*
- Use a picture dictionary to go over useful food and grocery store vocabulary

Practice

- In pairs, have students take turns asking each other "Excuse me, I'm looking for the _____" with a food item they might look for in the grocery store. Partner plays the role of a store employee and answers, "It's in aisle ____." Students then switch roles. (If available, students can use picture dictionaries during this activity.)
- Repeat activity above to practice ordering at the meat counter: "I'll take __ pounds of _____, please."
- Using sticky notes, a piece of thick paper, or a notebook to cover the words on the grocery store page of a picture dictionary, have students work in pairs, quizzing each other on food vocabulary by pointing to a food item for their partner to identify.
- Cut out pictures of lesser-known food items from a grocery store flier and write the corresponding name of the food on an index card. Have students match each picture to the correct word.

©2018 Bethany Anderson

This lesson plan may be duplicated for personal use only. Please do not distribute. Teachers wishing to obtain a copy of this lesson plan may request one by emailing me at bethany@andersonlanguage.com. Thank you for valuing my creative work in this way!

Lesson 2: Going to the Grocery Store (continued)

Cultural Notes

- Make sure students understand the units of measure used in the U.S. and their corresponding abbreviations: pounds- lbs., ounces- oz.
- Show students how to check price labels on produce to see if the price is per pound (/lb) or individual item (ea.).

Assignment

- Plan a trip to a grocery store you don't usually shop at.
- Either 1) order meat at the meat counter or 2) ask a store employee for help finding something.

Lesson 3: Going to the Clothing/Hardware Store

Materials Needed

- Picture dictionary with section on shopping/clothing/tools (*Word by Word Picture Dictionary* pp. 33-34, 66-69, 74-75)
- Fliers from local hardware and/or clothing stores
- Index cards

How did it Go?

- Ask students to raise their hand if they completed the assignment from the previous class
- Ask how they felt right before they completed the task: Nervous? Excited? How did they feel after they completed the task? Proud? Happy? Successful? Disappointed? Embarrassed?
- Ask a few volunteers to share about their experience. What did they say? How did the person they were talking to respond?
- Have students fill out their Assignment Report for Lesson 2

Learning Objective: *Learn common phrases for requesting help at a clothing or hardware store.*

(Choose either clothing **or** hardware store vocabulary to focus on for this lesson, depending on what you think will be most interesting to your students. If you decide to cover both topics, you should divide this lesson into two separate classes with a separate topic for each class. After both lessons are complete, allow students to choose which kind of store they want to go to for their assignment.)

What You Already Know

- Ask students where they go to shop for clothing or home repair items (note any stores in your community that are not mentioned)
- Have students work with a partner to make a list of things they might need to say or ask when they go to a clothing or hardware store
- Have pairs read their lists, and write phrases and vocabulary on the board

Vocabulary

- *Excuse me, I'm looking for the _____ (men's shirts, children's shoes).*
- *Can you tell me where the _____ (children's, electrical) section is?*
- Use a picture dictionary like the *Word by Word Picture Dictionary* to go over useful hardware and clothing vocabulary

Lesson 3: Going to the Clothing/Hardware Store (continued)

Practice

- Clothing store: In pairs, have students take turns asking each other “Excuse me, I’m looking for the _____” with an item of clothing they might look for at the clothing store. Their partner plays the role of a store employee and answers, “I’ll show you.” Students then switch roles. (If available, students can use picture dictionaries during this activity.)
- Hardware store: Repeat activity above to ask for help finding a section at the hardware store: “Can you tell me where the ____ (plumbing) section is?”
- Using sticky notes, a piece of thick paper, or a notebook to cover the words on the clothing/hardware store page of a picture dictionary, have students work in pairs, quizzing each other on vocabulary by pointing to an item for their partner to identify.
- Cut out pictures of lesser-known clothing items from a clothing store flier and/or items from a hardware store ad and write the corresponding name of the item on an index card. Have students match each picture to the correct word. (Alternate activity: bring ads to class and have students cut out items they might want to buy themselves and make their own vocabulary flash cards.)

Cultural Notes

- Ask students what clothing and hardware stores are like in their home country. Do they just tell someone what they need and the store employee brings it to them? Did they feel like store employees were unhelpful when they first came to the US? Explain that in the US, most people want to be independent and find things by themselves and only ask for help after they have tried to find something on their own. Store employees are happy to help but usually wait for customers to ask for help.

Assignment

- Plan a trip to a hardware or clothing store you don’t usually shop at.
- Ask a store employee for help finding a specific item or a section of the store.

Lesson 4: Going to the Library

Materials Needed

- Picture dictionary with section on library (*Word by Word Picture Dictionary* p. 83)
- Materials (books, magazines, movies) checked out from your local library
- Library card applications from your local library

How did it Go?

- Ask students to raise their hand if they completed the assignment from the previous class
- Ask how they felt right before they completed the task: Nervous? Excited? How did they feel after they completed the task? Proud? Happy? Successful? Disappointed? Embarrassed?
- Ask a few volunteers to share about their experience. What did they say? How did the person they were talking to respond?
- Have students fill out their Assignment Report for Lesson 3

Learning Objective: *Learn common phrases for requesting help at the library.*

What You Already Know

- Ask students if anyone visits your local library. Ask what they like to check out at the library (books in their native language, English books, children's books, movies, magazines, etc.)
- Have students work with a partner to make a list of things they might need to say or ask when they go to the library
- Have pairs read their lists, and write phrases and vocabulary on the board

Vocabulary

- *Excuse me, I'm looking for a _____ (book, video) about _____.*
- *Could you help me find this book/movie?* (written down or on their phone)
- Use a picture dictionary to go over useful library vocabulary

Practice

- In pairs, have students think of something they would like to learn more about (gardening, home repair, decorating, a hobby, etc.) and take turns asking each other "Excuse me, I'm looking for a book about _____." Their partner plays the role of the librarian and answers, "Yes, I'll show you." Students then switch roles. (If available, students can use picture dictionaries during this activity.)
- Using sticky notes, a piece of thick paper, or a notebook to cover the words on the library page of a picture dictionary, have students work in pairs, quizzing each other on library vocabulary by pointing to an item for their partner to identify.
- Bring several books/magazines/videos from the library that might be interesting to your students. Set up a mock "library" in your classroom and have students practice "checking out" the materials.

Lesson 4: Going to the Library (continued)

Cultural Notes

- Call or visit your local library to see if it would be possible to set up a tour for your class. Many students were not used to going to the library in their home country and they may feel uncomfortable going to the library because it's an unfamiliar environment. If a tour isn't practical, go to your local library and take pictures of the different sections (with signs) and show to your class to help familiarize your students with the layout. Be sure to ask if there are foreign language books/magazines/ movies available that might appeal to your students.
- Obtain library card applications from your library and have students fill them out in class if they don't have a library card. Find out what kind of ID/proof of address is accepted at the library and explain to students so they can take it along with their application when they go.

Assignment

- Plan a trip to the local library.
- Ask a librarian for help to find either a book about a topic of interest or a specific title.

Lesson 5: Going to the Post Office

Materials Needed

- Picture dictionary with section on the post office (*Word by Word Picture Dictionary* p. 82)
- A variety of stamps in different denominations and different sizes of flat rate boxes
- Padded mailing envelopes (enough for each student)

How did it Go?

- Ask students to raise their hand if they completed the assignment from the previous class
- Ask how they felt right before they completed the task: Nervous? Excited? How did they feel after they completed the task? Proud? Happy? Successful? Disappointed? Embarrassed?
- Ask a few volunteers to share about their experience. What did they say? How did the person they were talking to respond?
- Have students fill out their Assignment Report for Lesson 4

Learning Objective: *Learn common phrases for completing transactions at the post office.*

What You Already Know

- Ask students what they do at the post office (buy money orders, mail packages, buy stamps).
- Ask students what kind of questions post office employees ask. (*Anything hazardous, perishable? Do you need any stamps?* etc.)
- Have students work with a partner to make a list of things they might need to say or ask when they go to the library
- Have pairs read their lists, write phrases and vocabulary on board

Vocabulary

- *I'd like to buy a money order.*
- *I'd like to mail this package.*
- *I need a flat rate box.*
- *I need some stamps.*
- *I'm sorry, I didn't understand. Could you repeat that, please?*
- (Other useful phrases based on tasks listed in previous activity)
- Use a picture dictionary to go over useful post office vocabulary

Lesson 5: Going to the Post Office (continued)

Practice

- In pairs, have students take turns playing the roles of the post office employee and the customer. Have students practice as many tasks as possible using the vocabulary above.
- Using sticky notes, a piece of thick paper, or a notebook to cover the words on the post office page of a picture dictionary, have students work in pairs, quizzing each other on post office vocabulary by pointing to an item for their partner to identify.
- Bring enough padded envelopes for each student. Show students the correct format for writing their return address and the destination address. Have them think of someone they would like to send something to and write their address on the envelope. (If students don't know the person's address, have them text their friend/family member to ask. If needed, this can be completed at home). Students can fill the envelope with something and take it to the post office to mail to fulfill this lesson's assignment.

Cultural Notes

- Explain the different denominations of stamps used for different purposes (see https://store.usps.com/store/results/stamps/_/N-9y93lv?Nrpp=18) and the different ways stamps can be purchased (single, **strip** of 4, **block** of 10, **sheet** of 12, **book** of 20, coil/**roll** of 100)
- If possible, arrange a tour of your local post office. If a tour is not practical, go to your local post office and get a few examples of different stamps and sizes of flat rate boxes to show your class.

Assignment

- Plan a trip to the local post office to mail a package or buy stamps or a money order.

Lesson 6: Scheduling a Doctor's Appointment

Materials Needed

- Picture dictionary with section on health problems/doctor's visit (*Word by Word Picture Dictionary* pp. 88-89, 93)
- Intake form from an urgent care clinic in your area

How did it Go?

- Ask students to raise their hand if they completed the assignment from the previous class
- Ask how they felt right before they completed the task: Nervous? Excited? How did they feel after they completed the task? Proud? Happy? Successful? Disappointed? Embarrassed?
- Ask a few volunteers to share about their experience. What did they say? How did the person they were talking to respond?
- Have students fill out their Assignment Report for Lesson 5

Learning Objective: *Learn common phrases for scheduling a doctor's appointment.*

What You Already Know

- Ask students if they usually use an interpreter when they call to schedule an appointment or go to the doctor's office
- Ask students what kind of questions the receptionist asks when they call to schedule an appointment
- Have students work with a partner to make a list of things they might need to say or ask when they are checking in for a doctor's visit
- Have pairs read their lists, write phrases and vocabulary on board

Vocabulary

- Birthdate, address, phone number, insurance information
- *I have/my _____ (son/daughter) has a _____ cough/fever/stomachache*
- *I need to schedule an appointment/well child check for _____ (myself, my son/daughter)*
- *I'm sorry, I didn't understand. Could you repeat that, please?*
- Use a picture dictionary like the *Word by Word Picture Dictionary* to go over useful illness and doctor's office vocabulary

Lesson 6: Scheduling a Doctor's Appointment (continued)

Practice

- In pairs, with chairs back to back (to simulate a phone conversation) have students practice calling to schedule a doctor's appointment. Have the student who is acting as the scheduler ask for the patient's birth date, address, phone number, insurance information and reason for appointment (tell students they can provide invented information if they wish to protect their privacy).
- Using sticky notes, a piece of thick paper, or a notebook to cover the words on the illnesses/doctor's office page of a picture dictionary, have students work in pairs, quizzing each other on health vocabulary by pointing to an item for their partner to identify.
- Bring in copies of an intake form from an urgent care clinic in your area. Help students understand confusing vocabulary and have them fill it out for an imaginary urgent care visit.

Cultural Notes

- Identify urgent care clinics in your area and ask students if anyone uses their services. Tell students that if they need an appointment the same day, an urgent care clinic is much cheaper than going to the emergency room. Ask students to identify possible situations when they might choose an urgent care clinic and when they should go to the emergency room.

Assignment

- Call your doctor's office to schedule an appointment for someone in your family who needs a checkup. If no one in your family is due for a doctor visit, write out what you would need to say to schedule an appointment, and put your notes in a handy place where you can find them the next time you need to make an appointment.

Lesson 7: Going to a Fast Food Restaurant

Materials Needed

- Picture dictionary with section on fast food restaurants (*Word by Word Picture Dictionary* p. 60)
- Coupons from fast food restaurants in your area, photocopied

How did it Go?

- Ask students to raise their hand if they completed the assignment from the previous class
- Ask how they felt right before they completed the task: Nervous? Excited? How did they feel after they completed the task? Proud? Happy? Successful? Disappointed? Embarrassed?
- Ask a few volunteers to share about their experience. What did they say? How did the person they were talking to respond?
- Have students fill out their Assignment Report for Lesson 6

Learning Objective: *Learn common phrases for ordering at a fast food restaurant.*

What You Already Know

- Ask students to call out their favorite fast food restaurants
- Have students work with a partner to make a list of things they might need to say when they are ordering at a fast food restaurant
- Have pairs read their lists and write phrases and vocabulary on board

Vocabulary

- *I'll take a _____, a _____, and a _____.*
- *Can I get that without the _____ (onions, pickles), please?*
- Use a picture dictionary like the *Word by Word Picture Dictionary* to go over useful fast food restaurant vocabulary

Practice

- In pairs, have students choose a local restaurant and take turns playing the role of the cashier and the customer. Have students order something they might order at that restaurant. If students have a smart phone, many restaurants have a full menu posted online so students can choose from actual options.
- Using sticky notes, a piece of thick paper, or a notebook to cover the words on the fast food restaurant page of a picture dictionary, have students work in pairs, quizzing each other on fast food vocabulary by pointing to an item for their partner to identify.
- Photocopy some coupons from fast food restaurants and have students circle what they need to buy to be able to use each coupon. Tell them to look for words like *with purchase of*, *when you buy*, *buy one get one free*, etc.

Lesson 7: Going to a Fast Food Restaurant (continued)

Cultural Notes

- Ask students what fast food restaurants they have in their home country. How are they different from the US?
- Remind students that most fast food restaurants use numbers on their menu so they can always order a “number 5” if there is a breakdown in communication. Encourage students to use the food name rather than number whenever possible to practice their pronunciation!

Assignment

- Plan to eat at a fast food restaurant you don’t usually eat at. Look at the menu online before you go and decide what you will order.

Lesson 8: Going to a Sit-Down Restaurant

Materials Needed

- Picture dictionary with section on restaurant dining (*Word by Word Picture Dictionary* p. 62-64)
- Menus from sit-down restaurants in your area
- Index cards

How did it Go?

- Ask students to raise their hand if they completed the assignment from the previous class
- Ask how they felt right before they completed the task: Nervous? Excited? How did they feel after they completed the task? Proud? Happy? Successful? Disappointed? Embarrassed?
- Ask a few volunteers to share about their experience. What did they say? How did the person they were talking to respond?
- Have students fill out their Assignment Report for Lesson 7

Learning Objective: *Learn common phrases for ordering at a sit-down restaurant.*

What You Already Know

- Ask students what they think a sit-down restaurant is
- Ask students what sit-down restaurants they have eaten at. Which is their favorite? Which is the most expensive?
- Have students work with a partner to make a list of things they might need to say when they are ordering at a sit-down restaurant
- Have pairs read their lists and write phrases and vocabulary on board

Vocabulary

- *Do you have _____ (tea, Pepsi, lemonade)?*
- *I'll have the _____.*
- *We need just a minute.*
- Use a picture dictionary like the *Word by Word Picture Dictionary* to go over useful sit-down restaurant vocabulary

Lesson 8: Going to a Sit-Down Restaurant (continued)

Practice

- Explain the normal progression of service in a sit down restaurant: 1) host asks how many people are in your group and seats you at a table; 2) server comes to your table, brings menus and takes drink orders; 3) server brings drinks and asks if you're ready to order (leaves and comes back later if not; 4) server brings meal and checks back with you to make sure everything is okay; 5) server asks if you'd like to order any dessert, if not, brings the check; 6) server comes back to collect payment. (At some restaurants, you may need to go to a cash register to pay.)
- Have students role play a visit to a sit down restaurant. If possible, bring in menus from a few different restaurants in town or print them from their website. Allow students to choose which restaurant they want to "eat" at. Divide the class into pairs and have students decide who will be the server and who will be the customer. Give students a few index cards and let them write down what they will say as they are preparing. Be sure the student who plays the role of the server carefully follows the sequence detailed above. After students have practiced, set up a table and chair at the front of the classroom and have each pair act out their role play for the class.
- Consider going to a sit-down restaurant as a class for a holiday party, to celebrate students' birthdays, at the end of the year, etc.

Cultural Notes

- Ask students how people usually get the attention of the server in a restaurant in their home country. Explain that although snapping or whistling might be acceptable in some countries, it is considered very rude in the US and it might result in a bad reaction from the server. It's best to wait until a server passes by your table and get their attention by saying "Excuse me. . ." in a conversational tone and volume.
- Ask students if they usually need to ask for the check at a restaurant in their home country. Explain that in most restaurants in the US, it's normal for servers to bring the check as soon as you're done eating, or even before you've finished, but you can still stay at your table as long as you want.
- Ask students if they think it is normal to pay a tip at a restaurant. Explain that at most sit-down restaurants, it is expected to pay a tip between 15-20% of the cost of the meal (unless your check says "gratuity included" which some restaurants do for large groups). Teach students how to calculate percentages: an easy way (for a 20% tip) is to move the decimal point one place to the left and then double. For example, for a \$40.00 meal, \$4.00 would be 10%, \$8.00 is 20%. Since most people have calculators on their phone, they can also multiply the total bill by .15 or .2.

Assignment

- Plan to eat at a sit-down restaurant you don't usually eat at. Look at the menu online before you go and decide what you will order.