

**UNIVERSIDADE FEDERAL DE MINAS GERAIS**  
**CURSO DE ESPECIALIZAÇÃO EM ENSINO DE INGLÊS**

Orientadora: Adriana Maria Tenuta de Azevedo

**TRABALHO DE CONCLUSÃO DE CURSO**

LÚCIA HELENA DE AGUIAR TELES

Belo Horizonte

2012

Lúcia Helena de Aguiar Teles

## **TRABALHO DE CONCLUSÃO DE CURSO**

HOW TO COMMUNICATE EFFECTIVELY WHEN EATING OUT AND GOING PLACES

Universidade Federal de Minas Gerais  
Belo Horizonte – MG  
2012

# Unit 1

## Eating Out and Buying Food

English for Travel

Students' age: young adults and adults

Level of English: Intermediate Students at D.E.L. SCHOOL – English Course

Communicative functions: Places to shop for food; shopping for food; places to eat; ordering food at a restaurant; talking about food preferences

Duration: 3 to 4 classes

## Unit 1 – Eating and Buying Food

In this lesson you will learn to communicate effectively when buying food, eating at a restaurant, and talking about food preferences

Vocabulary: food; places to buy food; places to eat;

Grammar: Count /non count nouns; comparatives; imperatives

A- **Warm up:** Everybody eats, and everybody needs to buy food. Whether you are in the place where you live, or you are traveling, you go to places to buy food.

Here are some places where you can buy food. Write the names of the places on the correct picture: fast food restaurant – delicatessen – farmers’ market – bakery – restaurant – supermarket



[http://comps.fotosearch.com/comp/UNQ/UNQ531/mother-father-young\\_~u13729346.jpg](http://comps.fotosearch.com/comp/UNQ/UNQ531/mother-father-young_~u13729346.jpg)



<http://cdn6.fotosearch.com/bthumb/FSP/FSP032/982014.jpg>



<http://www.examiner.com/restaurants>  
14/07/2012



[http://t0.gstatic.com/images?q=tbn:ANd9GcRb-tBwMYOV-qF6fJI\\_0YlahcYn30FnimqQ091nofOfHeUwFXfk](http://t0.gstatic.com/images?q=tbn:ANd9GcRb-tBwMYOV-qF6fJI_0YlahcYn30FnimqQ091nofOfHeUwFXfk)



<http://comps.fotosearch.com/comp/CSP/CSP713/->  
mature-caucasian couple\_~k7132508.jpg



<http://photos3.fotosearch.com/bthumb/CSP/CSP715/k7151469.jpg>

B- Practice: Using activity A, complete the sentences with the names of the places to buy food from.

- 1- You can buy fresh produce, such as fruits and vegetables at a \_\_\_\_\_.
- 2- If you are hungry and you have a very short time to eat you can go to a \_\_\_\_\_.
- 3- In a \_\_\_\_\_ you can have a special dinner and be served by a waiter or waitress.
- 4- In a \_\_\_\_\_ you can buy a variety of specialty, made food and other conveniences.

- 5- At a \_\_\_\_\_ you can buy bread, cake, pies and cookies.
- 6- A \_\_\_\_\_ is usually very big and there you can buy food and groceries and other products.

## C- Pre-reading

- *Eating out:* Think about the places where you eat your meals. Number the places where you eat according to the frequency that each one happens.

**0 = never – 1 = rarely – 2 = sometimes – 3 = frequently – 4 = often – 5- always**

- ( ) at home ( ) at a fast food restaurant ( ) at a sit-down restaurant ( ) at a food stand  
 ( ) at the school cafeteria ( ) at a pizza place ( ) at a snack bar

- *Answer:* When you are traveling, where do you usually eat? \_\_\_\_\_

## D- Read the text

### Tips on Eating Out and Buying Food



<http://us.123rf.com/400wm/400/400/limonzest/limonzest1204/limonzest120400077/13165965-business-people-served-by-waiter-enjoy-lunch-at-the-restaurant.jpg>

When traveling abroad, to an English speaking country, you may choose to eat at a restaurant. When you enter a restaurant, you will be asked how many people are in your party, and you will be shown to a table by the hostess. If there isn't a menu at your table, you can ask for one.

On the menu, you may find words relating to food such as *appetizers*, that's a small portion of food to eat before the main dish; *Entrée* is the same as *main dish* or *main course*; *Side dish* comes with what's served in the main course, usually vegetables, rice, potatoes or salad; *Dessert* is something sweet that you can order to eat at the end of your meal. Some popular types of desserts are pies or ice-cream.

When you finish your meal, you ask for the check. Tipping is required in sit down restaurants in most countries. When you pay your bill you leave a 10% to 15% tip to the

waiter or waitress.

Restaurants are usually open during meal time. Snacks are available almost at any time at coffee houses, fast food restaurants, food stands, snack bars or delis. These places are a less expensive choice for eating than formal restaurants.

When you go to a fast food restaurant you may hear the expression “for here or to go”, it means that you may want to eat your food at the restaurant or take it with you to eat elsewhere. If you buy food to take home with you, it’s called *take-out food*.

Eating out and buying food can be a lot of fun and pleasant, especially if you are traveling on vacation. With some practice you’ll be able to communicate very well when eating out or buying food.

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## E- Comprehension Check

Read the text again and answer the following questions:

- 1- Write two things about eating out that you have learned from the text above:

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- 2- Write each word next to its correct definition, as seen in the text:

**check - tip - take-out food - entrée - dessert - hostess - waiter/waitress**

- a- \_\_\_\_\_ : is the main dish in the menu.  
b- \_\_\_\_\_ : is the person who greets you at the restaurant and leads you to your table.  
c- \_\_\_\_\_ : is the person that takes your order and serves your food.  
d- \_\_\_\_\_ : is the amount of money you will pay for the food you had at the restaurant.  
e- \_\_\_\_\_ : is the food you buy at a restaurant to take with you, and not to be eaten at the restaurant.  
f- \_\_\_\_\_ : is a percentage of the bill you pay at the restaurant that goes to the waiter or waitress for their service.

- 3- Imagine you are traveling abroad. You are choosing a place to eat, and you don’t want to eat in a sit down restaurant. What would be your choices of places to eat?

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- F- **Pre writing activity** - You will read an example conversation of four friends ordering food in a restaurant on page 9. This is the menu they are looking at. Take a look at the menu, and then read the conversation between them and the waiter on page 9.

Open 7 days a week  
SUN-WED 7:00 am – 10:00 pm  
THU-SAT 7:00 am – 11:00 pm

# breadie's

— family restaurant —

555.787.1344  
breadierestaurant.com  
1454 West Greene Street, Boulder

**BREAKFAST COMBOS**

breakfast available until 2 p.m. daily

**Two Buttermilk Pancakes \$7.25**  
with bacon or country sausage and two eggs

**Belgian Waffle \$7.50**  
topped with seasonal fruit and whipped cream

**Country-Style Grits \$7.50**  
with two country sausages, two eggs, and cream gravy

**Biscuits and Red Eye Gravy \$8.75**  
served with grilled ham steak and two eggs

**Pigs in a Blanket \$6.75**  
three link sausages rolled in buttermilk pancakes

**Frying Pan Pile Up \$7.50**  
potatoes, bacon, bell peppers, two eggs any style, cheese, and gravy

**Chicken Fried Steak \$7.50**  
served with two eggs, biscuits and cream gravy

**Ham or Country Sausage \$6.25**  
served with one egg, biscuits or toast, and hash browns

**French Toast \$4.50**  
two pieces of thick toast drenched in maple or blueberry syrup

**Ham & Cheese Omelet \$7.25**  
smoked ham and three cheeses with your choice of vegetables

**\*\*\* SPECIALS \*\*\***

with mashed potatoes, fries, or Texas toast

**Route 66 Meat Loaf Deluxe \$7.25**  
loaded with mushrooms, onions, and brown gravy

**Bernard's Grilled Liver & Onions \$7.25**  
topped with bacon and served with two sides and a dinner roll

WARNING: CONSUMPTION OF UNDERCOOKED MEAT, POULTRY, EGGS, OR SEAFOOD MAY INCREASE THE RISK OF FOODBORNE ILLNESSES. ALERT YOUR SERVER IF YOU HAVE SPECIAL DIETARY REQUIREMENTS.

**SANDWICHES**

with hand cut fries, coleslaw or potato salad

**Soup & Half Sandwich \$4.99**  
cup of today's soup with half a sandwich (BLT, Grilled Cheese, Meatloaf, or Chicken Salad)

**Hot Meatloaf Sandwich \$5.99**  
A generous slice of our homemade meatloaf served on your choice of bread with mayonnaise, lettuce, and tomato

**Mom's Chicken Salad \$8.00**  
two hearty scoops of homemade chicken salad on a bed of lettuce with tomato and Texas toast

**BLT \$5.99**  
traditionally prepared on your choice of bread

**Grilled Cheese \$4.49**  
simple and delicious with two slices of American on thick Texas toast

**Tuna Melt \$6.49**  
our own recipe, piled on a slice of sourdough toast, topped with melted cheddar and served open-faced

**Sloppy Joe \$4.99**  
Mom's special recipe served on a toasted sesame bun

**Hamburger \$6.75**  
served with mustard, mayo, lettuce, tomato, pickle, onion (add cheese for 50 cents)

**Mushroom Swiss Burger \$8.49**  
fresh mushrooms sautéed in garlic and topped with melted Swiss (add bacon for 50 cents)

**DESSERTS**

Homemade Fruit Pie \$3.75 / Homemade Cream Pie \$4.25 / Carrot Cake \$3.75 / Hot Fudge Brownie Sundae \$4.25 / Banana Split \$4.75 /

**BEVERAGES**

Shakes \$4.50 / Malts \$4.75 / Ice Cream Sodas \$3.50 / Fountain Soda \$2.25 / Lemonade or Limeade \$2.75 / Coffee or Tea \$1.75 / White or Chocolate Milk \$2.25 /

[http://ws.musthavemenus.com/template/prod/template-cache/217282/original/doc\\_138.jpg?unique=AF8D7C90-FE16-4D87-8211-0B54C7EE6A9E](http://ws.musthavemenus.com/template/prod/template-cache/217282/original/doc_138.jpg?unique=AF8D7C90-FE16-4D87-8211-0B54C7EE6A9E)  
taken on July 20, 2012

## G- Writing

Part 1 - Using the menu on page 7 as a model, and the following menu template to guide you, create a restaurant menu. You can use some of the foods from the model menu, and/or add other kinds of food. Make sure you include important information, such as the time when the meals are served, names of the dishes, and prices.

				
<b>Breakfast</b>				
_____				
_____				
_____				
<b>Lunch</b>				
_____				
_____				
_____				
<b>Sandwiches</b>				
_____				
_____				
_____				
		<b>Specials</b>		
		_____		
		_____		
		_____		
		<b>Desserts</b>		
		_____		
		_____		
		_____		
		<b>Beverages</b>		
		_____		
		_____		
		_____		
				
				



**Writing** - Part 2- Model dialogue – Ordering food in a restaurant - In this dialogue the menu on page 7 has been used.

The waiter comes to their table:

**Waiter:** \_ Are you ready to order?

**Friend 1:** \_ Yes. I'll have the mushroom Swiss Burger and a glass of lemonade, please.

**Friend 2:** \_ I'd like the Mon's Chicken salad and a cup of coffee.

**Waiter:** \_ How would you like your coffee?

**Friend 2:** \_ with cream and sugar, please.

The waiter turns to friend 3:

**Waiter:** \_ How about you, can I take your order?

**Friend 3:** \_ Yes. I'll have the Tuna Melt.

**Waiter:** \_ and what would you like to drink?

**Friend 3:** \_ A diet soda, please.

Turning to friend 4 the waiter asks:

**Waiter:** \_ Can I take your order now?

**Friend 4:** \_ Sure. I'll take the Special Route 66 Meat Loaf Deluxe.

**Waiter:** \_ And what would you like to drink?

**Friend 4:** \_ Coffee, please, black.

**Waiter:** \_ Anything else?

**Friend 1:** \_ That's all for now, thank you.

**Waiter:** \_ I'll be back soon with your orders.



<http://us.123rf.com/400wm/400/400/kzenon/kzenon1111/kzenon111100190/11529716>

In groups of three or in pairs, write a conversation ordering food in a restaurant. Use the menu on page 7 and the example above to write your dialogue. You may change the order of the people speaking, suggested bellow, and you may use more or less lines than the ones given. When you finish, with your group, role play the conversation to the class.



<http://comps.fotosearch.com/comp/FSD/FSD091/four-adults-ordering ~x29649897.png>

Waiter: - \_\_\_\_\_

Customer 1 - \_\_\_\_\_

Waiter: - \_\_\_\_\_

Customer 2 - \_\_\_\_\_

Waiter: - \_\_\_\_\_

Customer 1 - \_\_\_\_\_

Waiter: - \_\_\_\_\_

Customer 2 - \_\_\_\_\_

Waiter: - \_\_\_\_\_

Customer 1 - \_\_\_\_\_

Waiter: - \_\_\_\_\_

**H -Food vocabulary** – You can learn a lot of vocabulary in English by looking at pictures and words, using a picture dictionary and researching on the internet.

**Part 1** - Here are some vocabulary words that you should know. They can be very useful when you need to buy food.

Some Fruits and Vegetables:



Apple



lemon



lime



orange



strawberry



grapefruit



Grapes

peach



pear



Asparagus

carrots



Lettuce



pineapple



cucumber



celery



corn



potatoes



tomatoes



mushroom



spinach



Vocabulary and images – adapted from <http://www.eslgold.com/vocabulary/vegetables.html>  
<http://eslgold.com/vocabulary/fruit.html>[http://www.freedigitalphotos.net/images/Fruit\\_g104.html](http://www.freedigitalphotos.net/images/Fruit_g104.html)

Practice activity: Which of these fruits and vegetables can you find on the menu on page 7? Write them down below.

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## Food vocabulary – Part 2

Poultry, meat, seafood, grains, dairy products and beverages



chicken



turkey



ham



meat



sausage



Steak



Fish



lobster



Shrimp

Whole  
Wheat bread



A loaf of  
bread



eggs



Cheese



Ice cream



soda



Coffee



tea



juice



milk

A slice of apple  
pie



cake



A bottle  
Of water

Pictures and vocabulary taken and adapted from <http://www.madridteacher.com/Activities/Files/images/food/print-meat-pictures-with-words-list.htm>

Practice activity 2 – Which of the foods in food vocabulary 2 can you find on the menu from page 7? \_\_\_\_\_

List the beverages that are on the menu on page 7: \_\_\_\_\_

### I- Grammar – Count and non-count nouns

There are some nouns you can count. They can be singular or plural

Some nouns you cannot count. They are singular.

Examples: - How many lemons do we need to make lemonade?

- There are five lemons in the refrigerator. We can use them all.

-I'd like a glass of milk.

-How much milk would you like?

- Not too much, just a little.

Count nouns	Non-count nouns
How many cookies	How much soda
Too many cookies	Too much soda
A few cookies	A little soda

Practice activity: Look at these foods from the menu on page 7 and decide if they are count or non-count nouns, and put them in the correct column.

Pancake, whipped cream, sausages, eggs, gravy, potatoes, bell peppers, ham, cheese, sandwich, pie, cake, coffee tea, chocolate milk

Count nouns	Non-count nouns

Here are some measurements that you might need to know in order to buy certain kinds of food, drinks and other items:

<b>Weight:</b> 1 ounce (oz.) = 28.35 grams 1 pound (lb.) = 16 ounces = 453.6 grams 2.2 ponds = 1 kilogram (kg)	<b>Liquid</b> 1 gallon (gal.)= 3.785 liters 1 quart (qt.) = 0.946 liters 1 pint (pt.) = 0.473 liters
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<http://usefulenglish.ru/vocabulary/food-main-list>

**J- Listening** – You will watch a video of people talking about food preferences, BLT sandwich.



the best thing i ever ate\_ BLT\_ Boris\_2.mp4

<http://www.youtube.com/watch?v=zNaz9xxKIJQ&feature=related>

Watch the video again, and from the list of words below, check ten food or food related words that you can hear:

- restaurant     burger     sandwich     table     bread  
 spicy     ingredients     crispy     flavor     order  
 homemade     pay     menu     waiter     lettuce  
 chips     crunch     bite     breakfast     drink

**K- Speaking** - Let's talk about food preference.

With a partner, discuss these questions:

- **What are your favorite foods?**  
**When you go out to eat, what kind of food do you usually eat?**
- **When you travel, are you willing to try different foods that you haven't eaten before?**



<http://us.123rf.com/400wm/400/400/eastwest/eastwest0804/eastwest080400338/2926451->

**For presentation and discussion: When you finish, present your partner answers to the class, and your partner will present your answers.**

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K- Pronunciation – Words with the sound /tʃ/ as in church, and words with the sound /ʃ/ as in shop.

<http://www.antimoon.com/how/pronunc-soundsipa.htm#chart>

Listen and repeat: /tʃ/ church, child, cheap, lunch, check  
/ʃ/ shop, English, ship, short, dish, finish

Go back to the menu on page 7 and find:

4 words with /tʃ/ sound

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-----  
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4 words with /ʃ/ sound

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## Unit 2

### GETTING AROUND THE CITY

English for Travel

Students' age: young adults and adults

Level of English: Intermediate Students at D.E.L. SCHOOL – English Course

Communicative functions: Ask for directions, give directions, take public transportation, ask and give information, plan a trip abroad, talk about places to visit.

Duration: 3 classes

## Unit 2- Getting Around the City

In this lesson, you will practice and learn to communicate effectively when planning a trip abroad, taking public transportation, bus, train, subway; asking for and getting directions; talking about places to go when you are traveling.

A- **Warm up** – When you plan a trip, especially if you travel abroad, one of the things you must think about is how to get to places and what kinds of transportation you can take in the city you are visiting.








In this unit we are going to use New York City as an example of a city to visit.

From taxis and trains, to buses, subways and your own two feet, you need to get around New York City safely and efficiently.

### B-Pre reading-

The following are some types of transportation you can take. Read about each one on page 15, and match them with their pictures, putting the same number of the explanation on the picture on this page.

<p>_____</p>  <p><a href="http://cache.virtualtourist.com/1/4998739-Taxis-New_York_City.jpg">http://cache.virtualtourist.com/1/4998739-Taxis-New_York_City.jpg</a></p>	<p>_____</p>  <p><a href="http://tourbytransit.com/newyorkcity/images/562x350px-New%20York%20City%20Clean%20Air%20Metro%20Bus.jpg">http://tourbytransit.com/newyorkcity/images/562x350px-New%20York%20City%20Clean%20Air%20Metro%20Bus.jpg</a></p>	<p>_____</p>  <p><a href="http://www.nycgo.com/images/uploadedimages/devnycvisitcom/articles/subway_v1.jpg">http://www.nycgo.com/images/uploadedimages/devnycvisitcom/articles/subway_v1.jpg</a></p>
<p>_____</p>  <p><a href="http://tourbytransit.com/newyorkcity/images/562x422px-NY%20Waterway%20Ferry.jpg">http://tourbytransit.com/newyorkcity/images/562x422px-NY%20Waterway%20Ferry.jpg</a></p>	<p>_____</p>  <p><a href="http://tourbytransit.com/newyorkcity/images/562x376px-Long%20Island%20Rail%20Road%20Double%20Decker%20Train.jpg">http://tourbytransit.com/newyorkcity/images/562x376px-Long%20Island%20Rail%20Road%20Double%20Decker%20Train.jpg</a></p>	

## Getting Around New York City

- 1- **On the subway**- The New York City subway offers visitors an affordable, quick and easy way to get around. Navigating the buses and New York City subway is key to getting around quickly and easily.
- 2- **Taxi**- Cabs are a quick, convenient way to get around the five boroughs. New York taxis offer visitors and residents the convenience of having a car in New York City without the hassle and expense of parking (or driving).
- 3- **By bus**- For some travelers, especially those coming from other East Coast cities, buses are an affordable and convenient travel option. New York City Buses may not be as quick and efficient for getting around New York City as taking the subway is, but they offer visitors great views of Manhattan, as well as easy access to areas located further away from subway lines.
- 4- **By train**- Those starting from a nearby suburb can reach NYC by NJ Transit, Long Island Rail Road or Metro-North Railroad. Amtrak also offers comfortable, convenient service to NYC from cities near and far.
- 5- **Staten Island Ferry** – Try a free cruise from Battery Park to Staten Island on the Staten Island Ferry.

Adapted from: <http://www.nycgo.com/articles/nyc-transportation-getting-here-and-getting-around - 25/07/12>

**C-Reading** – You read above about some kinds of transportation you can take when visiting New York City. Read this article guiding you on what to do when you arrive in the city.

### Arriving in New York City.

When arriving in New York City, if you are coming in on a bus or a train, you will be arriving at one of three places: Penn Station, the Port Authority Bus Terminal, or Grand Central Station. All three hubs are conveniently located in Mid-town Manhattan. If you have bags, the best way to get to your hotel is by finding a taxi. A typical taxi ride in Manhattan will be no more than \$10-15. With bags, split among 2–4 people, this is almost as economical as taking a subway and much more convenient. If you are arriving at an Airport – it will most likely be JFK or LaGuardia – there are a number of options, depending on your budget and time constraints. Whatever your transportation decisions, you should call a hotel concierge or a concierge service to help you determine the best way to get into New York City.

<http://www.tripadvisor.com/Travel-g60763-c133867/New-York-City:New-York:Getting.To.Your.Hotel.html>

### D- Comprehension Check

Answer according to the text:

- 1- Which places will you be arriving at when coming to New York by bus or train? \_\_\_\_\_  
\_\_\_\_\_
- 2- What is the best way to get to your hotel if you have bags? \_\_\_\_\_  
\_\_\_\_\_
- 3- What should you do to determine the best way to get to a hotel from the airport? \_\_\_\_\_  
\_\_\_\_\_



## E- Listening

When you plan your trip, it's important to learn about the place you are going to visit, and have as much information as possible on places to go and what to do while you are there. In this video you will learn about some of New York City's famous sights.

Watch this video about places to see and visit in New York.

As you watch, focus on the places and landmarks and the interesting facts about them.



<http://www.youtube.com/watch?v=4-58nsUMFs8>

Welcome to New York City – City Guide

Listening Comprehension - Number the facts, matching them with the correct places, according to the video.

- 1- Central Park
- 2- Madison Square Garden
- 3- Brooklyn Bridge
- 4- The Natural History Museum
- 5- The Empire State building
- 6- Lincoln Center
- 7- Time Square
- 8- Broadway

- ( ) It's the longest road in Manhattan, and it runs north to south.
- ( ) This place is located on Broadway and 42<sup>nd</sup> Street and is considered the pulse of the city.
- ( ) This vast open area lies in the middle of the hustle and bustle of Manhattan.
- ( ) This is one of the world's famous attractions. It shows all aspects of life, from the beginning of life to the present.
- ( ) Operas and concerts are performed live on stage at this place, by artists from around the world.
- ( ) This place is located in the heart of Manhattan and it's the venue for shows, sports events and awards ceremonies.
- ( ) It joins Manhattan and Brooklyn and it was officially completed in 1883.
- ( ) This building is a New York City landmark, it has 86 floors and it was built in 1932

**F- How to say it:** -When traveling abroad, you may need to ask for information on how to get to places. So, it's important to practice.

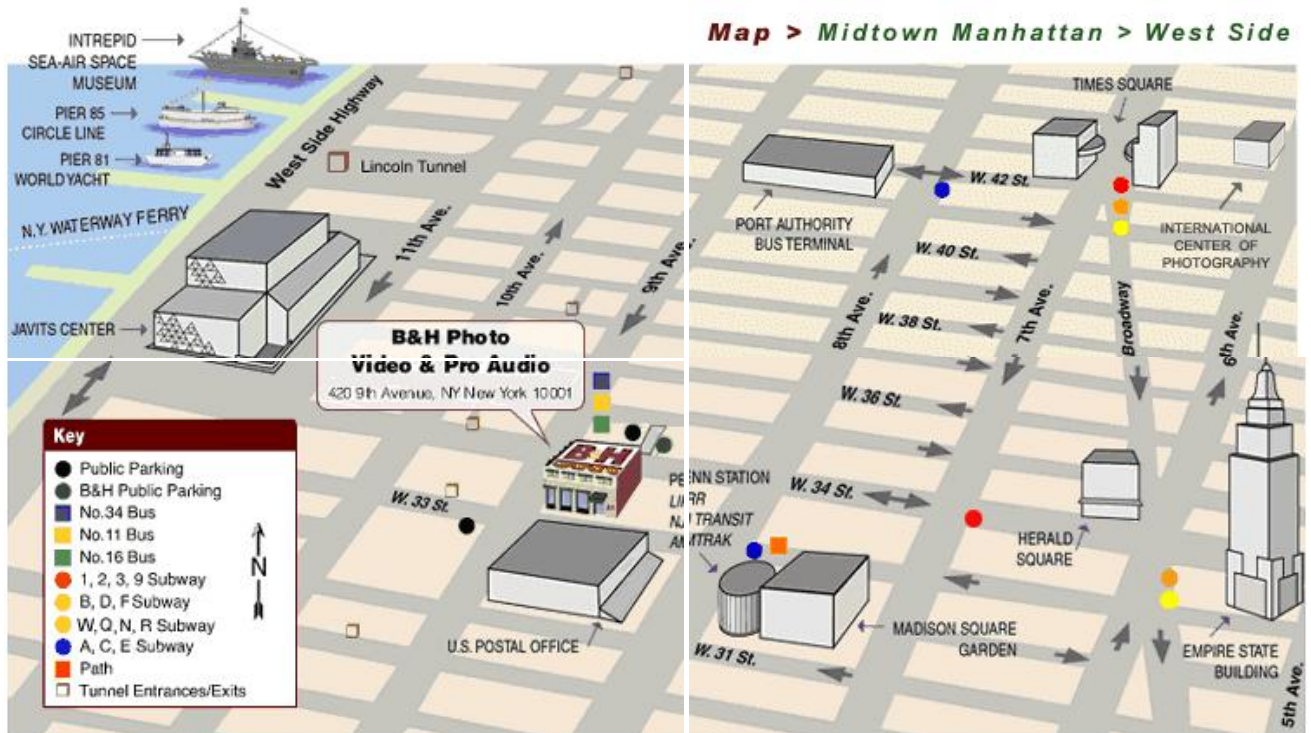
Here are some words, expressions and phrases you need to use when asking for directions:

- Excuse-me, could/would you please tell me how to get to...?
- Excuse-me, what's the best/the fastest way to get to...? / How can I get to...?

Here are some words, expressions and phrases you need to know when you are given directions:

- turn left/right – go straight – walk up/down/along – north – south – east – west
- on the left – on the right – at the intersection of - one block, two blocks, etc.
- The prepositions of location: next to, across from, between, around the corner from

**G-PAIR WORK**



[http://www.bhphotovideo.com/find/area\\_map.jsp](http://www.bhphotovideo.com/find/area_map.jsp)

**With a partner make questions and answers asking for and giving directions. Look at the map above, use the model and the cues to each exercise 1, 2 and 3 as guide:**

Model: Speaker A is at a hotel on 8<sup>th</sup> Avenue, and is asking speaker B for directions to Time Square:

- A- *\_ Excuse-me. Could you please tell me how to get to Times Square from here?*
- B- *\_ Sure. Walk up 8<sup>th</sup> Avenue until 42 Street and turn right. Walk along 42 Street to 7<sup>th</sup> Avenue, and you'll see Times Square on your left, at the intersection of 7<sup>th</sup> Ave. and Broadway ST.*

Continue on the next page

1- Speaker A is at Times Square and wants to go to The Empire State Building:  
 A- \_\_\_\_\_ ?  
 B- \_\_\_\_\_  
 \_\_\_\_\_

2- Speaker A is at the PORT AUTHORITY BUS TERMINAL on 9<sup>th</sup> Ave. and wants to go to Madison Square Garden:  
 A- \_\_\_\_\_ ?  
 B- \_\_\_\_\_  
 \_\_\_\_\_

3- Speaker A is at the subway station on the corner of 34 St and 7<sup>th</sup> Ave and wants to go to the U S Postal Office:  
 A- \_\_\_\_\_ ?  
 B- \_\_\_\_\_  
 \_\_\_\_\_

**H-Grammar** – Imperative – Use the imperative to give directions, instructions and commands.

Examples of imperatives for directions:

Take the subway and get off at Times Square.

Don't take the train.

Take a taxi.



<http://photos3-cdn.fotosearch.com/bthumb/CSP/CSP031/k0313989.jpg>

Take the bus and get off at 9<sup>th</sup> Ave.



[http://www.picturesof.net/\\_images/Realistic\\_Bus\\_Royalty\\_Free\\_Clipart\\_Picture\\_100402-232211-236048.jpg](http://www.picturesof.net/_images/Realistic_Bus_Royalty_Free_Clipart_Picture_100402-232211-236048.jpg)

Practice: Write 5 sentences giving directions, using imperatives, negatives and affirmatives:

\_\_\_\_\_

\_\_\_\_\_

## **I- Writing – Let’s write using the genre e-mail**

Imagine that you made a reservation at a hotel in New York City and you want them to give you information about how to get there taking the subway. Write them an e-mail. Before you write, read the model e-mail requesting information:

To: [ChelseaStarhotlandhostel@ny.com](mailto:ChelseaStarhotlandhostel@ny.com)

Subject: price and booking information request

Dear Sir/Madam,

I am writing to enquire information about accommodations and facilities at your hotel.

Firstly, I would like to know if you have a single room available for next October and what your rates are. Do you have a special rate for that period? Does it include breakfast, lunch and dinner?

Secondly, would you mind telling me if the hotel has a WI FI service available at the room and whether the room has a safety deposit box?

Finally, does the hotel have a swimming pool and a fitness center?

Thank you in advance for the information.

Yours faithfully,

Marina Mendes

### **Here is some information you need to have before you write:**

- 1- Use an appropriate greeting (formal): Dear Sir/Madam,
- 2- Introduce yourself, explain why you are writing to them and ask for the information
- 3- Make sure you thank them for the information; example: I thank you in advance... I would like to thank you...
- 4- End your e-mail appropriately, and write your first and last names

To:

Subject:

## J- Speaking – Talking about Travel Plans and Intensions



<http://www.placesonline.com/images/concorso/photoworld.jpg>

With a partner discuss plans to travel – Each of you will talk about a place you would like to visit, when you would go, where you would stay, what you would do there, how you would get around.

Take notes of your plans to present to the class when you finish.

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## K- Pronunciation – Stressed and unstressed syllables

In English, when a word has two or more syllables, one syllable is stressed. It means that it is pronounced stronger, longer and louder. The unstressed syllable is reduced in sound, it is weaker. For example, in the word, **tr**avel, the syllable in blue is stressed, and the other syllable is unstressed.

### Stress in two syllable words – Listen to the English pronunciation podcast

<http://www.youtube.com/watch?v=9UUsMeytwko&feature=related>

Transcript:

Two syllable words have the stress either on the first syllable: **number** or on the second syllable: **percent**.

**Say the words, decide which one is different, and then listen and check. (Circle the stressed syllable)**

April

China

Iraq

July

Thailand

Kuwait

August

Japan

Egypt

Problem

Luggage

Tiny

Mistake

Ticket

Little

Error

Hotel

Minute

Under

Above

Visit

Between

Below

Return

Before

Over

Arrive

Read these examples of stressed and unstressed syllables. The stressed syllables are highlighted in blue.

**sub**way - **plac**es

Practice: Say the following words aloud, and circle the stressed syllable in each word:

station – partner – madam - building

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UNITS 1 AND 2 – CHECK UP TEST

Student: \_\_\_\_\_

Part 1- Look at following restaurant menu and answer the questions about it on the next page:

Cheyenne's Family Restaurant est. 1937

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## breakfast combos

*breakfast available until 2 p.m. daily*

<b>Two Buttermilk Pancakes</b> .....	\$7.25	<b>Frying Pan Pile Up</b> .....	\$7.50
with bacon or country sausage and two eggs		potatoes, bacon, bell peppers, two eggs any style, cheese, and gravy	
<b>Belgian Waffle</b> .....	\$7.50	<b>Chicken Fried Steak</b> .....	\$7.50
topped with seasonal fruit and whipped cream		served with two eggs, biscuits and cream gravy	
<b>Country-Style Grits</b> .....	\$7.50	<b>Ham or Country Sausage</b> .....	\$6.25
with two country sausages, two eggs, and cream gravy		served with one egg, biscuits or toast, and hash browns	
<b>Biscuits and Red Eye Gravy</b> .....	\$8.75	<b>French Toast</b> .....	\$4.50
served with grilled ham steak and two eggs		two pieces of thick toast drenched in maple or blueberry syrup	
<b>Pigs in a Blanket</b> .....	\$6.75	<b>Ham &amp; Cheese Omelet</b> .....	\$7.25
three link sausages rolled in buttermilk pancakes		smoked ham and three cheeses with your choice of vegetables	

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## sandwiches

*served with hand cut fries, coleslaw or potato salad*

<b>Soup &amp; Half Sandwich</b> .....	\$4.99	<b>Grilled Cheese</b> .....	\$4.49
cup of today's soup with half a sandwich (BLT, Grilled Cheese, Meatloaf, or Chicken Salad)		simple and delicious with two slices of American on thick Texas toast	
<b>Hot Meatloaf Sandwich</b> .....	\$5.99	<b>Tuna Melt</b> .....	\$6.49
A generous slice of our homemade meatloaf served on your choice of bread with mayonnaise, lettuce, and tomato		our own recipe, piled on a slice of sourdough toast, topped with melted cheddar and served open-faced	
<b>Mom's Chicken Salad</b> .....	\$8.00	<b>Sloppy Joe</b> .....	\$4.99
two hearty scoops of homemade chicken salad on a bed of lettuce with tomato and Texas toast		Mom's special recipe served on a toasted sesame bun	
<b>BLT</b> .....	\$5.99	<b>Hamburger</b> .....	\$6.75
traditionally prepared on your choice of bread		served with mustard, mayo, lettuce, tomato, pickle, onion (add cheese for 50 cents)	
		<b>Mushroom Swiss Burger</b> .....	\$8.49
		fresh mushrooms sautéed in garlic and topped with melted Swiss (add bacon for 50 cents)	

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## beverages

Fountain Soda .....	\$1.75
Lemonade or Iced Tea .....	\$2.75
Coffee or Tea .....	\$1.75
Chocolate or Vanilla Milkshake .....	\$2.00

## desserts

Homemade Cherry Pie .....	\$3.75
Banana Cream Pie .....	\$4.25
Carrot Cake .....	\$3.75
Double Chocolate Cake .....	\$4.25

Adapted from: [http://ws.musthavemenus.com/template/prod/template-cache/214058/original/doc\\_138.jpg?unique=F1F7F436-CACF-4BB2-93FA-E623DDB61B0B](http://ws.musthavemenus.com/template/prod/template-cache/214058/original/doc_138.jpg?unique=F1F7F436-CACF-4BB2-93FA-E623DDB61B0B) on 20/07/2012

Answer the following questions:

- A- If you go to this restaurant, and you want to eat a sandwich made with bacon, lettuce and tomato, what would be your choice from the menu? \_\_\_\_\_. How much would you pay for it? \_\_\_\_\_
- B- If you order something cold to drink, what would be your choices? \_\_\_\_\_
- C- After you finish your sandwich, you will order something sweet to eat. How many choices do you have from this menu? \_\_\_\_\_
- D- Until what time can you order breakfast at this restaurant? \_\_\_\_\_
- E- Now complete this conversation in a restaurant between a customer ordering food and a waiter. Use the contents of the menu above.

**Waiter:** Welcome to Cheyenne's Restaurant. Do you have a reservation?

**Customer:** Yes, the name is Smith, Jerry.

**Waiter:** Ah, yes, here you are. That was a party for one, correct?

**Customer:** Yes.

**Waiter:** Right this way. Here's the menu. I'll return in a moment to take your order.

**Waiter:** Are \_\_\_\_\_, sir?

**Customer:** Yes, I'll have the \_\_\_\_\_.

**Waiter:** You have a choice of hand cut fries, coleslaw or potato salad as a side dish.

**Customer:** \_\_\_\_\_.

**Waiter:** And what would you like for dessert?

**Customer:** \_\_\_\_\_

**Waiter:** \_\_\_\_\_?

**Customer:** I'll take a large ice tea with my meal and a cup of black coffee with dessert.

**Waiter:** Very good sir. \_\_\_\_\_.

**Customer:** Thanks.

Vocabulary:

2- Vocabulary – Connect the words with the definition, numbering the columns:

- |              |     |  |
|--------------|-----|--|
| 1- Appetizer | ( ) | You go to this place to buy bread.                     |
| 2- Check     | ( ) | This person serves you food at a restaurant.           |
| 3- Entrée    | ( ) | It's a small dish served before the main course.       |
| 4- Tip       | ( ) | It's also called main course.                          |
| 5- Bakery    | ( ) | the waiter will receive it for their service.          |
| 6- Waitress  | ( ) | Also called bill, is the amount you pay for your meal. |



2- Part 2 – Reading comprehension – Read the text and answer the question about it.

Getting Around New York City

New York City is a walking city. The sidewalks pulse with energy - crowded with pedestrians, morning, noon and night. It's also pretty easy to get where you want to go. If you're exploring Greenwich Village, SoHo and TriBeCa, you'll want to make sure you have a map, but all of Manhattan north of 14th Street is laid out on a easy-to-navigate grid, with Avenues running North-South and numbered streets running East-West. If you're ever in doubt, you can always just hail one of the omnipresent Yellow Taxis. How do you know if the cab is available? Look for the light on top. If the taxi is occupied or out of service, the light will be off. How do you hail a cab? Just hop to the curb and throw your arm in the air.(Shouting, "taxi!!" also helps.) One is never far away.

It's also the type of city where, if you rent a car, you're likely to leave it parked in the lot. While many residents do own their own cars, they generally do not use them to travel about the city itself but rather to get out of it. During rush hour, you'll probably be amazed at how many cars you can pass on foot.

If not on an organized tour, you will find that your own feet, in combination with one or more public transportation options (taxi, bus, or subway), will get you wherever you want to go, so you are highly advised to bring comfortable shoes! In hot weather, it is wise to bring good solid sandals (Birkenstock, Teva, Dr. Marten) and eschew those high heeled espadrilles or expensive Italian leather footwear: the former are very uncomfortable in the heat and the latter typically don't hold up very well at all. (Italian leather shoes look very nice but make your feet sweat copiously, not to mention stink to high heaven.)

Adapted from: <http://www.tripadvisor.com/Travel-g60763-s302/New-York-City:New-York:Getting.Around.html> On July 26, 2012

Answer the following question about the text "Getting Around New York City"

A- If you don't have a map, what will be a good option to get around New York City?

\_\_\_\_\_

B- Which places in New York City require a map if you go to explore? \_\_\_\_\_

\_\_\_\_\_

C- How will you know if a cab is available? \_\_\_\_\_

\_\_\_\_\_

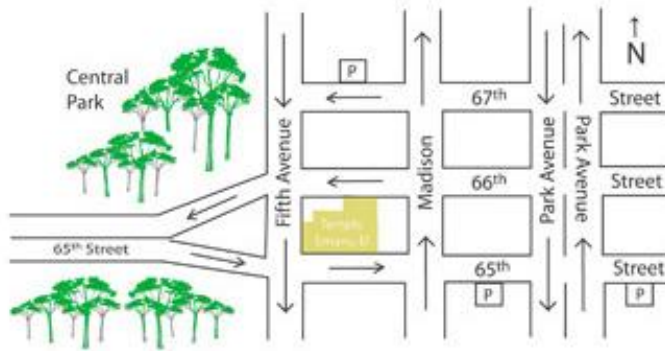
D- According to the text, is it better to rent a car or walk? \_\_\_\_\_

\_\_\_\_\_

E- Why is it not recommended to use high heeled espadrilles or expensive Italian leather footwear? \_\_\_\_\_

\_\_\_\_\_

Part 3- Using the following map and the cues write questions and answers asking for and giving directions.



**Click here for a scrollable Google™ Map**

[http://admin.emanuelnyc.org/media/documents/doc\\_17.jpg](http://admin.emanuelnyc.org/media/documents/doc_17.jpg)

1- Speaker A is at the corner of 65<sup>th</sup> Street and Park Avenue, and wants to walk to Central Park. Speaker B will give the directions. Use polite and appropriate language.

A- \_\_\_\_\_  
 \_\_\_\_\_  
 B- \_\_\_\_\_  
 \_\_\_\_\_

2- Now speaker A is at Central Park on 65<sup>th</sup> Street and wants to walk to a building on 67<sup>th</sup> Street, between Madison Avenue and Park Avenue. Speaker B will give the directions.

A- \_\_\_\_\_  
 \_\_\_\_\_  
 B- \_\_\_\_\_  
 \_\_\_\_\_

Part 4 – Write an e-mail to a friend telling him or her about a traveling plan. You are intending to visit a city on your vacation. Tell your friend which city you intend to visit, when you intend to go, things you might do there and how you might get around.

Dear \_\_\_\_\_,

End of test

## RATIONALE

Considering the Communicative approach to Language Teaching, the two units involve real communicative situation, in which language is used for carrying out meaningful tasks, therefore promoting learning. "Language can best be learned when it is taught through communication rather than for it. (Chapter 10, on Content based and task based and participatory approaches, Larsen-Freeman). "Communicative Language Teaching aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching, and by acknowledging the interdependence of language and communication."

Having in mind that the essential idea of the communicative approach uses the language for the means of communication, and trying to fulfill the student's necessity to be able to communicate effectively in real life situations, when travelling or living abroad, the contents and activities in the two units were planned based on some of the principles laid out by the communicative teaching techniques:

- "Whenever possible, authentic language – language as it is used in a real context – should be introduced." - The lessons use a restaurant menu, informative readings and maps of New York City, taken from authentic material;
- "The target language is a vehicle for classroom communication, not just the object of study" – Some activities about language use for food and directions, present models and instructions of language use in those communicative situations;
- "Students should be given an opportunity to express their ideas and opinions" – In both units, during the speaking and writing activities the students will have the opportunity to express themselves and produce the language being learned;
- "Communicative interaction encourages cooperative relationships among students. It gives students an opportunity to work on negotiating meaning." – In unit one, for the writing activities, the students work with a partner or in groups, writing a menu and a restaurant dialogue ordering food, as well as in unit two, when they will engage in dialogue asking and giving directions and information;
- "The social context of the communicative event is essential in giving meaning to the utterances." – The units have social and cultural context, ordering food in restaurants, eating out, asking and giving directions and talking about the two subjects;
- "Learning to use language forms appropriately is an important part of communicative competence." – By giving the students models of how to do certain communicative activities, and by demonstrating language use in the units, the students will develop language abilities and competence;
- "The grammar and vocabulary that students learn follow from the function, situational context and the roles of the interlocutors." – The vocabulary and grammar in the units are related to the context and the communicative function being dealt with;
- "Students should be given opportunities to listen to language as it is used in authentic communication." – The listening activity in unit one uses an authentic material about BLT

sandwich, providing comprehensive input. Unit two provides authentic listening material about places to visit in New York City.

- “The teacher acts as a facilitator in setting up communicative activities, and as an advisor during the activities.” - During the group work, the writing activities and other activities about language building, the teacher will go around the class advising and giving orientation to the students.

(Adapted from: Techniques and Principles in Language Teaching – Diane Larsen-Freeman - [http://books.google.com.br/books?hl=pt-BR&lr=&id=iJ3Y\\_wkkwa8C&oi=fnd&pg=PR7&dq=larsen-freeman+techniques+and+principles+in+language+teaching&ots=FC3Y2T6I9K&sig=bxVAGdu33EhnLtfxZt2he68okU8](http://books.google.com.br/books?hl=pt-BR&lr=&id=iJ3Y_wkkwa8C&oi=fnd&pg=PR7&dq=larsen-freeman+techniques+and+principles+in+language+teaching&ots=FC3Y2T6I9K&sig=bxVAGdu33EhnLtfxZt2he68okU8))

## Unit 1

This unit is intended to provide the students with skills to be able to talk about foods and beverages, talk about food preferences, order food, pay a restaurant check, understand a restaurant menu, and learn about food and food vocabulary. Students will be able to read, understand information about foods and beverages for breakfast, lunch and dinner. It also targets the structures necessary to communicate well and efficiently in the situations of buying food, eating out, ordering at restaurants and talking about food preferences. Having in mind that the main objective is to prepare the students to be able to communicate in real life situations, the language used to buy, ask and order food, require some specific knowledge. Therefore the activities include specific vocabulary and the grammar structure necessary for these situations.

By exposing the learners to vocabulary and context related to food, beverages, meals, examples of buying, ordering food, and the contents of a restaurant menu, they will have useful information and language practice to use in order to communicate.

The activities are interconnected to show the students the use of new vocabulary contextualized in the reading, listening, speaking and writing activities, they will be induced to identify the information in the use of grammar and vocabulary, using bottom up and top down strategies.

Using prior knowledge of nouns, adjectives and verbs, combining with vocabulary related to the theme, the students are expected to learn the grammar used in the situations proposed inductively, and acquire the new vocabulary in context, as they practice.

To begin the unit, as a warm up activity, there will be some activities involving places to buy food. Since before you buy something you need to decide where you go to buy it, this activity will create a sequence on the subject matter. The pictures of places connected with the sentences, gives a realistic feeling to the activity.

Warm up activities – Page 4, activities A and B – Objectives: It is aimed to introduce the topic and get the students motivated and prepared for the topic to be dealt with.

Beginning with places to buy food, it will give the learners information and set the mood to continue talking about the subject proposed.

#### Activity C – Pre-reading - page 5

Objectives: It will introduce the main topic in the text, and motivate the students to read about eating out and eating in a restaurant.

In this activity students are led to reflect about where they eat and how they buy food, connecting them personally to the lesson.

#### Reading: Activity D – Pages 5 and 6

Objectives: It is expected that the students will develop reading skills while understanding language in a restaurant context and become able to use the correct language to communicate when eating in a restaurant.

The reading about eating in a restaurant will provide good language information and will give examples to be used when ordering food.

#### Post-reading: Activity E, page 6      Comprehension Check

Objectives: By doing the comprehension activities, it is expected that the students will be able to demonstrate understanding of the text and the ability to use the language information provided in the reading, and express their personal opinions about places to eat when traveling.

#### Pre-writing – Activity F – Page 7

Objectives: After completing this activity, it is expected that the students will have gained knowledge of a restaurant menu, its contents and vocabulary; It is also expected that the activity will generate ideas and plans for the writing activity.

By reading and understanding a restaurant menu, the students will have the knowledge of this genre, and the skills for this important part of communication in this situation.

#### Writing – Part 1 – Page 8

Objectives: By doing this writing activity, the students will have developed the writing skills by following a modeling genre of a menu and, by exploring this genre, they will be able to use learned vocabulary and structures.

The students will have some hands on work by having to write a menu based on the model given in the lesson, exploring the vocabulary resources in this genre.

The reading regards eating in a restaurant, ordering food, talking about food. In order to prepare the student to be able to communicate well in this type of situation, specifics on ordering and buying food are shown to them. In the comprehension, question 1 of the text the students will be led to reflect on

what he or she has learned. Question 2 of this part will deal with the specific vocabulary and question 3 will lead them to put themselves in this situation.

#### Writing Part 2 – Page 9

The preparation for writing uses the genre of a restaurant menu together with a conversation in a restaurant ordering from the waiter/waitress. There will be some hands on work here, since they will familiarize well with the contents of the genre restaurant menu, and create one using the model given. Following that they will make use of the menu and what they have learned about. After a dialogue is demonstrated to them, they will have the opportunity to work in groups, interacting and creating their own dialogue. They will have to make decisions, suggestions and recommendations about food.

Objectives: By doing this activity, the students will be able to demonstrate how to order food from a waiter/waitress in a restaurant and develop skills to engage in a dialogue ordering food, by writing one.

Through this writing activity, the students will have the opportunity to interact as they create the dialogue in pairs. In doing that, they will be expected to improve their language skills by interacting and exchanging ideas, and gain knowledge of this communicative situation.

#### Vocabulary

##### – Activity H – Pages 10 and 11

Objectives: With this activity the students will be able to develop strategies to learn and memorize vocabulary; It will instruct and motivate the students to learn and memorize vocabulary by using a dictionary, picture dictionary, research on the internet and other sources available to them.

With the vocabulary using pictures of food connected with their names, it will be demonstrated to the students how to learn new vocabulary by looking words up in dictionaries, picture dictionaries, search on the internet and in context. They will connect the words from the vocabulary to the reading and writing activities, reinforcing the learning of these words.

*Vocabulary knowledge can be viewed in bottom-up - when learners don't know a word - or top-down strategies - speakers background knowledge. (Celce-Murcia, Discourse and Context in Language teaching)*

The idea behind the vocabulary using pictures of food and words is to review previously known words and introduce new ones. Also it intends to show the students how they can learn and expand their vocabulary by connecting pictures and images, finding images, pictures and definitions on the internet, dictionaries, books and magazines, and by doing that create learning autonomy.

##### Grammar – Activity I - pages 11 and 12

The grammar part of the lesson was planned in order to instruct the students about the difference between count and non-count nouns, especially regarding food, since they will need to use them when communicating in food situations.

The grammar about count and non count nouns, is dealt with explicitly to create a connection with the vocabulary of food, since it is very much necessary for the students to be able to communicate in this matter. In the same way, the measurements, which they will need to buy and deal with food, is given to them, showing the difference in the use of those between cultures.

Listening

Activity J - Page 12

Objectives: After completing this listening activity the students will have developed listening skills, as well as receiving extra knowledge about food vocabulary, expressions regarding food, and cultural aspects of eating.

With the listening activity, the students are expected to demonstrate, by using **microskills**, that they can “discriminate among the distinctive sounds of English, retain chunks of language of different lengths in short-term memory, and **macroskills** by recognizing the communicative functions of utterances, according to situations, participants, goals, and infer situations, using real-world knowledge”. (Language Assessment – H. Douglas Brown – 2004 – Adapted From chapter 6 – Assessing Listening)

The listening part, given through a video about food, food preference, and the American social and cultural aspect of a BLT sandwich, will demonstrate the use of the language when talking about food preference, choosing food, how a sandwich is made and buying food, specifically a sandwich. This will provide a great language input to them, as well as some pronunciation, that will be worked with later in the unit. The comprehension activity for the listening enable students to use microskills by recognizing words, retaining chunks of languages, and macroskills by developing listening strategies, such as detecting words and information.

Speaking – Activity K – Page 13

Objectives: By providing the opportunity for oral production of the language, it is expected that the students will engage in conversation about the topic of the unit and learn by interacting in the target language.

After being exposed to comprehensive input, as in the reading, listening, vocabulary, grammar activities, and also with the writing activities, when learners had to produce communicative language, the students will now be led to speak and communicate, by interacting and engaging themselves in conversation about the subject of food, food preference and eating out.

As for the speaking part, it is expected that, at this point, the students are stimulated to talk about what they have been reading, listening, writing and discussing, and they will be able to produce a satisfactory communication outcome.

Objectives: By demonstrating and having the learners practice the contrast between the sounds /tʃ/ and /ʃ/ which are common in words in English, and appear often in some of the activities, especially in the restaurant menu, with words regarding food, the students will be able to understand and pronounce them correctly, making it easier for them to communicate more effectively.

Ending the unit with the pronunciation, that takes advantage of the sounds /tʃ/ and /ʃ/ that have appeared previously in parts of the unit.

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## UNIT ONE TEACHER'S GUIDE

In this unit, the teacher's role will be to guide the students through the unit, giving them orientation and instructions for each activity. In some activities, such as speaking and discussions, the teacher will be a moderator and coordinator.

Activity A – Warm up - Objective: To introduce the topic and get the students motivated and prepared for the topic to be dealt with.

Procedure: Start by talking about places to shop for food; present the vocabulary about the places by reading them aloud to the students; have them do the activity. (5 to 10 minutes) Check the answers orally.

Activity B- Instruct the students to do activity B. (5 to 10 minutes) – Check by having some students read each sentence aloud, one student at a time.

Activity C- Objective: Introduce the main topic of the reading: eating out in a restaurant; and make the students prepared for the reading.

Procedure: Have a brief discussion about places where they eat; using prior knowledge of the frequency adverbs, instruct them to do the activity by connecting the frequency to the places, according to their personal experience. (5 to 10 minutes)

Activity D – Reading – Objective: It is expected that the students will develop reading skills, understand language in a restaurant context and learn the language used in the situation of eating in a restaurant. (10 to 15 minutes)

Procedure: Read the text aloud to the students and have them following in their books. Ask them if they have question regarding vocabulary, or anything else, and answer to them.

Activity E- Post Reading – Comprehension check – Objective: check their comprehension of the text and their reading skills. Reinforce useful information about restaurant vocabulary. Let them have their saying when they answer question 3, in deciding where and what to eat.



Procedure; Give them time to read the text again and answer the questions. Check their answers orally, have them take turns to give their answers. (10 to 15 minutes)

Activity F – Pre-writing - Objective: Provide knowledge of a restaurant menu, its contents and vocabulary; provide input for the writing.

Procedure: Present the menu to class, as they follow in their books. Have the students look at the menu, and ask if they have questions and comments about it. (10 to 15 minutes)

Activity G- Writing part 1– Objective: to develop the writing skills by following a modeling genre of a menu. Use learned vocabulary and structures.

Procedure: Instruct the students to look again at the menu on page seven and create another menu by complete the template given in their book, on page 8. Instruct them to use all the necessary information. Give them time to write their menu. Instruct them, that they can use the menu they wrote for next activity.

Suggestion: Before they begin their writing, brain storm with the students, foods that can be eaten for breakfast, lunch, dinner and dessert, restaurant specials and beverages. Make lists on the board.

(15 to 20 minutes)

Part 2 – Objective; demonstrate how to order food from a waiter or waitress, develop skills to engage in a dialogue ordering food by writing one.

Procedure: They will look at the model of conversation given to them on page 9. Suggestion: three students can volunteer to read the dialogue to the class, role playing the parts. After that they will work in groups to create a dialogue. (10 to 15 minutes + 20 minutes for presentation)

Activity H- Vocabulary part 1 and part 2: Objectives: develop strategies to learn and memorize vocabulary. Instruct and motivate the students to develop learner autonomy by looking at pictures and words to learn vocabulary, by using a dictionary, picture dictionary and researching on the internet and other sources.

Procedure: Have the students look at the pictures and words, the teacher will read the words to them aloud. They can write in their books the questions given to them on pages 9 and 10. They will present their answers to the class as they finish. (10 to 15 minutes for the 2 parts)

Activity I – Grammar: Count – non count nouns: Objective: to learn and understand the difference between the nouns that are countable and the nouns that are uncountable, especially regarding food. Know some different measurements used in American English.

Procedure: have the students fill up the table with words given. Check with them as they finish. Present the measurements to them and discuss their use. ( 5 to 10 minutes)

Activity J – Listening – Objective: develop listening skills, provide extra knowledge about food.

Procedure: Instruct the students that they will listen to a video of people talking about food preference, kinds of sandwiches and specifically the BLT sandwich. (Duration of the video 3:11)

Have them watch the video again and check ten food items that they hear in the video. Check the activity orally. (10 to 12 minutes)

Video transcript - The best thing I've ever eaten

People ask me all the time: Where do you like to eat? What's your favorite food? What's the best thing you've ever eaten?

That's why we are here now.

Not only to tell you what we love to eat

Hopefully you can go and get it.

Whether they admit it or not, everybody loves bacon.

For those who like it

Bacon it chunk a party

There's bacon all over this chocolate

Incredible - The best burger – Excuse-me – I've ever had.

It puts the shaman lama in ding dong

TED: Whether they admit it or not, everybody likes bacon. Even vegetarians – vegans – They want bacon. For me the best use of bacon I can think of is the bacon lettuce and tomato sandwich. I've never had a better one than the one from Choice Market in Brooklyn. Choice Market is run by French people. Now the BLT is not a specific French dish, but when Boris at Choice Market makes his BLT he takes a familiar sandwich to a whole new place.

BORIS: My BLT is different because the balance of ingredients.

TED: A lot of Americans distrust the French which is a mistake, because the French are more passionate about food than anybody.

TED: There's always a crowd at Choice. \_ Excuse-me, are you in line? \_ Could I have a BLT, please?

TED: BLT has to be just the right ratio of tomato, to bacon, to lettuce, to mayonnaise.

Let's talk about sandwich architecture for just a second, shall we? Something that drives me crazy about a sandwich is if you bite into a sandwich and all the stuff gushes out, I hate that. You've got to lay a great foundation, you know. It's like building a building. That's what the bread is. It's a size you can actually bite into.

It's the chef's job to build the sandwich. You start at the button and you work your way up.

In a BLT you get crispy salty bacon.

Boris: I toast it together because I want to keep the inside moist. Rosemary mayonnaise. A lot. Don't be scared.

TED: You can't have a BLT without mayonnaise. Anybody who does that is crazy and wrong. There ought to be a law. Boris instinctively seems to grasp this. So, he makes his own homemade mayonnaise with rosemary in it.

BORIS: For you add, like we do in a family and friends. I think my first mayonnaise I was like 10 years old. And you have to try it. Perfect.

TED: The lettuce gives you a sweetness, and a freshness and a crispness like a green grassy note. The tomato gives you like that bright acidic flavor. I'm talking about a BLT like a fine wine.

Activity K- Speaking – Objective: Provide opportunity for oral production of the language, engage in conversation about the topic of the unit and learn by interacting in the target language.

Procedure: Have the students in pairs and present the questions for discussion, monitor each group as they engage in conversation. Suggestion: the teacher can time the activity and tell the students when time is up. Have them present their partner's answers to the class. (15 to 20 minutes)

Activity K- Pronunciation: Objective: to be aware and knowledgeable of the English sounds, to develop good pronunciation.

Procedure: Present the sounds orally to the class. Demonstrate them in the words. Have the students listen and repeat the words from the book, page 12. Point out some words from the unit with these sounds: crunch, sandwich, chocolate, sandwich.

Give them time to do the activity. Check with them orally. (Answers to the activity - words from the

menu: /tʃ/: cheese, chicken, French, choice, sandwich, cheddar

/ʃ/: fresh, mashed, mushrooms, shakes

(10 to 15 minutes)

## UNIT 2 – RATIONALE

This unit has been created to give the student knowledge and information about transportation, how to get to places when traveling, how to ask and get directions, learn about places to go when you are visiting another country or city, specifically, in this unit, when visiting New York City. The significance of the unit's input activities is to develop ability to communicate well and effectively in the situations proposed as well as to improve their reading, listening, writing and speaking skills.

**The main idea behind this lesson is to provide students with language knowledge and information about transportation in English, to enable them to communicate well in situations of getting transportation, asking for directions, getting around and going places in an English speaking country.**

Warm up – Activity A – Page 15

It will introduce the subject of the lesson, showing the learners the importance of the language knowledge and practice concerning transportation and directions.

Activity A- In order to introduce the topic of the unit, this activity intends to open the class by motivating the students to learn about these useful means of communication in English. It also anticipates to them the matters that will be dealt with in the unit.

Pre-reading – Activity B – Pages 15 - 16

Objectives: In doing the activity, the students will be prepared for the reading by knowing the different kinds of transportation in English, and they will be provided with input information on the subject.

Activity B – By having the students connect some common types of transportation with the explanation about them, it will facilitate their comprehension, preparing them for the reading, and it will provide input information regarding different types of transportation.

Activity B- Goes straight to the point of transportation to show the students specific types of transportation. It will provide them with vocabulary input and prepare them for the reading, linking it to traveling and getting to places.

## Reading – Activity C

### Comprehension Check – Activity D - Page 16

Objectives: By reading the text, and doing the comprehension activity, it is expected that the students will develop reading skills regarding informative texts as well as identifying useful information.

By developing reading abilities, the learners will be able to understand information and learn more vocabulary and structure regarding useful texts. The specific information in the text about New York City will connect the reading with the other activities in the unit.

Activity C- This text was chosen with the intention to develop the reading ability when reading for useful information. It is expected that, the student, by being able to read informative text, he/she will become more independent to get and search for useful and necessary information.

Activity D – The questions in the comprehension check intend to make sure the students understood the text and could get essential information from it, asserting what was intended with this reading activity.

### Listening –Listening Comprehension - Activity E - Page 17

The listening activity using a video about interesting sights in New York City, will illustrate the topic and make the class more interesting.

Objectives : By exposing the learners to comprehensive listening material, it is expected that they will develop listening strategies, such as detecting Key words, retain chunks of language, and recognize general information.

Activity E- Listening – Intended to develop the listening skills while obtaining valuable information on the topic of the unit, it is also expected to provide an interesting material to be used in class, in this case a video showing facts about New York City that are good and useful to know. This activity will provide background knowledge, schemata, in the topic, that will be used in future activities and will help build vocabulary and structures for the students' communication abilities. "The clearest example of a comprehension-based account of second language development derives from Krashen (1985). He proposes that comprehensible input is the driving force for interlanguage development and change, and that the effects of such change carry over to influence production – that is, one learns to speak by listening ..." (Peter Skehan – COMPREHENSION AND PRODUCTION STRATEGIES IN LANGUAGE LEARNING – Chapter 4)

The listening comprehension activity aims at checking the students understanding of the listening. It will connect the vocabulary and structure to the next activities. By connecting the places to the sentences about them, they will be able to be more certain of the contents of the listening.

#### Activity F – How to Say It – Page 18

Objective: This activity is aimed to provide the students with words, expressions and phrases to be used in the speaking activity.

By doing this activity the students will be preparing for the speaking activity and will be able to use the words and expressions learned to speak about the topic.

Activity F- It aims at preparing for pair work, which will be the next activity. By giving the students words and expressions to use in asking and getting information, it will make them able to engage in communication with his/her partner, making the interaction accurate.

#### Activity G – Page 18

This activity intends to engage the students in language production by interacting with another student. Also they are expected to learn by practicing how to ask , get and give directions, in order to develop oral skills enabling them to communicate effectively in this type of situation.

In pairs, the students will have the opportunity to practice asking for and giving directions, and by looking at a map, they will be able to create sentences about directions.

Activity G- Pair work. With the intention to promote the communication, the activity will give the students the ability to ask and obtain directions and information as well as give directions. They will use a direction map to help them ask and give the directions and to link it to the reading and listening. Since the development of this activity requires planning, the students will improve their structure when making sentences and that will result in better utterances.

#### Grammar – Activity H – Page 19

This activity has the objective of demonstrating to the students the use of imperatives to give directions.

The mention of the imperative, just by presenting examples that are related to the unit, will let the learners continue practicing this grammar structure. Considering that they have prior knowledge of imperatives, it's an important grammar use in this unit.

Activity H- Grammar – The imperative is dealt with explicitly, but briefly, since they have already used it in the previous activity. It intends to give the students a clear understanding of its use in this topic, since it's necessary in this type of communicative situation.

#### Pre-writing and writing activities – Page 20

The pre-writing activity is intended to develop the students writing skills, when writing a formal letter or e-mail, and it will generate ideas and plans for the writing activity.

After reading and exploring the example e-mail and the 4 guide-lines to writing a formal letter/e-mail, the students are expected to have been prepared to do the writing activity.

#### Writing – Activity I – Page 20

Intending to practice writing an e-mail asking for information, the students will have an opportunity to practice this genre. By following a model of e-mail to a hotel requesting information, the students will be able to write one requesting a different kind of information.

At the completion of this activity, the students will know that they are able to write e-mails requesting any kinds of information they need.

#### Speaking – Activity J – Page 21

Objectives: This activity is intended to have the students develop speaking skills by engaging in discussion about travelling, travel plans and intentions.

The speaking activity intends to lead the student to speak while making travel plans. By using knowledge acquired in the unit and having to express orally his or her personal ideas and intentions, they will use the language skills they have acquired; The development of speaking skills is expected to happen in the outcome of the activity.

#### Pronunciation – Activity K – Pages 21, 22

The pronunciation activity was planned based on the fact that this type of pronunciation is used throughout the lesson, and the students would have listened to words with stressed and unstressed syllables in the listening activity and used them in other activities. By making them aware of their correct use and their importance, it will have a significant effect in their fluency and good pronunciation, making them more capable to communicate well.

Objectives: At the conclusion of this activity, the students will have become aware of the stressed and unstressed words, and identify stressed and unstressed syllables in words. By having the students practice these sounds, they will improve their pronunciation.

Intending to practice writing an e-mail asking for information, the students will have an opportunity to practice this genre. By following a model of e-mail to a hotel requesting information, the students will be able to write one requesting a different kind of information.

At the completion of this activity, the students will know that they are able to write e-mails requesting any kinds of information they need.

Activity I – Writing – Indented to develop the students writing skills, it is connected to the topic of the unit by the idea of having to write an e-mail, asking for information about directions to a hotel. The preparation for writing will be by using a model e-mail and some guidelines about how to write a formal letter/e-mail. Even though the model requests different information, it will provide the background knowledge necessary for this genre of writing.

Activity J- Speaking – Having in mind that a communicative lesson prepares the learner for real life situations, the speaking activity intends to lead the student to make travel plans as he/she talks about them with peers. Even though it's a hypothetical situation, it has clear communicative purpose, since one student will have to tell about his/her plans and be told about his peers plans. In the process, it is expected to promote the use of the language for this situation. By using knowledge acquired in the unit and having to formulate utterances, the development of speaking skills is expected to happen in the outcome of the activity.

Activity K – Pronunciation – As for the pronunciation activity, it was planned on the fact that this type of pronunciation is used throughout the lesson, and the students would have listened to words with stressed and unstressed syllables in the listening activity and used them in the other activities. By making them aware of their correct use and its importance in order to speak correctly, it will have a significant effect in their fluency and good pronunciation, making them more capable to communicate well.

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## UNIT 2 – TEACHER'S GUIDE

In this unit the teacher will have a role as mediator and facilitator by presenting and coordinating each activity. The teacher will also have to explain and clarify some items that are unknown to the students. In some parts, when the students will be interacting and creating, the teacher will be an observer and supporter of the activity.

Activity A – Warm up – Objective: To introduce the topic concerning transportation, plan a trip and how to get around. It is also a linked to the pre-reading and reading activities.

Procedure: Present the introduction to the class by reading it aloud.

Activity B – Pre-reading – Objective: To prepare the students for the reading and to provide the input information regarding the different types of transportation.

Procedure: Present the command of the activity aloud to the students. Give them time to do the activity. (5 to 10 minutes) Check the activity aloud with the students.

Activity C- Reading – Objective: To develop reading skills regarding informative texts, to provide useful information about traveling to New York, which will also be useful for the other activities in the unit.

Procedure: Read the text aloud as the students follow on their books. Ask the students if they have questions.

Activity D- Comprehension check – Objective: to check reading comprehension, to extract useful information from texts.

Procedure: Instruct the students to read the text again in order to answer the questions. Give them time to do the activity. (5 to 10 minutes) Check the answers aloud with the class.

Activity E – Listening – Objective: To develop listening skills, to retain chunks of language in short term memory, recognize stress and unstressed patterns in words, to provide valuable input information to be used in other activities in the unit.

Procedure: Introduce the activity by reading the activity introduction from the book aloud to the students. Explaining to them that, they will watch a video about New York City famous places and landmarks.

Have them watch the video – (time of the video: 7:21)

Ask them to complete the listening comprehension. Suggestion: if the students need, the video can be shown again in parts, to help with the activity. (10 to 15 minutes)

#### Video Transcript - Welcome to New York

*Broadway – Broadway is one of the longest roads in Manhattan, and it runs in a slanted direction north to south. At one point, it crosses 7<sup>th</sup> Avenue, which also runs in a north to south direction. The reason why it runs in this slanted direction, is because it was one of the original roads traveled by early native American Indians and until exists to this day.*

*Broadway and 42 Street is called Times Square. The name originated from the fact that the famous New York Times newspaper building was once located here. This is the spot where the pulse of the city can be found.*

*Crysler Building – The Chrysler building was built in a theory that it would be the tallest building of its time, even though it was temporarily. It was the first building to use metal plates to the exterior walls. They used the same metals that Chrysler used to build cars. Many New Yorkers have a strong attachment to this artistic New York landmark.*

*In the middle of the hustle and bustle of Manhattan, lies the vast open space of Central Park. It is 840 acres of park land. With the sights of peaceful horse run carriages, and the sound of birds chirping, it takes you to another world inside a busy city.*

*The Natural History museum is one of the world's famous attractions of New York City. There are four floors of exhibits in this large building. It shows all aspects of life, from the beginning of time to the present.*

*Lincoln Center- Operas and concerts are performed live on stage at the Lincoln Center, by artists from around the world.*

*The Metropolitan Museum of Art is a universal museum located in New York City. It has works in every category of art, in every known median, from every part of the world, during every epic of recorded time.*

*Fifth Avenue is a street that is world renowned for the large number of expensive brand name shops, with the beautiful display windows. The famous shops are lined up along side each other.*

*The Rockefeller Center- Rockefeller is a complex that is essentially a combination of nineteen buildings. The famous John D. Rockefeller Junior developed it between 1929 and 1940.*

*St. Patrick's Cathedral- The St. Patrick's Cathedral is the seat of the archbishop of New York. It is the largest decorated gothic style cathedral in the United States, and it has been recognized throughout its history as a center of catholic life in this country.*

*New York City landmark and a natural historic landmark, the world famous Empire State Building has 86 floors and it is one thousand fifty feet high. This building, at one time the highest building, was built in 1932, and over 3.5 million people visit this structure each year.*

*Madison Square Garden- Madison Square Garden, located at the heart of Manhattan, is the venue for shows, sports events, award ceremonies and other major events year round.*

*Battery Park- During the war of 1812, a castle was built where the present day Battery Park exists. The castle was named Castle Clinton after the mayor of New York at that period.*

*George Washington was the first president of the United States, and often visited small pubs during his time as general of the colonial army.*

*The word wall in Wall Street came from the wooden palisade that was erected by the Dutch bank in 1653 to keep marauding Indians out. The busy street that began to grow on the town side of the wall became known as Wall Street.*

*Ground Zero- Nobody will ever forget the death and destruction of the world Trade Center buildings on that faithful day of September 11<sup>th</sup> 2001. All people around the world felt the pain of New Yorkers on that day.*

*The Brooklyn Bridge, which joins Manhattan and Brooklyn, was officially completed in 1883. At that time it was the longest bridge made. For a toll cost of a penny, people were allowed to cross the bridge. This included along with people, trolleys or horse drawn vehicles, even live stocks that crossed the bridge.*

*Ellis Island- From 1892 to 1954 over 12 million immigrants passed through the immigration station at Ellis Island, a small island at the harbor of New York.*



*Canal Street- During the early 18 hundreds, because of a drainage problem, a forty feet wide ditch was built in an area which we call today Canal Street.*

*China Town New York City, the largest China town in the United States, is located in one of oldest neighborhood in Manhattan, founded in the late eighteen seventy.*

*Little Italy- Just north of Canal Street is a district called Little Italy. You're tempted by the sights, sounds, smells and the culture of old Italy.*

*The most exciting location in Manhattan during the evening hours is on Broadway by Time Square. It's a vibrant area with play houses, restaurants and shops. It's the city of lights.*

Activity F- How to say it – Objective: to provide words, expressions and phrases to be used in the next activity.

Procedure: Read the introduction to them. Have them follow on their books as the teacher reads the words, expressions and phrases to them aloud.

Activity G- Objective: To engage in language production, interacting with another student, to learn and practice how to ask, get and give directions, to develop oral skills, in order to be able to communicate effectively, in this type of situation.

Procedure: Read the command of the activity to the class and call their attention to the map. Have 2 students demonstrate the example by reading it aloud to the class. Give them time to do the activity in pairs. Have volunteer pairs present the answers to the class, as they finish. (15 to 20 minutes)

Activity H – Grammar – Objective: to demonstrate the use of imperatives to give directions.

Procedure: Read the activity to them aloud and have them follow in their books.

Activity I – Writing – Objective: The student is expected to develop writing skills, to become able to write a formal letter/email genre, to develop autonomy when it becomes necessary in a real life situation, to obtain information from a hotel or other sources.

Procedure – Pre-writing: prepare the students to write by demonstrating to them how to write this genre by showing an example e-mail, page 18. Have them read it; next show them the list of information on page 18, examples 1 to 4, by reading them aloud to the class. Give them time to write their e-mail. (10 to 15 minutes) Have them volunteer to present their writing to the class.

Suggestion: While they write, the teacher can go around the class checking and instructing their work.

Activity J- Speaking – Objective: to develop speaking skills while interacting with a class mate, to engage in discussion about travelling and travel plans, to be able to communicate well when expressing personal ideas and intentions.

Procedure: Motivate them to think about their plans and intentions regarding traveling. Read the command of the activity on page 19 to the class. Have them separated in pairs to talk about it. Suggestion: time them 10 minutes for the discussion. When they finish, have them briefly present their plans to the class.

Activity K – Pronunciation – Objective: To have the students become aware of the stressed and unstressed syllables in words, and identify stressed syllables in words. To have the students practice these sounds in order to improve their pronunciation.

Procedure: Read the introduction of the activity aloud to them. Point out some words from the unit with stressed syllables: example: travel, places, Broadway, hotel, subway

Have them listen to the English Pronunciation Podcast once. Have them listen again following the transcript in their books and doing the exercise. Check aloud with the class when they finish.

(Podcast length: 1:49)

Activity: 10 to 15 minutes

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Assessment - Units 1 and 2 check up tests

Part 1 – Look at following restaurant menu and answer the questions about it on the next page.

Objectives: To evaluate the comprehension of this text genre studied in unit one, their ability to process and gather information in a context.

In the vocabulary part, the assessment would be more contextualized to verify how much the learner was able to retain. According to the following: “In the current naturalistic and communicative approaches, there is a widely shared assumption that vocabulary will be learned automatically and indirectly, without any explicit formal instruction, merely through exposure to and practice with the target language.” (Language Knowledge, Chapter 5 – from Coady, 1993)

In part 2 of the test, to assess reading, by answering the question about the reading, it is being evaluated if the student is able to: “-Detect culturally specific references and interpret them in a context of the appropriate cultural schemata; Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

Part 3 – In this part of the test, the student’s performance regarding his or her ability to ask for and give information about directions, as given in the unit, is being assessed. Grammar and correct use of structure can be evaluated indirectly, since it is implicit in the activity.

Part 4 – Using the same writing genre given in unit 2, the student is being asked to write an e-mail. The ideas to be used in the writing are given, making it more specific to evaluate the learner’s competence in organizing the ideas correctly and clearly, communicating the message effectively.

The scoring for this test can be done by counting the correct answers, in a summative assessment.

For example: part 1 can be given 16 points, one point for each correct answer; part 2, 10 points, 2 points for each correct answer; part 3, 8 points, 2 for each correct answer; and 6 points for part 4, totaling 40 points for the test.

The assessment of the listening and speaking can be done during the unit, by observation. As those activities are given to the students they can be assessed by the teacher according to the students' performance and responses, and considering the objectives proposed for each of the listening and speaking activities.

“Because listening performance is invisible, you observe only the result of meaningful input in the form of spoken or written output.” (Principles of language assessment, H. Douglas Brown, 2004)

In my observation, the best way to assess the listening performance is by observing the accuracy of the responses given by the listener during the activity. In the same way, for the speaking and pronunciation, focusing on what has been taught, it can be assessed during the speaking activity, by paying attention to the student's progress, providing as much individualization as possible, with continuing feedback.

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