

“Eating in a Restaurant” – OC I Lesson Plan  
Using Bloom’s Taxonomy  
By: Kory Kilgore

- Prior Knowledge from English classes: Food names, parts of a meal vocabulary, Numbers, Basic useful phrases
- 1. Warm-up: “I’m going to a restaurant and I’ll order...” In groups, students **make a list** of different foods they will order at a restaurant that start with each letter of the alphabet. Each student then writes one word on the board and **categorizes** the foods under the correct category: Drink, Appetizer, Main Dish, Dessert, Other
  - ✧ This Warm-up reviews the Knowledge Level from their regular English classes and also touches on the Comprehension level (understanding and putting the words into categories.) Verbs: name, write, categorize, classify, relate
- 2. Matching and Listening: Students will **match** pictures of some foods to a description of the food. Students then listen to a restaurant dialogue, **relate** what they hear to the pictures and **group** the correct food pictures with the person that ordered them.
  - ✧ These matching activities cover the Comprehension level. Verbs: match, distinguish, group, relate, interpret, summarize, confirm
- 3. Key Expressions: Students practice the Key Expressions and **modify** the Key Expressions dialogue with vocabulary words from the book.
  - ✧ The Key Expressions and substitution drill are the first stages of the Application Level. Students are taking their knowledge and **applying** it to real-life phrases. Verbs: apply, modify, change, choose, dramatize
- 4. Main Activity: Restaurant **Role-Play**: Students will be in groups of 4-5. One student will **act** as the waiter and the others will **act** as customers. Each group will have a menu. Customers must **choose** what they want from the menu and **report** to the waiter. The waiter will **collect** the orders, **group** them by category, and **report** the order to the chefs (ALT/JTE.)
  - ✧ This activity is a role-play which is part of Application and Analysis. However, unlike native speakers, the students will be guided by a script, so it falls more into the Application Level. This activity helps the students **apply** what they have learned into a “real-life” scenario where they must make choices in English. Verbs: act out, report, choose, categorize, collect, apply, solve, imitate

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Additional Activities for Analysis, Synthesis, and Evaluation

- The key point to remember with the following activities is that though you are not doing any actual English teaching, you are still doing everything in English. You are having the students analyze something in which all of the information given to them for their use is in English. They are taking that English information, translating it in their mind and then producing something new in English. They are expanding their English knowledge of the topic themselves.

Analysis

- **Compare** and **contrast** orders from different tables and decide which table is eating healthier, which will likely have a better meal, etc.
- **Separate** the orders and **classify** the different foods by type. **Construct** a **graph** determining how many the chef will make of each thing.
- **Infer**, based on the above classification, how much the chef should have in stock of each item.

Synthesis

- **Survey** classmates about favorite foods and types of restaurants and then **weigh** the results to determine what type of restaurant would be the most successful.
- **Create** your own restaurant in a foreign country with an English menu. **Develop** the dialogue that your waiters should use.
- Invite another group to your restaurant and **role-play** their visit.

Evaluation

- **Evaluate** another group’s restaurant and **critique** their menu and service.
- **Compare** Japan’s style of restaurant customer service to that of English speaking countries. **Debate** which is better.