Title: Table settings
Time: 30 minutes + T feedback
Class: Teenage Arabic speakers: post-beginner.
Task summary: Students roleplay a waiter and manager, who communicate over the telephone about the table settings for lunch and dinner. The waiter must draw the table setting from the manager’s instructions.
Task type: Describe and draw
Task objective: To produce an exact copy of partner’s table setting by following instructions.

Language Objectives:
Vocabulary:
fork, knife, spoon, side plate, dinner plate, glass, water flask, vase, bread basket, bread, salt, pepper, flowers, napkin, tablecloth
Functions:
Asking for information: *Where/How do I…? Do I…?*
Giving information: *Do X, don’t do Y, make sure you do X, you should do Y*
Past modals for advice: *You should have done X, You shouldn’t have done Y*
Grammar:
Prepositions of place
Imperatives
WH/Yes/no questions in present simple
Modal ‘should’ in past and present form
Communicative authenticity: Because the students cannot see each other’s drawings until the ‘checking’ stage, they must explain and ask for information clearly, and there is a genuine need for communication.
Materials: Two pairs of handouts: Lunchtime waiter and manager, Evening waiter and manager. Dictionaries (monolingual if possible.)

Task breakdown

INPUT: Use realia to check/pre-teach vocabulary needed for task. Play Kim’s game as a test.
TASK: Students work in pairs to do task 1. They feedback on that and then change over and do task 2.
OUTPUT: Students have two pairs of identical diagrams of table settings.
### Lesson Plan

<table>
<thead>
<tr>
<th>Stage</th>
<th>Materials</th>
<th>Activity/T input</th>
<th>Interation</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Input</td>
<td>Realia of all objects on table setting</td>
<td>Check the names and pronunciation of the vocabulary. Play Kim’s game (place all objects on tray, cover with a cloth, give them a minute or so to write down all the objects they remember. Feedback by getting them to tell you the objects, then uncover and check. Don’t forget to include the cloth!)</td>
<td>T-Ss</td>
<td>5-10 mins</td>
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<tr>
<td>Task</td>
<td>Set of handouts Monolingual dictionaries if possible. (English-English).</td>
<td>Give instructions. Put students in pairs. Set a short time limit for them to read the instructions and their individual piece of information. Students act out telephone conversation 1, between lunchtime manager and lunchtime waiter. Each ‘waiter’ should produce a table setting design without looking at his partner’s paper. Feedback: The ‘manager’ checks the waiter’s design and corrects it without showing the original design until the corrections have been made.. Teacher monitors and make notes, giving help where necessary.</td>
<td>T-Ss</td>
<td>3 mins</td>
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<td></td>
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<td>S-S</td>
<td>10 mins</td>
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<td>S-S</td>
<td>5 mins</td>
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<td>S-S</td>
<td>15 mins</td>
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<td><strong>Note.</strong> It is possible to give feedback and teach necessary language after the completion of Task 1, and then use Task 2 as a test of what has been learnt.</td>
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<td>Teacher feedback</td>
<td>Board</td>
<td>Comment on the class performance and praise good points. Teach and give practice in any necessary language.</td>
<td>T</td>
<td>Remainder of lesson.</td>
</tr>
</tbody>
</table>
1 You are the manager of the ‘Renaissance’ restaurant in the town centre. You are a perfectionist and like all the tables to be set in a particular way. You are ill at home when you get a telephone call from a new waiter, who wants to know how to set the lunch tables. Explain what to do, using this diagram.

2 You are feeling much better and go into the restaurant. Check that the waiter has set the table correctly and if not, explain what he has done wrong.

DO NOT SHOW THIS DIAGRAM TO YOUR PARTNER!!
LUNCHTIME WAITER
Read the information below and follow the instructions.

1 You are a new waiter at the ‘Renaissance’ restaurant in the town centre. It is your first day at work, but when you arrive, you discover the other waiter is not there and the manager is ill. Telephone the manager and ask him how to set the table for lunch. Draw what he tells you on the ‘table’ below.

2 The manager is feeling better and comes in to check your work. Show him your diagram and make any corrections he suggests.
1 You are the manager of the ‘Renaissance’ restaurant in the town centre. You are a perfectionist and like all the tables to be set in a particular way, which is not the same as lunchtime. You are ill at home when you get a telephone call from a new waiter, who wants to know how to set the dinner tables. Explain what to do, using this diagram.

2 You are feeling much better and go into the restaurant. Check that the waiter has set the table correctly and if not, explain what he has done wrong.

**DO NOT SHOW THIS DIAGRAM TO YOUR PARTNER!!**
1 You are a new waiter at the ‘Renaissance’ restaurant in the town centre. It is your first day at work, but when you arrive, you discover the other waiter is not there and the manager is ill. Telephone the manager and ask him how to set the table for dinner. Draw what he tells you on the ‘table’ below.

2 The manager is feeling better and comes in to check your work. Show him your diagram and make any corrections he suggests.