

ENGLISH AS A SECOND LANGUAGE

Ordering at a Restaurant

Level: Beginner (CEFR Level A1)

BC Curriculum Connection: English Language Arts (Grade 5)

- Using language in creative and playful ways helps us understand how language works.

Learning Goal: To use basic vocabulary related to food and use modals of request in ordering at a restaurant.

Classroom Set-up: One head-mounted display in collaborative groups. For example: 24 students; 6 groups with 4 students; 6 head-mounted displays

Headset: Oculus Quest 2

Application: [Mondly](#)



Before Going to the Restaurant

Learners have explored basic vocabulary related to food and modals of request. Learners have also previously learned how to introduce themselves politely. This experience will allow learners to be in a restaurant and practice ordering a meal. They will also have an opportunity to introduce themselves to a stranger. Students will be put into groups of 4 to complete the VR activity in one day. Other classroom activities and learning will take place while students are in VR.

Target Vocabulary: Basic food vocabulary - salad, juice, chicken, dessert, coffee
Occupation vocabulary - doctor, student, teacher

Target Language Structures:

Modals of request - *I would like...*, *Can I please have...*, *What would you like to have?*
Introducing self - *My name is...; I'm a/an (occupation)*

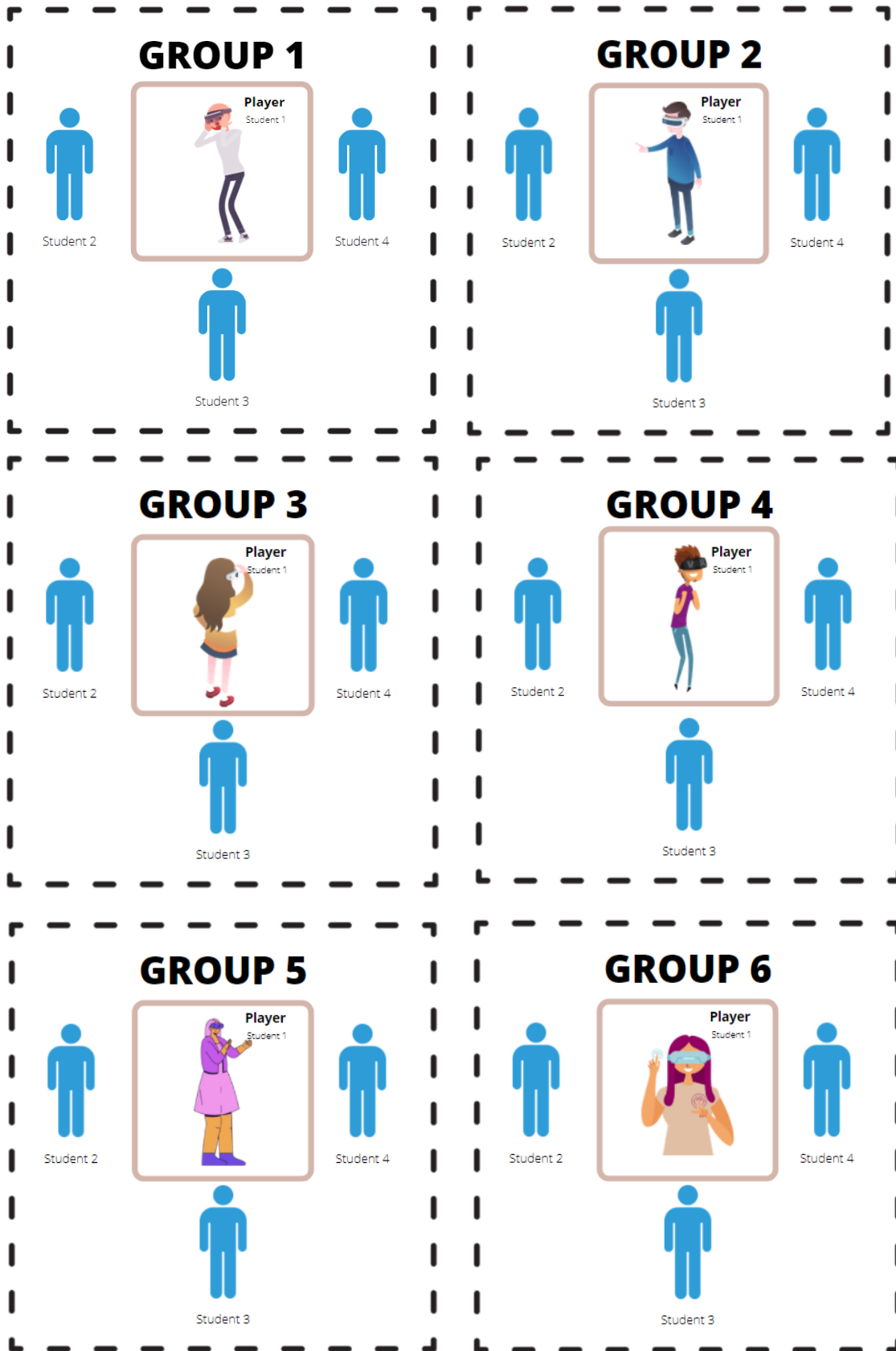
To set up your classroom and safely prepare students, refer to the [Get Ready](#) section of our website.

Suggested schedule:

Below is a suggested schedule for a group of 4 students. Allow students at least 15 minutes to experience the VR activity. All groups will follow the same schedule at the same time.

Session <i>Each session is 15 minutes long.</i>	Player	Safety Spotters
9:05- 9:15	Actively Listening for Instructions (teacher-led) <ul style="list-style-type: none">• Explain set-up, safety, and activity• Distribute headsets and conduct demonstration for proper use and access to program	
Session 1 9:15- 9:30	Student 1	Student 2, Student 3, Student 4
Transition Time (5 minutes): Sanitize, Students 1 and 2 switch.		
Session 2 9:35 – 9:50	Student 2	Student 1, Student 3, Student 4
Transition Time (5 minutes): Sanitize, Students 2 and 3 switch.		
Session 3 9:55- 10:10	Student 3	Student 1, Student 2, Student 4
Transition Time (5 minutes): Sanitize, Students 3 and 4 switch.		
Session 4 10:15 - 10:30	Student 4	Student 1, Student 2, Student 3

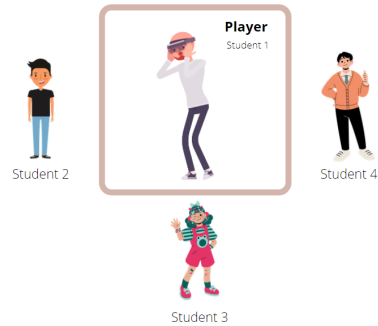
Suggested Classroom Set-up for 24 Students in 6 Groups





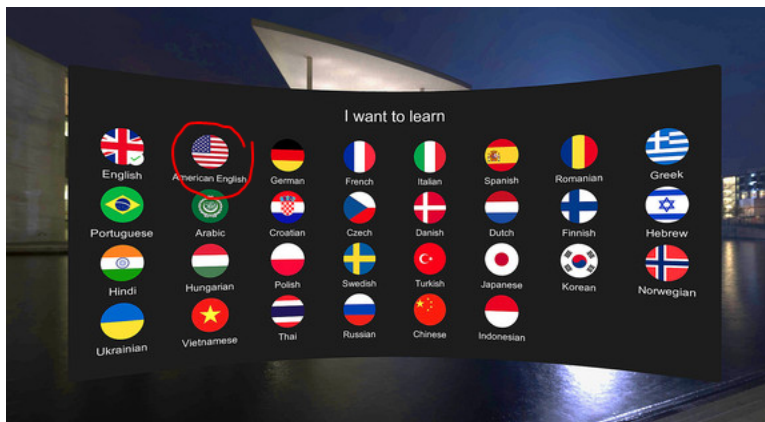
Immersive Experience: At a Restaurant

Step 1: Student 1 plays while group members ensure Student 1's safety. The other students can be working on a classroom learning engagement while monitoring the student who is in VR.



Step 2: Choose language.

Note: For this lesson, students will learn English.



Step 3: Choose "Conversation." Then select "At a Restaurant."



Step 4: After 15 minutes, students rotate following the schedule and sanitize the controllers and headsets.

Step 5: Have the next group of students complete the learning engagement during the next available learning block.



After VR Experience

Learning Experience Reflection

Student Self-Reflection

- Engage students in a discussion to explore their experiences and learning from this activity. Have students discuss the following questions in groups:
 - Which food did you order?
 - Do you feel more confident in ordering a meal at a restaurant? Why or why not?
 - What activity would you like to practice next (e.g. booking an appointment, going shopping, buying tickets, etc.)
- Teachers can ask students to reflect on their VR experience by completing a [student questionnaire](#).

Teacher Self-Reflection

- Teachers are encouraged to answer [teacher self-reflection questions](#) that they feel are relevant to their learning goals. To help build our community, teachers can share their self-reflection by leaving a comment on the different sections found on our [Discussion](#) page.
- Teachers are encouraged to share their experience and perspectives of this program by commenting on the application post for [Mondly: Learn Languages in VR](#).

Assessment for Students' Post-Experience

Role-playing: To assess student learning, have students create a dialogue. Each pair will be given 15 minutes to prepare their dialogue and practice. Then each pair will role play in front of the class for at least 3 minutes. Students can choose from the following scenarios:

Scenario 1: You had a tiring day at work. You wanted to order food delivery instead of cooking. Order your food at your favorite take-out restaurant.

Scenario 2: You forgot to bring lunch to work. There is no restaurant near your workplace. Order your lunch from a take-out restaurant.

Remind students to use the food vocabulary and modals of request in their dialogue.

Rubric for Student Learning

Note for Educators: This rubric is following the new BC curriculum assessment plan:

Extending: The student can advocate for how they have surpassed the learning expectations with extensions or work quality above grade level

Proficient: The student can successfully accomplish the task independently at grade level

Approaching: The student can successfully accomplish the task with some support at grade level

Developing: The student requires significant support to accomplish the task

Note for Student: If you believe your learning is *Extending*, fill in the column with how you went beyond the expectations of this assignment. For example: I feel fluent in this topic, I used more terms than we learned, I connected my prior learning to broaden the conversation, my pronunciation was very clear, etc.

Criteria	Developing	Approaching	Proficient	Extending
I can use the correct food vocabulary word to talk about foods I like to eat.	I need support to be successful	I am somewhat comfortable	I am comfortable	
I can order food politely.	I need support to be successful	I am somewhat comfortable	I am comfortable	
I can politely ask someone what food they would like.	I need support to be successful	I am somewhat comfortable	I am comfortable	