



Lesson Plan 4

Placing Orders

CLB Level(s): 2-3

CLB Skill(s): Speaking, Listening, Reading, Writing

Essential Skill(s): Document Use, Numeracy (Money Math), Oral Communication

Objective(s)	Audience
<ul style="list-style-type: none"> ■ To be able to understand the layout of order forms ■ To be able to complete simple order forms, including calculating totals and rates ■ To be able to recognize appropriate containers, portions and packaging 	<ul style="list-style-type: none"> ■ Learners who may need to build familiarity with conventions of forms ■ Learners who would benefit from practise reading and completing forms
Grammar/Language Focus	Time Required
<ul style="list-style-type: none"> ■ Abbreviations commonly found on forms ■ Singular and plural nouns ■ Count, non-count nouns 	2.5 hours
Vocabulary	Materials
<ul style="list-style-type: none"> ■ Common foods 	<ul style="list-style-type: none"> ■ Transparency of Appendix 1.1 ■ Overhead projector ■ Audio Dialogue 4.2.1_Eng.mp3 (Activity 2) ■ Copies of Appendices 1.2, 2.1, 3.1 for each learner
Workplace Culture	
<ul style="list-style-type: none"> ■ In the Canadian workplace order forms are also often filled out online. 	



Learning Activities

Activity 1: Reading Order Forms

1. Ask learners whether they have seen or used order forms. Ensure learners understand the purpose of order forms.
2. Inform the class that you will be displaying an order form that they won't be able to read, but that they will be able to tell you about.
3. Project Appendix I.1. Ask learners to identify:
 - the location of the form's name
 - where they might list items they want to order
 - where total cost might be entered
 - space to sign name
4. Discuss how learners knew where to find this information without being able to read the form. Point out that using what they know about layout will help them navigate any new form.
5. Brainstorm as a class what learners think they might need to enter into order forms. Make a list of entries on the board. Responses may include:
 - a place to enter the name of the person placing the order
 - space to enter the date
6. Distribute Appendix I.2. Work as a group to identify and label the parts of the form. Discuss new vocabulary and define and explain abbreviations.
7. Provide additional instruction on the use of abbreviations on forms, along with controlled practice as required.

Activity 2: Listening to an Order

1. Brainstorm workplaces where workers might need to complete order forms. Answers may include:
 - office workers ordering office supplies
 - assemblers ordering parts
 - cooks ordering food supplies
 - waiters noting customer orders (still an order form, but in this case waiters are not ordering supplies for themselves)



Learning Activities

- Tell learners that they will be listening to an exchange between a waiter and a customer in a café. Ask them to listen to the exchange to identify which meal the customer is ordering. Play the dialogue.

Text for Dialogue (4.2.1_Eng.mp3)

Waiter: Good morning.

Customer: Hi.

Waiter: What would you like this morning?

Customer: A cup of coffee please.

Waiter: And to eat?

Customer: Two boiled eggs.

Waiter: Is that everything?

Customer: Uh.. and an order of whole wheat toast.

Waiter: OK, anything else?

Customer: No thanks.

- Distribute Appendix 2.1. Review breakfast food vocabulary. Tell learners that they will listen to the dialogue again. This time they should list what the customer orders. Ensure learners understand the order slip before playing the dialogue.
- Have learners complete the order form. Numeracy instruction may be required such as:
 - adding decimals
 - calculating percentages
- Debrief the completed order as a group. Lead a discussion about the form and who might see this in a restaurant (e.g., cook, cashier)

Qty	Item	Cost
1	Coffee	1.75
1	Two eggs, boiled	3.50
1	Toast, whole wheat	1.75
Subtotal		7.00
Tax		.56
Total		7.56

- You may wish to review or teach count and non-count nouns. If so, you can start with the items listed in the form (e.g., coffee and toast are both non-count and egg is a count noun)



Learning Activities

Activity 3: Completing Order Forms

1. Distribute Appendix 3.1. Review the layout of the form. Have learners identify similarities and differences with the other forms encountered today. Review any new vocabulary.
2. Have learners work independently to complete the order form for the items listed at the top of the form. Remind learners to complete all required fields. Numeracy instruction may be required, such as:
 - adding decimals
 - multiplying whole numbers and decimals
3. Debrief answers as a group. Note: learners should also date and sign the form. You may need to draw learners' attention to the use of the asterisk to provide additional information.

Code	Description	Qty	Price	Cost
458X	Frozen chicken soup	4	\$12.69	\$50.76
822C	Canned ham	1	\$18.20	\$18.20
971X	Vegetable oil	12	\$31.88	\$382.56
			Subtotal	\$451.52
			Shipping	0
			Total	\$451.52

Activity 4: Placing Orders

1. Have learners work in groups of 3. Distribute Appendix 4.1 to each learner. Have learners note the current tax rate before proceeding.
2. Have each learner take turns being the waiter taking orders from the two 'customers' in the group. Customers should order using the Quick & Delicious Café menu on Appendix 2.1. Remind learners to:
 - have waiters and customers use appropriate greetings
 - have waiters add up the cost of the orders
3. Collect and review the completed order slips from learners.



Learning Activities

Additional and/or Extended Learning Activities

- Conduct an Internet search for additional order forms. Bring a collection to class, distributing different forms to different learners. Have learners work in groups of 3-4 to review their form to identify similarities and differences between this form and others they have encountered.
- Provide a partially completed order form to learners. Work together to identify strategies for ensuring order forms are complete.

Reflective Evaluation

Circulate during Activity 4 to:

- monitor whether learners use the appropriate containers, portions and packaging description for the items they are ordering

Review the completed Appendix 4.I sheets to determine if learners:

- are able to understand the layout of order forms
- are able to complete the order forms
- are able to sum totals and calculate rates

Debriefing/Wrap-up

- Ask learners to share what they ordered for breakfast. Ask learners how this is different from what they normally eat.
- Ask learners to summarize similarities between the order forms they encountered in the lesson. Answers may include:
 - All have spaces for the date
 - All have tables where items, quantities and costs are listed on each row
- Brainstorm as a group places outside the workplace where learners might encounter order forms. Answers may include:
 - Ordering school photographs for children
 - Ordering products through the Internet
- Point out that much of the lesson on order forms can be applied to other forms as well. We will in forms at work, at home and at school



Skill Descriptors	
Canadian Language Benchmarks Skill(s)	Essential Skill(s)
Speaking What the Person Can Do (Information) <ul style="list-style-type: none"> Express immediate and future needs, wants and plans (CLB 3) 	Document use Complexity of the Document <ul style="list-style-type: none"> Document is simple. Multiple pieces of information. Multiple documents of the same type (ES 2). Complexity of Entering Information <ul style="list-style-type: none"> Entering several pieces of information. (ES 2) Complexity of Information Use <ul style="list-style-type: none"> Information available may be rearranged for entry into the document. (ES 2)
Listening What the Person Can Do (Information) <ul style="list-style-type: none"> Identify specific literal details: numbers, letters, time reference, places, key words and short expressions in a dialogue (CLB 2). 	Numeracy (Money Math) <ul style="list-style-type: none"> Total account/bills including calculations of one of the following – a simple discount, taxes, interest. (ES 2)
Reading What the Person Can Do (Business/service texts) <ul style="list-style-type: none"> Find information in formatted texts: forms, tables, schedules, directories. (CLB 3) 	Oral communication Information <ul style="list-style-type: none"> Narrow range of subject matter, familiar topics, one main issue. (ES 1) Language is factual, literal, concrete; narrow range of content and context specific or technical vocabulary. (ES 1) Information content is simple; limited number of details. (ES 1)
Writing What the Person Can Do (Business/service texts) <ul style="list-style-type: none"> Fill out simple forms (15-20 items on form). (CLB 2-3) 	Context <ul style="list-style-type: none"> Interacting with one person at a time, face to face, on a familiar matter.

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Complete the following order while listening to the recording.

Quick & Delicious Café

One egg any style \$1.95

Two eggs any style \$3.50

Bagel \$2.25

Toast (2 slices) \$1.75

Bacon (3 slices) \$1.95

Sausages (2) \$1.95

Pancakes (4) \$3.95

Jam \$.50

Butter \$.30

Coffee \$1.75

Tea \$1.25

Milk (8 oz glass) \$2.20

Juice (bottled) \$1.75

Quick & Delicious Café

Date:

Server:

Qty	Item	Cost
SUBTOTAL		
8% tax		
TOTAL		

Thanks! See you again soon.

Karel would like to order:

- ☐ 4 boxes of frozen chicken soup (code 458X) \$12.69 each
- ☐ 1 case of canned ham (code 822C) \$18.20 each
- ☐ 12 cartons of vegetable oil (code 971X) \$31.88 each

Order Form

Food Service Inc Fax order to: 1-800-947-5241

Ship to:	Bill to:
Karel Donski Memorial Medical Centre Basement 1620 Main Street West Saskatoon, SK S8K 2B1	Purchasing Dept. Memorial Medical Centre 4 th Floor 1620 Main Street West Saskatoon, SK S8K 2B1

Code	Description	Qty	Price	Cost
Subtotal				
* Shipping (\$22.50)				
TOTAL				

Taxes included in costs.

*Free shipping on orders over \$200

Date: ____ / ____ / ____
 day mo yr

Signature: _____

Quick & Delicious Café

Date:

Server:

Qty	Item	Cost
SUBTOTAL		
tax		
TOTAL		

Thanks! See you again soon.

Quick & Delicious Café

Date:

Server:

Qty	Item	Cost
SUBTOTAL		
tax		
TOTAL		

Thanks! See you again soon.