

Situation

The English Club at your school plans to run a mini-restaurant for the School Open Day, on which students will serve guests and parents special dishes in English. The English Club is going to organise a competition to select students to work as student helpers in the mini-restaurant. To enter the competition, students have to work in groups of four and give a presentation. The three winning teams will become the student helpers in the mini-restaurant.

Task 1: Come Visit the Golden Crown Restaurant

Students give a name to their mini-restaurant, read a review of the Golden Crown Restaurant and learn about what makes a good restaurant.

Task 2: Wonderful Food for Your Taste Buds

Students study the menus of the Golden Crown Restaurant, listen to a conversation about shopping in a grocery, and design a set menu for the mini-restaurant.

Task 3: Quality Food, Quality Service

Students listen to a conversation about ordering food and do a role play as waiters/waitresses and customers.

Task 4: A Line to Remember

Students study some slogans and design a slogan for their mini-restaurant.

Task 5: Eat Your Heart out at Our Mini-restaurant

Students give a presentation to introduce their set menu and slogan for the restaurant, and role play how they serve customers politely.

Suggested Level: Key Stage 3

	Task 1	Task 2	Task 3	Task 4	Task 5
Learning Targets*					
Interpersonal Strand (IS)			ISe		ISd
Knowledge Strand (KS)	KSa and KSc	KSa and KSe			
Experience Strand (ES)				ESa and ESc	
Learning Objectives					
Vocabulary Items					
<p><i>Names of courses in a western meal:</i> starter, main course, dessert</p> <p><i>Food items and ingredients:</i> meat: beef, chicken, lamb, pork, turkey seafood: crab, lobster, mussel, octopus, oyster, prawn, salmon, scallop, shrimp, squid, tuna vegetable: bean, broccoli, carrot, cauliflower, corn, cucumber, onion, pea, potato, pumpkin, spinach, tomato fruit: coconut, durian, grape, mango, melon, papaya, peach, pineapple, strawberry, watermelon seasoning: curry, pepper, salt, soy sauce, sugar, vinegar</p> <p><i>Adjectives to describe how food is cooked:</i> baked, deep-fried, fried, grilled, roasted/roast, steamed</p> <p><i>Adjectives to describe food and drink:</i> chewy, creamy, crispy, crunchy, delicious, fresh, healthy, hot, oily, rich, smooth, soft, sour, spicy, sweet, tasty, yummy</p> <p><i>Phrases for serving customers or ordering food politely:</i> Can I ...?, I'd like ..., Would you like ...?</p>					

* Please refer to Appendix 3 for the description of the learning targets.

Task 1	Task 2	Task 3	Task 4	Task 5
<p><u>Vocabulary Building Strategies</u></p>				
<ul style="list-style-type: none"> • organising vocabulary <ul style="list-style-type: none"> ➤ paradigmatic approach – using a tree diagram to show paradigmatic relationships, e.g. ingredients → seafood → salmon → tuna → oyster • understanding word associations <ul style="list-style-type: none"> ➤ word combinations, e.g. adjective + noun as in ‘reasonable price’, ‘oily food’ • understanding meanings of words at a deeper level <ul style="list-style-type: none"> ➤ polyseme, e.g. ‘hot’ meaning ‘spicy’ and ‘at a very high temperature’ ➤ connotation, e.g. ‘oily’ for negative meaning; ‘delicious’ for positive meaning • guessing meanings of words from pictorial, semantic and syntactic clues • using a dictionary to look up the parts of speech and the meanings of words • recording vocabulary on food by using a tree diagram • retaining the target vocabulary by <ul style="list-style-type: none"> ➤ sharing the chosen vocabulary items ➤ playing word games ➤ doing role play ➤ using rhyme and alliteration ➤ using pictures 				
<p><u>Relevant Categories in the Wordlists</u></p>				
<ul style="list-style-type: none"> • Travel and Leisure • Home Living, Health and Safety 				

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Text Types	<ul style="list-style-type: none"> • Restaurant Reviews • Dictionaries 	<ul style="list-style-type: none"> • Menus • Conversations 	<ul style="list-style-type: none"> • Conversations 	<ul style="list-style-type: none"> • Slogans 	<ul style="list-style-type: none"> • Presentations
Language Items and Communicative Functions	<ul style="list-style-type: none"> • Use adjectives to describe one's views on food or service in some detail 	<ul style="list-style-type: none"> • Use the preposition 'with' to indicate what something has on it • Use quantifiers 'a few', 'a little', 'many', 'a lot of' to indicate quantity 	<ul style="list-style-type: none"> • Use formulaic expressions to make requests and respond to them politely 	<ul style="list-style-type: none"> • Use rhetorical devices, such as rhyme and alliteration, to create special effects 	<ul style="list-style-type: none"> • Use sequence words and formulaic expressions to structure a presentation
Language Skills					
Listening		<ul style="list-style-type: none"> • Listen for intended meanings, feelings and attitudes <ul style="list-style-type: none"> ➢ extract information and ideas in spoken texts 	<ul style="list-style-type: none"> • Listen for intended meanings, feelings and attitudes <ul style="list-style-type: none"> ➢ understand levels of formality and informality 		
Speaking			<ul style="list-style-type: none"> • Participate effectively in oral interaction <ul style="list-style-type: none"> ➢ maintain an interaction by agreeing or disagreeing, asking questions, replying, using formulaic expressions where appropriate 		<ul style="list-style-type: none"> • Present information, ideas and feelings clearly and coherently <ul style="list-style-type: none"> ➢ convey ideas and information in conversations or discussions ➢ use words and expressions appropriate to the context

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Reading	<ul style="list-style-type: none"> • Understand, interpret and analyse different written texts <ul style="list-style-type: none"> ➤ acquire, extract and organise information relevant to specific tasks ➤ know what a word or phrase refers to in the previous or subsequent context 	<ul style="list-style-type: none"> • Construct meaning from texts <ul style="list-style-type: none"> ➤ recognise the format and language features of texts 			
Writing				<ul style="list-style-type: none"> • Present information, ideas and feelings clearly and coherently <ul style="list-style-type: none"> ➤ use strategies to arouse and sustain readers' interest 	<ul style="list-style-type: none"> • Present information, ideas and feelings clearly and coherently <ul style="list-style-type: none"> ➤ use strategies to arouse and sustain readers' interest ➤ plan and organise ideas, and use appropriate cohesive devices