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Level: Intermediate Plus

Number of students: 6

Lesson Topic: Definitely worth a visit!

Communicative Objective/s: to discuss restaurant reviews based on *TripAdvisor* comments and talk about personal positive/negative experience when eating out.

Language Objective/s:

- to develop proper and natural language used in online restaurant reviews;
- to learn and apply collocations related to eating out;
- to be able to write a review about a restaurant.

Pronunciation Objectives:

- to drill the pronunciation of the target language (*quaint* /kweɪnt/, *faultless* /'fɔ:ltləs/);
- to work on sentence stress (*The **timing** between **meals** was spot on*).

Rationale for the topic and objectives:

While travelling abroad students are bound to eat out in posh restaurants, fancy dinners, or cheap cafes. But is there the way to possibly know which place is worth visiting?

In that case, checking out websites like TripAdvisor might be of great help. However, to use this Internet service to the full, you have to operate the vocabulary which is appropriate for online restaurant reviews.

This lesson gives the students an opportunity to work with authentic restaurant reviews and study the chunks/collocations which are often used in this kind of writing (e.g., vibrant place, modern décor, decent portions, impeccable service and so on). Expressing their own opinion and exchanging ideas about the reviewed restaurants will enable the students to drill the vocabulary in a communicative way.

At the end of the lesson, the students will be able to discuss their personal (both positive and negative) experience when eating out, applying the target language.

The outcome of the lesson is writing a restaurant review at home and posting it on the TripAdvisor website. I'm sure that this task will spark the students' interest and they will look forward to writing their review. Furthermore, this activity will clearly demonstrate the practical application of this work, the studied vocabulary, and the lesson in general.

Procedure:

| Stage / time / groupings | Learner Activity | Stage rationale | Potential problems & solutions |
|--|--|---|---|
| <p>Warm-up (10 minutes) In pairs, OC</p> | <p>The learners work in pairs. They follow the link (https://wheelofnames.com/ms3-2mx) and discuss the questions. After coming back from the breakout room, ask for feedback (surprising information about a partner, something in common, the polar opposite, etc.).</p> | <p>Engage the learners into the topic of eating out. Tune into English.</p> | <p>The answers to some questions can be quite short, so students might just answer ‘yes’ / ‘no’. Thus, while giving the instructions, tell your students to ask each other follow-up questions.</p> |
| <p>Lead-in (5 minutes) OC</p> | <p>The learners complete the categories on the screen (in the form of word webs) by brainstorming the words/phrases related to a restaurant (<i>food, staff and service, interior, price</i>).</p> | <p>Check the learners’ current knowledge of the vocabulary. Moreover, it’s great to go back to the list at the end of the lesson and compare the original list with the final one with more advanced vocabulary.</p> | <p>The learners might come up with too simple vocabulary.</p> |
| <p>Pronunciation Drill (3 minutes) OC, in pairs</p> | <p>The students listen to new words and phrases and raise a hand if they recognise/understand them. This activity is followed by a choral repetition. Then the students are given a vocabulary list and repeat the words in pairs.</p> | <p>Listening to the words <i>without</i> looking at their written forms helps to learn the correct pronunciation from the very beginning. So when the learners are finally exposed to the written forms, they can read them without mistakes.</p> | <p>Some students might find it difficult to repeat the words without seeing/knowing them, so it’s important to point out that you’ll work with the written form and meaning later.</p> |
| <p>Vocabulary Drill (12 minutes) Individual, in pairs</p> | <p>Divide the vocabulary into 4 categories: <i>food, staff and service, interior, price</i>. Decided which of them have positive/negative connotation.</p> | <p>Practise and re-enforce new language.</p> | <p>As some students might not tell you they don’t understand a word/phrase, prepare CCQs to make sure everyone knows the word’s meaning/how to use it.</p> |

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| | Read the sentences and paraphrase them using the target language. | | |
| Reading + Speaking (15 minutes) In groups | The students follow the link (https://www.pearltrees.com/octoberkate/tripadvisor-reviews/id33414907) and read the reviews. Then they discuss the reviews and decide on the restaurants they'd like to visit and not. They must justify their choice by using the target language. | See the target vocabulary in context and build a dialogue upon it. | Pre-teach some vocabulary which is not related to a restaurant, but is important for general understanding. |
| Final Speaking (10 minutes) In pairs, OC | The students work in groups and share their positive/negative restaurant experience using the target vocabulary. After the discussion, they work in OC and compare their stories (e.g., similar situations, restaurant recommendations). | Encourage a natural conversation based on the target language. | Since some students are talkative/shy, set the time (2 minutes for each student + 2 minutes for asking questions). |
| Feedback (3 minutes) In pairs | The students work individually and continue the sentences: - <i>Today I learnt ...</i> - <i>I liked ...</i> - <i>It was easy/difficult to ...</i> Then they work in pairs and compare their notes. | Sum up the lesson's objectives and measure the students' progress. | Some students might be unwilling to talk about their difficulties in open class, so working in pairs is the best way to make them give feedback. |
| Homework (2 minutes) OC | Quizlet (https://quizlet.com/517288766/restaurant-review-vocabulary-flash-cards/?new); | Drill the vocabulary. Put the knowledge into practice. | As some students might find it difficult to write a review from scratch, encourage them to use the examples from the lesson (https://www.pearltrees.c |

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|--------------------------|--|-----------------|---|
| | Write your own restaurant review and post it on TripAdvisor. | | om/octoberkate/tripadvisor-reviews/id33414907). |