

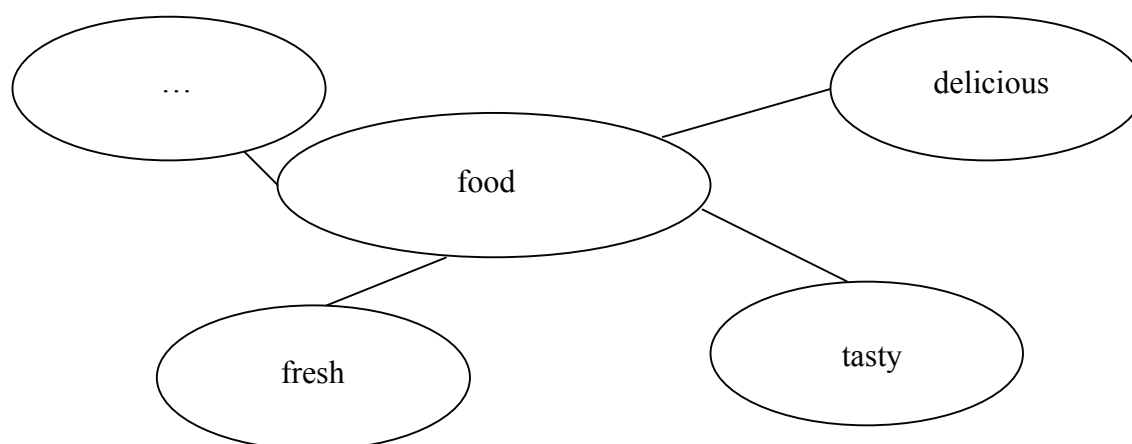
Materials

- LT 1.1 – LT 1.25
- Audio Clips 1.1 & 1.2
- GA 6 & GA 7
- PPT 1.1 – PPT 1.3

Procedures**Task 1: Come Visit the Golden Crown Restaurant (LT 1.1 – 1.4)****Part 1: Reading a restaurant review**

1. Introduce the context (LT 1.1) – students are going to enter a competition in which the winning group will become the student helpers in the mini-restaurant for the School Open Day.
2. Explain the requirements of the competition and highlight the three tasks that students have to work on for the presentation.
3. Have students form groups of four. Ask students to give a name to the mini-restaurant (LT 1.1). The name can be their favourite food, restaurant, dish, etc.
4. Tell students that they are going to read a restaurant review about a winning restaurant (LT 1.2), and learn what makes a restaurant successful. Ask them to read the review quickly and find out what each paragraph is about by completing Q.1 of LT 1.3.
5. Demonstrate how to identify the main idea of a paragraph through the use of supporting details. Draw students' attention to the supporting details of the first paragraph (e.g. what the restaurant is called, what is special about it) and guide them to work towards the answers.
6. Introduce the concept of a 'three-course' meal by asking students what 'starter', 'main course' and 'dessert' refer to. Encourage them to use their knowledge of suffixation (e.g. start + er), the examples of the dishes given, some key words (e.g. 'sweet tooth'), as well as their personal experience to work out the meanings of the three courses.
7. Ask students to work on Q.2-5 of LT 1.3. Encourage them to guess the meanings of the unfamiliar words, e.g. 'fusion', 'catchy', using contextual clues.

8. When checking the answer to Q.5, explain to students that some words may arouse positive or negative emotions. For example, 'oily', which is used to describe greasy food, carries a negative connotation whereas 'delicious', which is used to indicate the good taste of food, carries a positive one. Highlight the use of positive adjectives to create a favourable tone in the restaurant review. Ask students to identify the positive adjectives in each paragraph and help them organise the adjectives into different categories, e.g. environment, food, staff, price, using a mind map, e.g.



9. Draw students' attention to Q.6. Demonstrate how to answer the question through turning a specific term into a general description, e.g. \$300 → price. Guide students to answer the question by helping them identify the key words in the speech bubbles.
10. Introduce the structure of a restaurant review as a text type. Explain to students that a restaurant review usually contains three main parts – the introduction, main body and conclusion:
- Introduction: background information about the restaurant, such as its name, where it is and what it is famous for
- Main body: information about the environment, food, service and price
- Conclusion: overall comments on the restaurant and recommendations

Part 2: Dictionary skills

1. Explain to students that a dictionary can provide not only the meanings of words but also other useful information, e.g. the part of speech of a word and how it is used.
2. Draw students' attention to the entry for the word 'hot' on LT 1.4 and go through the different types of information provided by the dictionary, i.e. part of speech, pronunciation, meanings and examples.

3. Ask students to complete Part A of LT 1.4 with reference to the dictionary entries provided. Explain to them that 'n' stands for nouns and 'adj' stands for adjectives.
4. To strengthen students' knowledge of word combinations and syntagmatic associations, guide them to form pairs of 'adj + n' phrases using the words in the dictionary entries and complete the mind map in Part B.
5. Draw students' attention to the entry for 'hot'. Ask them how many meanings the word has. Refer to Part C of LT 1.4 and guide them to think about which meaning goes with each of the two sentences taken from the restaurant review.
6. Ask students what 'rich' usually means. Then highlight the different pairs of words formed previously, i.e. 'rich manager', 'rich food'. Explain that some words, e.g. 'rich' and 'poor', may mean differently when they are used with different words.
7. Guide students to identify the correct meanings for the different pairs of words and complete Part C.
8. Refer students to Part D and ask them to choose five new words they want to learn in the restaurant review and look them up in a dictionary at home. Encourage them to write down the relevant information of the chosen words in their vocabulary notebook, and make one sentence for each word. To help them remember the words, encourage them to 'personalise' the new words by relating them to the people they know or something relevant to their daily experience.