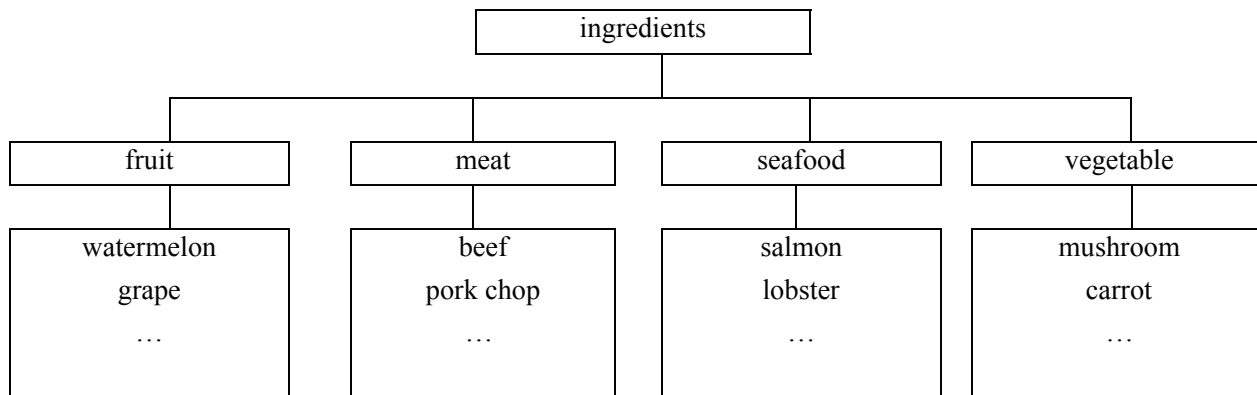


Task 2: Wonderful Food for Your Taste Buds (LT 1.5 – 1.11)**Part 1: Reading a menu**

- Refer students to the menu of the Golden Crown Restaurant (LT 1.5). Ask a few questions to help students develop their reading skills, e.g.
 - The first three starters have one thing in common. What is it? (They are all salads.)
 - Name three dishes with seafood. (e.g. mini sushi, seafood salad, fried fish with onion rings, steamed salmon with black beans, mango crab curry, sweet and sour squirrel fish, pasta with grilled prawns, pasta with white clam sauce, and chef's salad as customers have their own choice for the ingredients)
 - Name two dishes which are good for vegetarians. (e.g. fruit salad, kimchi roll, spinach puff, steamed bean curd with mushrooms, all desserts and chef's salad as customers can have their own choice for the ingredients)
 - Which dish is the most expensive? (mango crab curry)
- Explain the word 'ingredients'. Tell students that there are different kinds of ingredients, e.g. fruit, meat, seafood and vegetable. Put students into groups of four. Have them organise the food items they learnt in the restaurant review and the menu of the Golden Crown Restaurant in the tree diagram in LT 1.6.



3. Introduce the structure ‘ _____ with _____ ’. Explain to students that this structure is often used in menus to provide more details about the ingredients and the item after the word ‘with’ is usually a side dish or sauce.
4. Introduce vocabulary related to cooking: baked, deep-fried, fried, grilled, roasted, steamed. Highlight that all these are adjectives formed by the past participles of the verbs, e.g. bake, fry, grill, roast, steam. Draw their attention to the word ‘roast’ and explain that ‘roast’ itself is also an adjective, and therefore, it is both correct to say ‘roast beef’ and ‘roasted beef’ although ‘roast beef’ is more common.
5. Ask students to imagine that they are waiters/waitresses at the Golden Crown Restaurant and they need to recommend some dishes to customers according to their preferences and needs (LT 1.7). Encourage them to give reasons for their answers.
6. Guide students to create dishes by mixing and matching the ingredients, e.g. roast chicken with rice, baked salmon with broccoli. Encourage them to create two dishes under each category of ingredients at home and share them in class in the next lesson.

Part 2: Listening to a conversation about shopping in a grocery

1. Tell students that in order to create menus for the mini-restaurant, they have to find out what ingredients are available through listening to a conversation between the owner of a grocery and a group member.
2. Ask students to name the four main kinds of ingredients they have learnt. (Ans.: fruit, meat, seafood and vegetable). Have them read LT 1.8 and find out which type of ingredients has not yet been mentioned (Ans.: seasoning).
3. Play Audio Clip 1.1 twice. (Please refer to LT 1.9 for the transcript.) For the first time, have students focus on the target vocabulary, i.e. all the food items and seasoning. Ask them to tick the items they hear. For the second time, have students write down the quantity available, e.g. ‘a few’, ‘a little’, ‘some’, ‘a lot of’, so that they can decide what dishes to prepare depending on the availability of the ingredients. Check the answers with students.
4. Tell students to build on the tree diagram (LT 1.6) they created on the categories of food in the previous lessons and add the words they have learnt in the listening activity to it.

Part 3: Designing a menu

1. Explain to students that in order to enter the competition, they have to create their own set menu.
2. Ask students what is usually included in a set menu. Remind students of the idea of a ‘three-course meal’ (starter, main course, dessert).
3. Draw students’ attention to the set menu of the Golden Crown Restaurant (LT 1.10). Go through the menu with students.
4. Refer students to LT 1.11. Explain to students that they have to design their own set menu with three courses for their mini-restaurant. Remind them that there should be three choices for each course, and that they should include ingredients available from the grocery only.
5. Explain to students that they can mix and match the ingredients available to create new dishes using the structure ‘_____ with _____’, and that they can also decide on the ways of cooking. Give a few examples to illustrate how a ‘dish’ can be created, e.g. roast chicken with onions and mushrooms, grilled beef with potatoes.
6. Ask students to discuss and draft their menus on a blank sheet of paper. Encourage them to give reasons for their choice in their menus, e.g. healthy, matching a special theme (e.g. all dishes with tomatoes or food from a particular country).
7. Ask one or two groups to share their draft menus to the class and invite comments from classmates. Encourage students to revise their draft menus based on the discussion in class.