

UNIT 8

OBJECTIVES	
<i>Language:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • order food at a restaurant or cafe • express the quantity of uncountable nouns using quantity nouns as quantifiers (e.g. a bottle of / a cup of / a glass of) • read a simple menu • write a simple menu • identify the main idea of a short text • understand important information included in a short text
<i>Intercultural aspect:</i>	<p>Pupils should:</p> <ul style="list-style-type: none"> • become aware of the variety of food items and eating habits which exist around the world • learn a traditional tongue twister
<i>Learning strategies:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • use textual context to infer meaning • use a K W L chart • use their knowledge of Greek to understand the meaning of Greek-origin words
NEW LANGUAGE	
<i>Production</i>	<p>Food and restaurant-related vocabulary: soft drink, crisps, tuna salad, starter, main course, dessert, menu, order Quantity nouns: glass, bottle, slice, packet, bar, teaspoon, tablespoon, scoop (a scoop of ice cream)</p>
<i>Comprehension</i>	<p>Prepositions of place: 'at' (at the café / at the restaurant)</p>
RECYCLED LANGUAGE	<p>Food vocabulary: milkshake, tomato, salad, rice, fish and chips, hot dog, chicken, lemonade, orange juice, lamb, sandwich, ice-cream, cake, soup, carrot, water and other food vocabulary taught Is there a? Is there/ are there any...? Would you like...? Yes, please/ No, thank you. What would you like? I'd like..... please. Can I have..... please? / I want a/some ... please. How much is it? It's Numbers up to 100 Places in a town/village: restaurant, café, police station, hospital, school, park, post office, toy shop, pet shop, cinema Why questions – Because replies Countries and nationalities</p>

	I think ... I agree with I don't agree with ... How do you spell? How do you say? What does ... mean?
MATERIALS	Audio CD for Year 5, mini-whiteboards, PowerPoint presentation from www.schools.ac.cy , photocopiable materials
TIME	3X40 minutes

LESSON 1

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils sing a song or a chant of their choice. • If pupils are working on a project, the teacher checks their progress and whether they need help. If pupils have completed projects, they present them to the class. • The teacher gives pupil pairs or groups a piece of paper with a scrambled word (see photocopiable materials). Each scrambled word represents a place in a town or village (sometimes this includes two words, e.g. police station, swimming pool). Pupils work with their partner or group to unscramble the word they've been given. A representative from each group or pair then goes to the board and writes the word. The teacher checks the words on the board and the pupils read them in chorus. The scrambled words are the following: cinema, police station, post office, swimming pool, library, toy shop, pet shop, restaurant, supermarket, school. <p>TIP: <i>Try to ensure that all the pupils are successful by giving easier words to pupils who need more support OR make sure that groups and/or pairs include pupils of varying abilities so that they can help each other.</i></p> <ul style="list-style-type: none"> • The teacher asks pupils to give a title/topic/category for the words on the board (e.g. a town / a village / places in a town/ etc.). • The teacher mimes being somewhere and asks pupils to say where s/he is, e.g.: <p>Teacher: OK, I'm going to go somewhere..... Look at me! Where am I?</p> <p>Pupils: You are at the restaurant.</p>

	<p>Teacher: That's right! (the teacher writes 'I am <u>at the restaurant</u>' on the board)</p> <ul style="list-style-type: none"> • Volunteer pupils come to the front and mime for the rest of the class to guess where they are. The teacher encourages them to use the preposition 'at'. • The teacher asks pupils where (in which of the places that are written on the board) they would like to go now, if they had Jamie's magic box and writes on the board 'I would like to go to ...' to support the pupils. <p>When pupils say where they would like to go, the teacher can also ask them to say why they would like to go there, e.g.</p> <p>Pupil: I would like to go to the cinema.</p> <p>Teacher: Why would you like to go to the cinema now?</p> <p>Pupil: Because 'Iron Man' is at the cinema. I want to see it.</p>
<p>PRESENTATION</p>	<ul style="list-style-type: none"> • The teacher says s/he wants to go to a restaurant because s/he is hungry. S/he reminds the pupils that they have a magic box and they can go to any country and eat any food they like. S/he asks pupils where they would like to go and what food they would like to eat and begins by giving an example, which s/he writes on the board. <p>Teacher: I would like to go to India because I like Indian food.</p> <p>If there is time, pupils can vote for the most popular kind of food to decide where they should go.</p> <ul style="list-style-type: none"> • The teacher says that before they go to a restaurant in another country, they need to know how to order at a restaurant. • The teacher presents a K W L chart and asks pupils to focus on what they already know, that is related to a restaurant and ordering at a restaurant. S/he gives each group a sticky note and each group writes things they know. Pupils stick their notes on the K W L chart and the teacher comments on what they reported they know (e.g. Oh, I see you wrote down lots of different types of food. Let's see. Chicken, salad, fish and chips. Very good! Yes, we do know lots of food.). <p>The teacher then gives pupils a sticky note to write down what they'd like to know about how to order at a restaurant.</p>

	<p>The groups stick their note on the chart and the teacher discusses the results. During the discussion of the points under ‘W’ (what we want to know), the teacher helps point out the need to know how to order politely, how to read a menu in English and more types of food.</p> <p>Although some the necessary language has been introduced earlier, a target can be set for the pupils to practise the language in the context of a café or restaurant.</p> <p>Language such as “Would you like...?” “Yes, please/No, thank you” “Can I have...?” ‘I’d like.....please” “Yes, of course”, “What would you like...?” “Is there any/ are there any..?” are already known to pupils and can be elicited during the discussion regarding useful language to use at a restaurant or a café.</p> <p>The chart is placed on a notice board and the teacher explains they will revisit it at the end of the Unit to see what they have learnt.</p>
<p>PRACTICE</p>	<ul style="list-style-type: none"> • The teacher tells pupils that Minas and his friends used the magic box not only to go to a nice restaurant but also to go the country of their favourite food. Pupils guess in which country the characters are and what kind of food they like. • Pupils listen to the recording (activity 1) to see if their predictions were correct (Where are they? What is their favourite type of food?). <p>The teacher can also ask pupils to listen and find out how many people are in the story and who they are (5 people: the waiter, Minas, Yasmin, Chloe, Jamie).</p> <ul style="list-style-type: none"> • Pupils listen to the text again while following in their books. • Pupils circle the Mexican food mentioned in the text and say whether they know what it is, whether they have tried it, etc. The teacher may explain briefly about escamoles but tells pupils they are going to learn more about that later. • Pupils answer the questions in activity 2 (Pupil’s Book) and they talk about other types of unusual food they might know about. If pupils don’t know any unusual food, they can ask their parents or their grandparents about any type of unusual food that

they might know of. The pupils can present what they find out in the following lesson.

- The teacher asks pupils to read the text silently and underline phrases that can be useful at a restaurant. Pupils underline the phrases and report to class. The key phrases are:

Are you ready to order?

I'd like ...

Is there any ...

Can I have ...

Would you like to have ...

I'd like to order

- Pupils read the text in chorus repeating after the teacher or the recording.

- Pupils work in groups to practice reading the text (activity 1). The teacher reminds pupils to use the appropriate expression and intonation, i.e. to try to be 'in role' when they are reading the text. If the groups are made of 4 pupils, one pupil can take on two roles. If there is time, volunteer groups can then act the story out in front of the class.

- The teacher asks pupils if they want to know more about escamoles. S/he writes the following questions on the board:

Are escamoles expensive?

What do escamoles look like?

What insects can people eat?

For each question the teacher asks pupils what they think and encourages them to use 'I think ...' in their responses. When other pupils are responding to their classmates' ideas, the teacher encourages the use of: 'I agree with ...' / 'I don't agree with ...', e.g.:

Teacher: What do you think escamoles look like?

Maria: I think escamoles are small and red.

Chrysa: I agree with Maria.

Sotos: I don't agree. I think escamoles are yellow.

- The teacher tells pupils the answers to the questions are in their books. Pupils read the text (activity 4, Pupil's Book) silently and take their time to answer the questions in their books. Once the pupils answer the set questions, the teacher

	<p>can ask a few more. S/he also asks pupils, if they have any questions about the text (more information, something they didn't understand, etc.).</p> <ul style="list-style-type: none"> The teacher draws the pupils' attention to the word 'entomophagy' and asks why it was easy for them to understand its meaning (because it is a Greek word). S/he asks pupils if they know any other Greek words which are used in English. If they don't know any, the teacher can introduce some e.g. alphabet, athlete, astronomy, philology, nostalgia, anaemia, archangel, agony, pedagogy, enigma, chaos, catastrophe). The teacher can give some examples of the words used in context, e.g. "I lost my bag, my keys, my money. It's all gone! Oh, dear! What a catastrophe!", "There were three dogs in my living room, on the sofa, on the armchair, on the table! It was chaos!" <p>Tip 1: <i>Explain that many Greek-origin words like these are not often used by most English speaking children but are usually used by older educated people. Using a word like the ones introduced here would, therefore, make them sound very clever!</i></p> <p>Tip 2: <i>Start a section on your notice board with an appropriate title e.g. 'Greek words used in English' and start adding Greek-origin words that are used in English. Give cards for the pupils to write the words already mentioned. Add the cards to the board or the Word Wall and invite pupils to search for more Greek-origin words to add to their selection.</i></p> <ul style="list-style-type: none"> If there is time, pupils can work in groups to write at least two more questions about the text (activity 4) on a piece of paper. Each group can then take turns to ask their questions to the rest of the groups OR each group can then give their piece of paper to another group and receive a set of questions from a different group. Each group then writes down the answers to the questions they received. Finally, pupils read out questions and answers. The teacher monitors the activity and offers help when necessary.
PRODUCTION	<ul style="list-style-type: none"> Pupils study the menu in activity 3 (Pupil's Book) and identify the four main parts of the menu: Starters, Main Course, Dessert, Drinks. Pupils do activity 1 in their Activity Book. They work individually, in pairs or groups to design their own menu for a restaurant. The menu can include anything they like but

	<p>needs to be divided in the above four parts. They should also try to give their restaurant a name.</p> <p>If they like, their restaurant can specialize in a specific cuisine (e.g. Chinese, Italian, etc.). It can also be a vegetarian restaurant, or a fast food restaurant.</p> <p>If they need help, they can use the class computer to perform a search, e.g. to find out what is served in the type of restaurant they chose. They can also be reminded of language they can use to ask for help: ‘What does .. mean?’, ‘How do you spell...?’ ‘How do you say ... in English?’, etc.</p> <p>If there are computers available, a group of pupils can prepare their menu at the computer and print it out and stick it in their books later.</p> <ul style="list-style-type: none"> • Extension activities for pupils: <ul style="list-style-type: none"> - adding new phrases or words to the Word Wall - preparing cards with Greek-origin words - starting a new entry in their picture dictionary on Greek-origin words - writing up their menu on an A4 card/paper to be put up on the notice board.
EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place through observation of the pupils’ responses. The teacher notes down her/his observations soon after the class. • The teacher uses opportunities where pupils work in groups, pairs or individually to have short individual or group learning conversations. The teacher can use this opportunity to find out how they coped with the reading passage (activity 4), if they can name the main parts of a menu, etc.
CROSS-CURRICULAR LINKS	<ul style="list-style-type: none"> • Agogi Ygieas: Pupils study various menus which they can collect from local restaurants. They can analyse what is being served and make recommendations to improve the menu either by making it healthier or by making it more multicultural.

LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none">• Pupils present their menus or present about other unusual foods which they have discovered - internationally or from their own heritage background. If pupils have not brought anything to present regarding unusual food, the teacher can give them an example of a Cypriot dish, which would be considered strange/unusual in other countries. For example, 'kefalaki' which is a sheep or goat's head served on a plate is a traditional food enjoyed by many in Cyprus.• Pupils present any Greek-origin words which they have found and add them to the special section created for Greek origin words on the notice board. The teacher can encourage this search for Greek-origin words to continue until the following lessons. If the pupils need some more ideas, the teacher can share a few more Greek-origin words, more widely used than the ones presented in the previous lesson, e.g.: Geography, Geometry, democracy, hippopotamus, mania, fantastic, helicopter.• Pupils practice reading the dialogue in groups, trying to read with appropriate expression and remain in role. The teacher monitors the activity. Volunteer pupils can read the dialogue out for the class.
PRESENTATION	<ul style="list-style-type: none">• Pupils do activity 5 in their Pupil's Book (listen, look and learn). They repeat after the recording. The pupils notice the language used and underline key phrases (Can I have, I'd like some..., What would you like to have?, Would you like something to...).• The teacher draws their attention to the sentence 'I'd like some orange juice, please.' and asks them to remember why we use 'some' orange juice and not 'a'/'an'. <p>The pupils are expected to remember the distinction between countables and uncountables (Unit 7) and explain the rule again.</p> <ul style="list-style-type: none">• The teacher shows a PowerPoint presentation (www.schools.ac.cy). In the first slide a customer asks "Can I have some water, please?". The teacher asks the pupils if they think the customer asked correctly (yes – the customer

asked politely and uses 'some'). In the second slide the waiter arrives with a bucket of water.



The teacher asks pupils why they think there was a misunderstanding (the customer did not explain how much water). S/he asks pupils to find another way for the customer to ask for water so that there are no misunderstandings! The pupils are expected to give various ideas, perhaps offering the suggestion of saying 'a bottle of water' or 'a glass of water'. The discussion should conclude that although some words (water, milk, lemonade (all liquids), cake, sugar, etc.) cannot be counted, we have to find a way to explain how much we need.

- Pupils do activity 6 (listen, look and learn) in their Pupil's Book to identify various ways to quantify uncountable nouns. The pupils repeat after the recording. Pupils can find more examples of using each quantifier noun and write them in their books (e.g. a slice of cake, a slice of pie / a packet of rice, a packet of biscuits / a cup of coffee, a cup of milk/ etc.

PRACTICE

- The teacher randomly places flashcards with food on the board or writes the words (or uses word cards). Pupils are asked to read each word which is written or placed on the board. Examples of words which can be written on the board are: pizza- slice, cup-tea, teaspoon- sugar, scoop- ice cream, bottle- water, glass- wine, bowl- soup, bar- chocolate, packet- crisps.

Pupils play the crazy matching game. Volunteer pupils come to the board and draw lines to match the food words with a matching quantity noun. The lines drawn should never cross another line, or the player loses.

- If there is time, pupils can play BINGO! using the pictures in activity 6. Each pupil circles 4 phrases. The teacher randomly calls out phrases. When a pupil hears a phrase that s/he has

	<p>circled, s/he ticks it. The first one to tick all the words s/he has circled shouts BINGO! and wins the game.</p> <ul style="list-style-type: none"> • Pupils do activity 7 in their Pupil’s Book (listening activity). They have to complete two listening tasks. The first time the listen out for specific words and tick the words they hear. The second task involves listening to the words they heard and numbering them in the order in which they heard them. <p>It is important to allow pupils to read the words before the task begins. The transcript is as follows:</p> <p><i>Waiter: Good afternoon! Are you ready to order?</i> <i>Mr Jones: Yes, thank you. Harry, what would you like?</i> <i>Harry: I’d like a hot dog with chips, please. Erm, No, I’m sorry. Can I have fish and chips, please?</i> <i>Mr Jones: What would you like Kate? They make very nice cheese sandwiches here.</i> <i>Kate: No, thank you. Can I have the tomato soup, please? I’m not very hungry.</i> <i>Waiter: Yes, of course. How about you, madam?</i> <i>Mr Jones: Can I have the chicken salad, please? It looks very nice.</i> <i>Waiter: Yes, of course. Would you like something to drink?</i></p> <ul style="list-style-type: none"> • Pupils look at the menu in activity 3 (Pupil’s Book). The teacher tells them s/he will be their waiter and they should order what they would like to have. The teacher begins with ‘Good afternoon, what would you like to have?’ and encourages pupils to make use of the menu and say what they would like using ‘I’d like ..’ or ‘Can I have ...?’ The teacher responds accordingly (e.g. Yes, of course you like?” The customer has to say “I’d like a, please” ordering. / What about you madam? / What would you like, sir? / Would you like something to drink? / etc.).
<p>PRODUCTION</p>	<ul style="list-style-type: none"> • Pupils are divided into two groups. One group of pupils are the waiters and the other group are the customers. The “customers” remain seated at their desks. The waiters have to wait as many tables as they can and write down their orders on a piece of paper before the teacher says ‘Stop!’. The waiter with the most orders wins and is the employee of the month. For example, a waiter goes to one customer and says “Good afternoon! What would you like to have?. The ‘customer’

	<p>replies with his/her order (e.g. I'd like a ...). The waiter replies "Yes, of course" and writes the order on a card or piece of paper. The waiter can then either continue to another 'customer' or ask if there is anything else (e.g. Would you like something to drink?) The waiter with the most orders when the teacher calls stop "is the winner. The game is repeated again, with the groups switching roles.</p> <ul style="list-style-type: none"> • Pupils do activities 2 and 4 in their Activity Book. Pupils who finish early can practice reading the dialogue in activity 2.
EVALUATION	<ul style="list-style-type: none"> • Pupils work in pairs. They are given mixed up sentence strips (see photocopiable materials) and they work together to put them in the right order to make a dialogue taking place at a café. When they complete the dialogue, they take parts and practice reading it in role. The teacher monitors the activity, observes pairs working and notes down their progress as regards understanding the language taught and their reading (recognizing what is read, recognizing the structure of a dialogue at a café or restaurant, reading with expression and intonation). • Evaluation also takes place by observation throughout the lesson. The teacher notes down her/his observations soon after the lesson.

LESSON 3

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils present on any pending projects. • The teacher says s/he has bit his/her tongue and can't speak properly so they have to listen carefully to understand what s/he is saying and then say it out loudly for her to check if they got it right. The teacher says phrases they learnt in the previous lesson substituting the quantity noun with gibberish and the pupils call out the word, e.g.: <p>Teacher: a blahblah of ice-cream</p> <p>Pupils: a scoop of ice-cream</p>

(teacher nods that they got it right)

Teacher: a miamiaw of lemonade

Pupils: a glass of lemonade

Teacher: yes... or (gestures to show a bottle)

Pupils: a bottle of lemonade

- The teacher says 'a peck of peppers' and when the pupils correct her/him, s/he says that 'a peck of peppers' is what s/he meant and that there is a famous tongue twister which is about a 'peck of peppers'. The teacher says it's a long and difficult one but they can try saying the first line: Peter Piper picked a peck of pickled peppers. (activity 9, Pupil's Book). The pupils practice it with their partners and the teacher says that they can have a competition in the following lesson to see who says it best.

Tip: *If the pupils do well with the first line of the tongue twister, you can ask them if they want to learn the rest and you can proceed by adding one line every week (or every lesson). Each time give them time to practice and become confident before you move to the next line. The complete tongue twister is:*

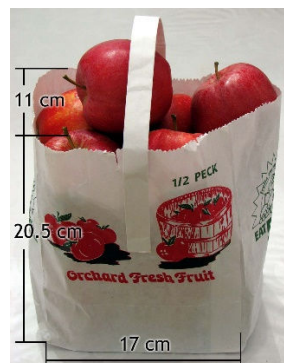
Peter Piper picked a peck of pickled peppers

A peck of pickled peppers Peter Piper picked

If Peter Piper picked a peck of pickled peppers

Where's the peck of pickled peppers Peter Piper picked?

Note: A peck is a unit of measurement introduced in the 14th century. It is still in use. In the USA it is often used for fruit. The picture below shows half a peck of apples.



- Pupils play a find your partner game. Each pupil gets a card which they shouldn't show to other pupils (see photocopiable materials – the handout should be photocopied twice to make sure that there are double cards for each item – or more times, if there are more than 20 pupils in the class). The teacher explains that each card tells them what they would like to order at a café and that they need to find their partner, i.e. someone who is going to order exactly the same thing as them. Each card has drink or food on it (e.g. a glass of water, a slice of cake). Pupils move about trying to find their partner – someone who has the same food or drink (and the same quantity of food or drink on their card). The teacher, with the help of one or two pupils, models the interaction expected:

Pupil A: What would you like?

Pupil B: I'd like a packet of crisps.

Pupil A: Oh, I'd like a slice of cake.

Pupil B: What would you like?

Pupil C: I'd like a cup of tea.

Pupil B: Oh, I'd like a slice of cake.

The teacher writes the structures 'What would you like?' 'I'd like a... ' on the board to support the pupils.

Tip: *If you have a large class you can either play the game twice with one group playing first and the others observing and evaluating their peers (e.g. are they speaking only in English? Are they being polite? etc.) or you can have half the class get up and the rest of the class stay seated. The pupils who are standing up move around and talk to their seated classmates - they are not allowed to speak to other pupils who are standing up. If you try the second option, make sure you give one set of cards to the pupils who will be standing up and one set to the pupils who will be sitting down so as to ensure they find their partners.*

- The teacher tells them they are going to listen to some stories about people who love food very much and that they need to find the answers to the questions about each story. Pupils work in pairs using their mini whiteboards. The teacher uses gestures and

	<p>miming to help pupils understand the problems. Some sample mini-stories are given here:</p> <p><i>Mr Jones is a giant. He loves sandwiches. Every day he eats 52 sandwiches for lunch. Then he eats 22 sandwiches for dinner. How many sandwiches does he eat every day?</i></p> <p><i>Yiannis loves biscuits. He has 22 packets of biscuits at home. He wants to make a castle out of packets of biscuits. He needs 100 packets to make his castle but he only has 22. How many more packets of biscuits should he buy?</i></p> <p><i>Antonia wants to buy cupcakes for all her friends. She has 5 friends. Each cupcake is 2 Euro. How much does she need to pay?</i></p> <p>If at any point it becomes clear that pupils do not remember the numbers, the teacher pauses the activity and briefly presents and reviews the numbers.</p>
<p>PRESENTATION</p>	<ul style="list-style-type: none"> • Pupils look at the menu in activity 3 in the Pupil’s Book. The teacher asks pupils to look at the menu carefully for about 30 seconds because they are going to play a memory game. The pupils then close their books and the teacher asks questions, e.g. <p>Teacher: How much is a hamburger? (writes the question on the board) Pupils: 7 euro and 80 cents Teacher: Yes, it’s 7 euro and 80 cents. (writes the answer on the board) Teacher: How much is a milkshake? Pupils: It’s 2 euro 50 cents. Teacher: I’m not sure. Do you agree? etc.</p>
<p>PRACTICE</p>	<ul style="list-style-type: none"> • Pupils take out the menus they have prepared earlier in the Unit (lesson 1). Volunteer pupils come out to the front of the class. The rest of the class asks questions to find out at least three items that are on their menus and how much these items cost, e.g.: <p>Pupil A: Is there any soup? Pupil C: Yes, there is. Pupil D: How much is the soup? Pupil C: It is 3 euro.</p>

	<p>Pupils are only allowed five ‘Is there ...’ questions to identify items on a menu. Once the questions are up, another volunteer comes out with his/her menu.</p>
<p>PRODUCTION</p>	<ul style="list-style-type: none"> • Pupils use the menu in activity 3 in their Pupil’s Book and play the same game played earlier but in pairs. They take 30 seconds to look at the menu. Then one pupil closes his/her book and the other pupil asks ‘how much ..?’ questions. After four questions, the pupils change roles. <p>Each pupil should ask 4 questions and the winner will be the pupil who got the most right answers at the end of the game.</p>
<p>PRACTICE</p>	<ul style="list-style-type: none"> • Pupils do activity 3 in their Activity Book. They listen to Chloe and Yasmin who are organising a party. The transcript is as follows: <p>Chloe: I think we are lost. <i>Excuse me, where is the supermarket?</i></p> <p>Woman: <i>Go straight on and turn right at the traffic lights. It’s next to the park.</i></p> <p>Chloe: <i>Thank you!</i></p> <p>Yasmin: <i>Here we are! What shall we buy?</i></p> <p>Chloe: I think we should buy <i>some pizza. How much is it? It’s 11 euro. Shall we buy it?</i></p> <p>Yasmin: <i>Ok. Let’s get a vegetarian one.</i></p> <p>Chloe: <i>Sure. What about some crisps?</i></p> <p>Yasmin: <i>I’m not sure. I think pop corn would be better.</i></p> <p>Chloe: <i>OK, let’s make pop corn when we go home.</i></p> <p><i>Would you like some fizzy lemonade or maybe some orange juice?</i></p> <p>Yasmin: <i>Orange juice would be nice. How much is it?</i></p> <p>Chloe: <i>It’s 3 euro for a big bottle.</i></p> <p>Yasmin: <i>Let’s get two bottles. OK! Do we have enough money?</i></p>

Chloe: 11 Euro for the pizza and two bottles of orange juice. 3 euro for each bottle. We need 17 Euro.

Yasmin: That's OK, then. We've got enough!

Chloe: Would you like to buy a chocolate cake, too? It's delicious and it's only 5 euro! That will make 22 Euro but mum gave us enough money.

Yasmin: Wonderful! It's going to be a fantastic party!

- Pupils continue with activities 5 and 6 in their Activity Book.
- The teacher tells pupils that Jack has sent a video message to Jamie and them and he is talking about his favourite restaurant. S/he asks them to predict Jack's favourite restaurant and favourite kind of food. Pupils read the questions they have to answer when watching the video (activity 8, Pupil's Book). They watch the video and answer the questions.

The transcript is as follows:

Hi everyone!

Are you learning about interesting restaurants? I know an interesting restaurant. It's in London. I go there sometimes with my family. It's called 'The Rainforest Café'.

The restaurant looks like a jungle. There are elephants, gorillas and tigers there. They are not real of course but it's great fun. My favourite food is sausages and mashed potatoes. We call it bangers and mash!

Talk to you soon! Bye!

- The teacher says that people like different kind of food and different kind of restaurants and sometimes there are unusual restaurants with unusual food, like the entomophagous restaurants they already talked about. S/he tells teachers that they will learn about some interesting and unusual restaurants around the world (Pupils Book, activity 10).

In order to support the pupils with the reading text, the teacher starts first with a few scanning questions. Pupils read individually and silently to find the answers to the questions asked by the teacher. Sample scanning questions are:

- Find the countries mentioned.
- In which restaurant can I eat octopus; 1, 2, 3 or 4?
- Where can I eat snakes?

	<p>Tip 1: <i>Scanning is reading for specific information. It is reading skill which allows the reader to extract specific information from a text, despite the fact that s/he may not be able to understand the text in detail. It is a good first approach to a text as it allows the pupils to feel confident and not feel anxious about the length of the text or unknown words.</i></p> <p>Tip 2: <i>Scanning can be best practised if pupils are encouraged to read fast. This encourages them not to stop at unknown words and to try and use additional techniques, such as use of visuals in order to identify the specific paragraph they need to read, the use of key words to understand general meaning, etc.</i></p> <p>Tip 2: <i>Encourage the pupils to read fast by asking them to play a game or practice reading in the form of a competition by saying you'll check who finds the answer first. You can then acknowledge those who find the answer early but have them remain silent so that the rest can have more time to find the answer, if they need to. You can also use a timer to encourage them to be fast.</i></p> <ul style="list-style-type: none"> • After scanning, pupils can read one paragraph at a time and the teacher asks questions on each paragraph to check understanding. S/he also explains key words (e.g. raw food), e.g. <p style="padding-left: 40px;">Teacher: What does raw food mean? Did you understand? Who can explain to us? Tell me something which we eat raw.</p> <ul style="list-style-type: none"> • After each paragraph is discussed, the pupils decide which restaurant they like and why and share their preference with the class (I like restaurant numberbecause). • Pupils answer questions 1 and 2 in their Pupil's Book.
CONCLUDING ACTIVITY	<ul style="list-style-type: none"> • Pupils discuss the 'Waiter, waiter!' joke in the Pupil's Book. The teacher invites pupils to share jokes in English (if they know any or if they find out any) in the following lessons.
EVALUATION	<ul style="list-style-type: none"> • Pupils complete their self-evaluation forms. • Pupils revisit the K W L chart and reflect on whether they learnt what they need to be able to order food at a restaurant. If they feel they need to know more, they can ask the teacher for help. If they still need to practice what they learnt, they can set personal targets and review their progress again in a few weeks.

PROJECT

- E-pal project: If pupils have e-pals as a class or as individuals or if they are working with other classes within the framework of e-twinning or other European projects, they can prepare short video clips talking about their favourite food and/or restaurant. These can be individual short video clips by the pupils if they have individual e-pals or if the pupils have a class-to-class project they can film in small groups. For example, three or four pupils can film a short video where each pupil says 3-4 sentences about the topic, e.g.:

Hi! I'm Michael. My favourite food is afelia. It's delicious. It's pork cooked with wine. It's a traditional Cypriot dish.

Pupils think about what they want to say and prepare it with the help of the teacher. They then practice it with their group and proceed to record it. One or more of the pupils can be in charge of the camera.

The project - like all projects – can take a while to complete but once pupils are comfortable with video recording, it will move at a faster pace as they can take more initiatives.

- A different project is for pupils to create a traditional style restaurant menu and decorate it with photos of the dishes as well as some basic descriptions (e.g. this dish is made of....). They can then send their menu to their e-pals.

Photocopiable materials: Scrambled words

POWIMGSMINOL

SANTUREATR

OCSLOH

POSEHTP

POFFTIECSO

AIEMCN

BIARYLR

PUMKTAERSRKE

EPOSIOTSALICTN

POTOSHY

Photocopiable materials: Scrambled dialogue sentence strips

Good afternoon. What would you like to order?

I'd like some soup, please.

Yes, of course.

Can I have some salad too, please?


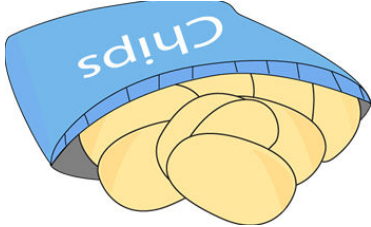
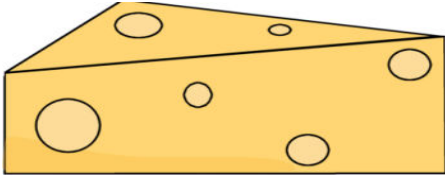
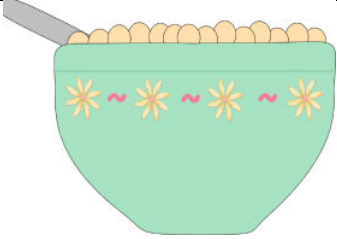
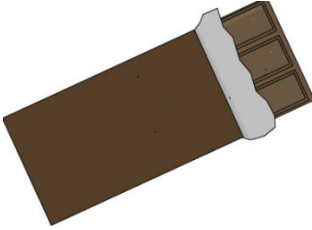





Yes, of course. Would you like something to drink?

Yes. Is there any apple juice?

Yes, there is. We have apple, orange and pineapple juice.

I'd like some apple juice, please.

Photocopiable materials: Find your partner

 <p>A slice of cake</p>	 <p>A packet of crisps</p>
 <p>A slice of cheese</p>	 <p>A bowl of cereal</p>
 <p>A bar of chocolate</p>	 <p>2 scoops of ice cream</p>
 <p>A glass of lemonade</p>	 <p>A glass of water</p>
 <p>A bowl of soup</p>	 <p>A cup of tea</p>