

Faculty of Education The University of Hong Kong

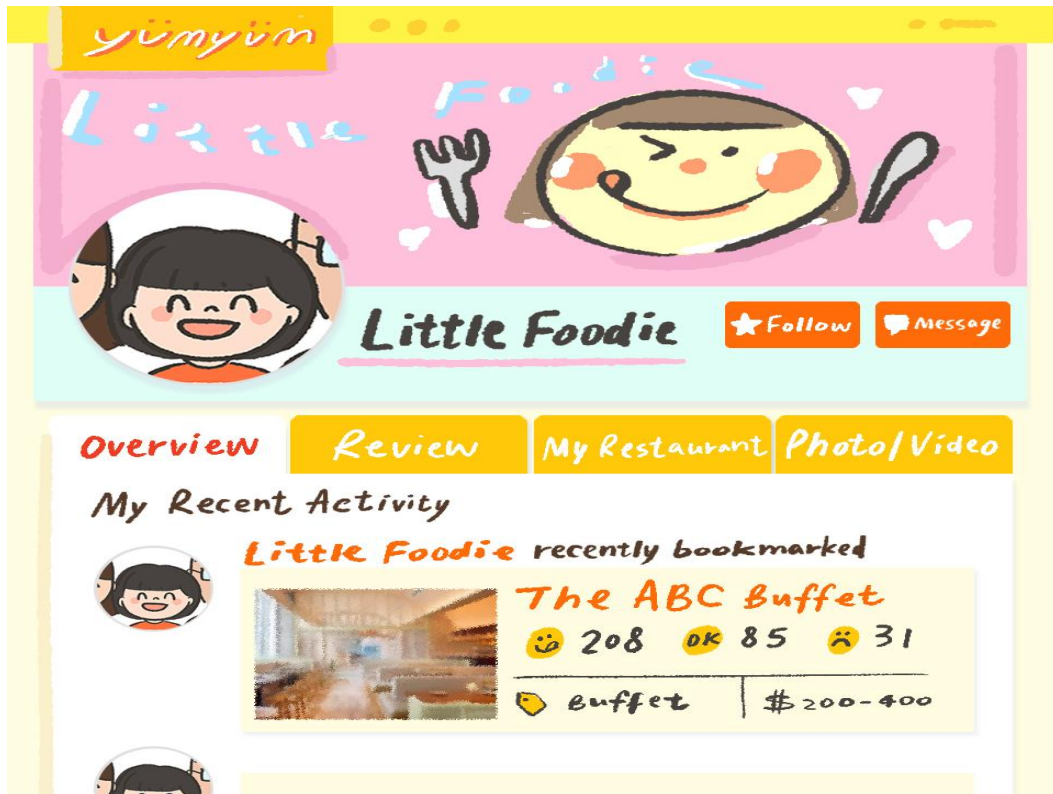
優質教育基金 Quality Education Fund

Quality Education Fund Thematic Networks - Tertiary Institutes (QTN-T)  
Enhancing Assessment Literacy of Teachers in Primary/Secondary Schools (2021-2022)

# Primary 2

## English Language

### Restaurant



Name: \_\_\_\_\_ ( )

Class: P. 2 ( )

## Table of Contents

Pre-unit self-assessment.....	1
Pre-reading stage.....	2
Task 1 Taste test .....	2
Task 2 Watching videos about restaurants .....	3
Extended task.....	4
Task 3 Sorting game .....	5
Task 4 Quantifiers.....	8
While-reading stage .....	11
Task 1 Know more about a restaurant review (version 1).....	11
Task 1 Know more about a restaurant review (version 2).....	12
Task 2 Reading comprehension.....	13
Post-reading stage .....	14
Task 1 Reading comprehension questions.....	14
Task 2 Exit slip .....	17
Pre-writing stage .....	18
Task 1 Text analysis (version 1).....	18
Task 1 Text analysis (version 2).....	19
Task 2 Vocabulary and sentences about how to review a restaurant .....	20
Writing task.....	21
Task 3 Understand success criteria.....	22
While writing stage .....	23
Task 1 Brainstorm ideas in a group (version 1).....	23
Task 1 Brainstorm ideas in a group (version 2).....	24
Task 2 Paragraph writing (version 1) .....	25
Task 2 Paragraph writing (version 2) .....	28
Task 3 Individual work .....	32
Writing task (version 1) .....	33
Writing task (version 2) .....	34

Post-writing stage .....	38
Task 1 Grammar self-assessment checklist .....	38
Task 2 Rubrics cum teacher feedback .....	39
Task 3 Peer assessment.....	41

**Copyright disclaimer**

This project is supported by Quality Education Fund (Project No. EDB/QEF 51/17)  
The Trustee of the Quality Education Fund is the owner of the copyright of this product.  
Any reproduction of this product for commercial purposes is strictly prohibited unless prior written consent has been obtained from the Trustee of the Quality Education Fund.






此計劃由優質教育基金贊助 (計劃編號 EDB/QEF 51/17)

此計劃產品權屬優質教育基金擁有，未經許可，不得翻印以作商業用途。

## Pre-unit self-assessment

How much can you tell about restaurants?

Let's use all **FIVE SENSES** to collect information about restaurants.

Senses	What can you _____ in restaurants?	What do you want to learn about restaurants/ in this unit?
 see		
 smell		
 hear		
 touch		
 taste		




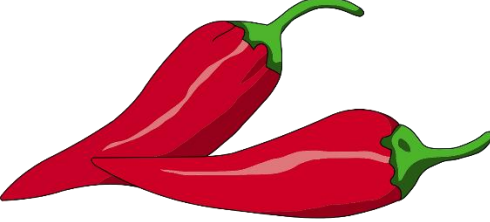

# Pre-reading stage

## Task 1 Taste test



How does it taste?

There are five different types of food. Can you try the food and circle its taste?

	<p>sweet    sour salty    spicy bitter</p>
	<p>sweet    sour salty    spicy bitter</p>
	<p>sweet    sour salty    spicy bitter</p>
	<p>sweet    sour salty    spicy bitter</p>
	<p>sweet    sour salty    spicy bitter</p>

## Task 2 Watching videos about restaurants

**Teacher's note:** Due to the copyright issue, the video clips cannot be shown. Teachers may search for clips related to 'a restaurant' on the Internet for the activity.

*Below are the links to some suggested videos:*

<https://www.youtube.com/watch?v=iGyDkejpsDo>

<https://www.youtube.com/watch?v=bgfdqVmVjfk&t=140s>

**Below are some suggestions on designing a worksheet based on the videos.**

Watch a video.

**Teacher's note:** Below is a suggested link.

<https://www.youtube.com/watch?v=iGyDkejpsDo>

(15s)



Where are we now?

\_\_\_\_\_

Watch another video. What can you see in the video?

**Teacher's note:** Below is a suggested link.

<https://www.youtube.com/watch?v=bgfdqVmVjfk&t=140s> (00:00 – 00:50)

Table 1: Tick (✓) them out from the following table.

<input type="checkbox"/> restaurant	<input type="checkbox"/> waiter	<input type="checkbox"/> a menu
<input type="checkbox"/> a tummy	<input type="checkbox"/> water	<input type="checkbox"/> lemonade
<input type="checkbox"/> money	<input type="checkbox"/> milkshake	<input type="checkbox"/> orange juice

Table 2: Now, continue to watch the video. What do they order? (00:51 – 01:20)

Grilled chicken		Chicken soup	
Salad	Grilled fish	Lasagna	Grilled chicken
Vegetable soup	Ice cream	Cheesecake	Chocolate cake

### *Extended task*

Apart from the food and drinks in Table 2, what can you usually see on a menu?

Hint: Use **GOOGLE** to search for information. Type what you are interested in finding in the search box.

For example,

**Kids menu**

**Your turn:**

**Keywords  
about things  
you search  
for**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Task 3 Sorting game

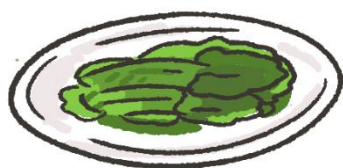
Cut and paste the items, then stick to the right box.

Starters	Main dishes	Desserts	Drinks

### Pictures of the items







vegetables



rice



pizza



coffee



hot chocolate



jelly



soft drinks



tea



lemon tea



juice



spaghetti



burger



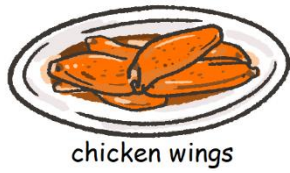
chicken



seafood



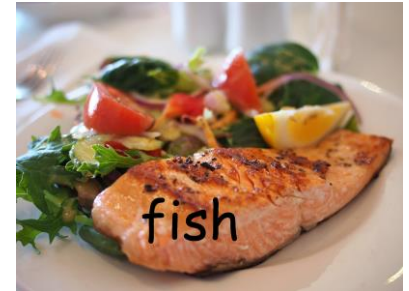
sausages



chicken wings



beef



fish

**Teacher's note: A Google slide activity is designed here for vocabulary learning. Due to the copyright issue, the original e-learning activity is not shown here.**

Sorting game  
Cut and paste the items, then stick to the right box.

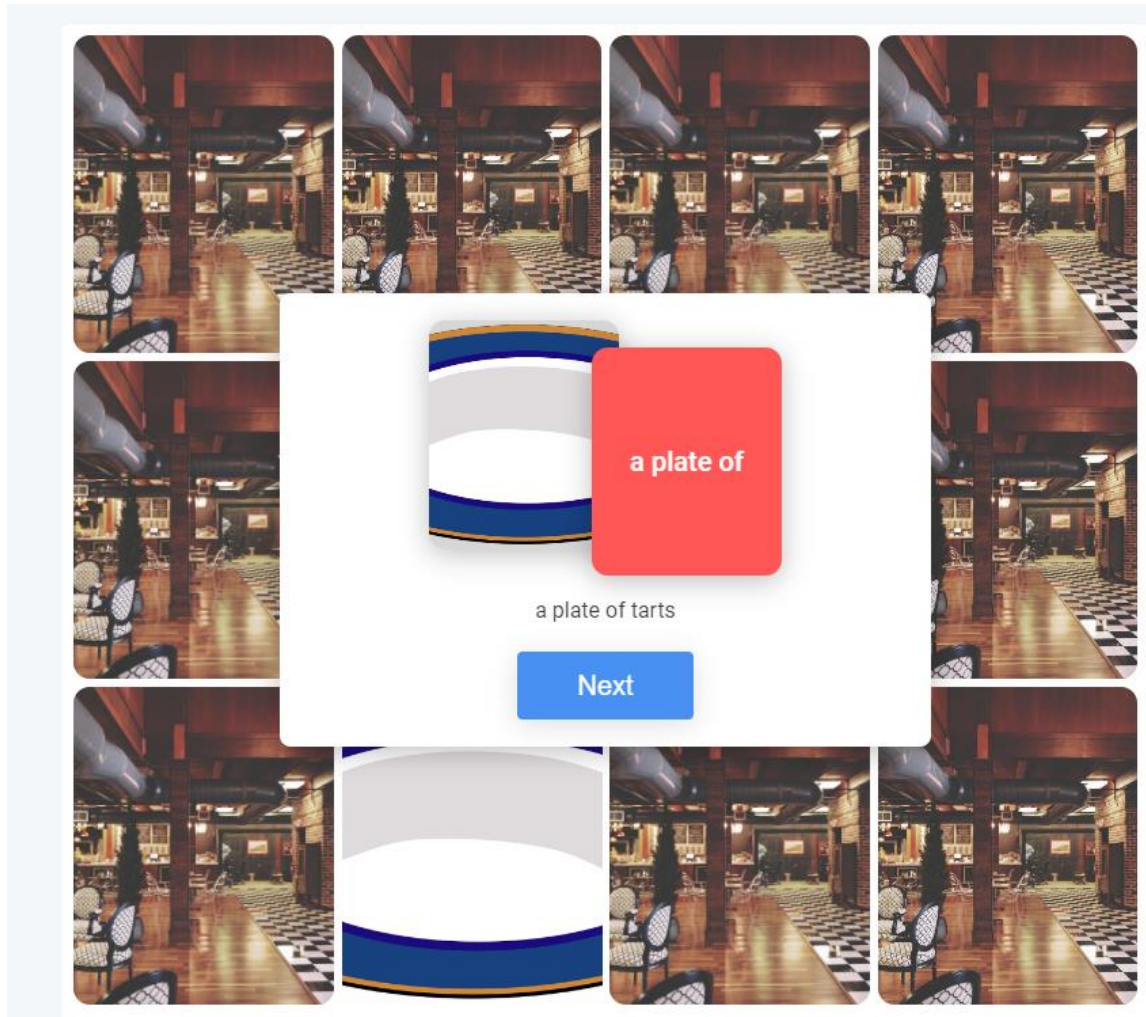
starters	main dishes	desserts	drinks
<p>soup</p> <p>sausages</p> <p>salad</p> <p>fries</p>	<p>chicken wings</p> <p>PIZZA</p> <p>vegetables</p> <p>spaghetti</p> <p>burger</p> <p>chicken</p> <p>beef</p>	<p>sushi</p> <p>cake</p> <p>jelly</p>	<p>soft drinks</p> <p>tea</p> <p>hot chocolate</p>

## Task 4 Quantifiers

<p>a packet of</p> 	<p>a bottle of</p> 	<p>a cup of</p> 
<p>a can of</p> 	<p>a carton of</p> 	<p>a plate of</p> 
<p>a glass of</p> 	<p>a slice of</p> 	<p>a bowl of</p> 
<p>a scoop of</p> 	<p>a box of</p> 	<p>Find <b>one quantifier</b> to describe the amount of food by using Google. (e.g. <b>a bar of</b> chocolate)</p> <hr/>

Play an online memory game

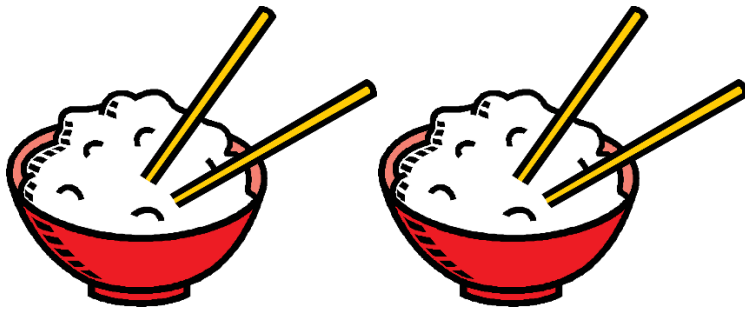
**Teacher's note: An online memory game is designed here for vocabulary learning. Due to the copyright issue, the original e-learning activity is not shown here.**



**More about quantifiers**



a bowl of rice



two bowls of rice

**Practice**

Write down the correct quantifiers next to the pictures.


## While-reading stage

### Task 1 Know more about a restaurant review (version 1)

1. Where would you like to have your birthday party? Why?

**A. McDonald's**

**B. KFC**

**C. Ruby Tuesday**

---



---



2. You would like to celebrate your birthday in a restaurant. Now, you are reading some short restaurant reviews. However, the ratings of the restaurants are missing. **Colour the stars** after reading the reviews.

**Betty**



ABC Restaurant is a family-friendly restaurant. It is clean and the food is fresh. I like the beef noodles and chocolate cakes. They are fresh and tasty.

**Zoey**



Sally's Restaurant is a great place for chicken soup lovers. The chicken soup is great because it is delicious and not oily. I cannot find any oil in my soup. But the tomato soup there is not good because it is too spicy. I don't like it.

**Peter**



Thomas's Restaurant is not as good as people say. There are not many choices for us to choose. Also, the noodles are too salty. The tomato soup and the lemon cake are too sour. I do not like them at all!

## Task 1 Know more about a restaurant review (version 2)

### What is a restaurant review?

Read the restaurant review on p.10.

Discuss it with your classmate and circle the correct answers below.

#### A restaurant review

- is a piece of writing found in newspapers, magazines ....
- is written for ( the public / yourself ).
- ( should / should not ) give information about a restaurant.
- ( should / should not ) persuade readers to try a restaurant/ not to try a restaurant.

#### What can you find in the restaurant review on p. 10?

Put a tick (✓) in the box next to the correct answers.

<input type="checkbox"/>	a. Name of a restaurant	<input type="checkbox"/>	e. Writer's advice
<input type="checkbox"/>	b. Name of a writer	<input type="checkbox"/>	f. Reader's advice
<input type="checkbox"/>	c. Quality of food	<input type="checkbox"/>	g. Reader's recommendation
<input type="checkbox"/>	d. Quality of service	<input type="checkbox"/>	h. Writer's recommendation

## Task 2 Reading comprehension

A restaurant review

Chloe is writing a restaurant review. Read the review.

### More Than Soup

Written by Chloe



### Great soup, noodles and cakes



5 I have dinner with my parents in More Than Soup. We order some dishes. I order a small bowl of chicken soup, a bowl of spicy beef noodles and a piece of chocolate cake. My parents order pork noodles, two bowls of tomato soup and two pieces of lemon cakes. We love the soup, Japanese-style noodles and sweet cakes.

10 My favourite starter is a bowl of chicken soup because it is not oily. For the main dish, I order a bowl of spicy beef noodles. My cheeks get red after I take a bite of the beef. If you cannot eat the spicy food, you'd better order other noodles. For dessert, I order a chocolate cake because it is sweet. My parents like all the food they order because they are yummy and fresh. The soup and  
15 cakes are not sour! Everything we eat is fresh and tasty but pricey.

The service is great. The waiters are warm and helpful. The restaurant is quite full, so they invite us to wait in a beautiful garden. When we have our dinner, they come around to check on our experience and ask us whether we like the food.

20 Overall, we enjoy our experience. The food is good, and the waiters are nice, but the price is quite high. You should come to this restaurant.



## Post-reading stage

### Task 1 Reading comprehension questions

*Teacher's note: Due to the copyright issue, the original Microsoft Form is not shown here. Please create your own Microsoft Form for this activity.*

**Below are some suggested questions for the activity using Microsoft Forms. Please provide feedback for both correct and incorrect answers.**

1. Where do Chloe and her parents have their dinner? (ATM 2.4)

---

2. What does Chloe order? (ATM 2.4 + 2.5)

- 1) chicken soup
- 2) spicy beef noodles
- 3) chocolate cake
- 4) pork noodles

- A. 1, 2, 3
- B. 2, 3, 4
- C. 1, 2, 4
- D. 1, 3, 4

3. Read line 8. The word 'We' refers to \_\_\_\_\_ . (ATM 2.5)

- A. Chloe
- B. Chloe's parents
- C. Chloe and her parents
- D. Chloe and her friends

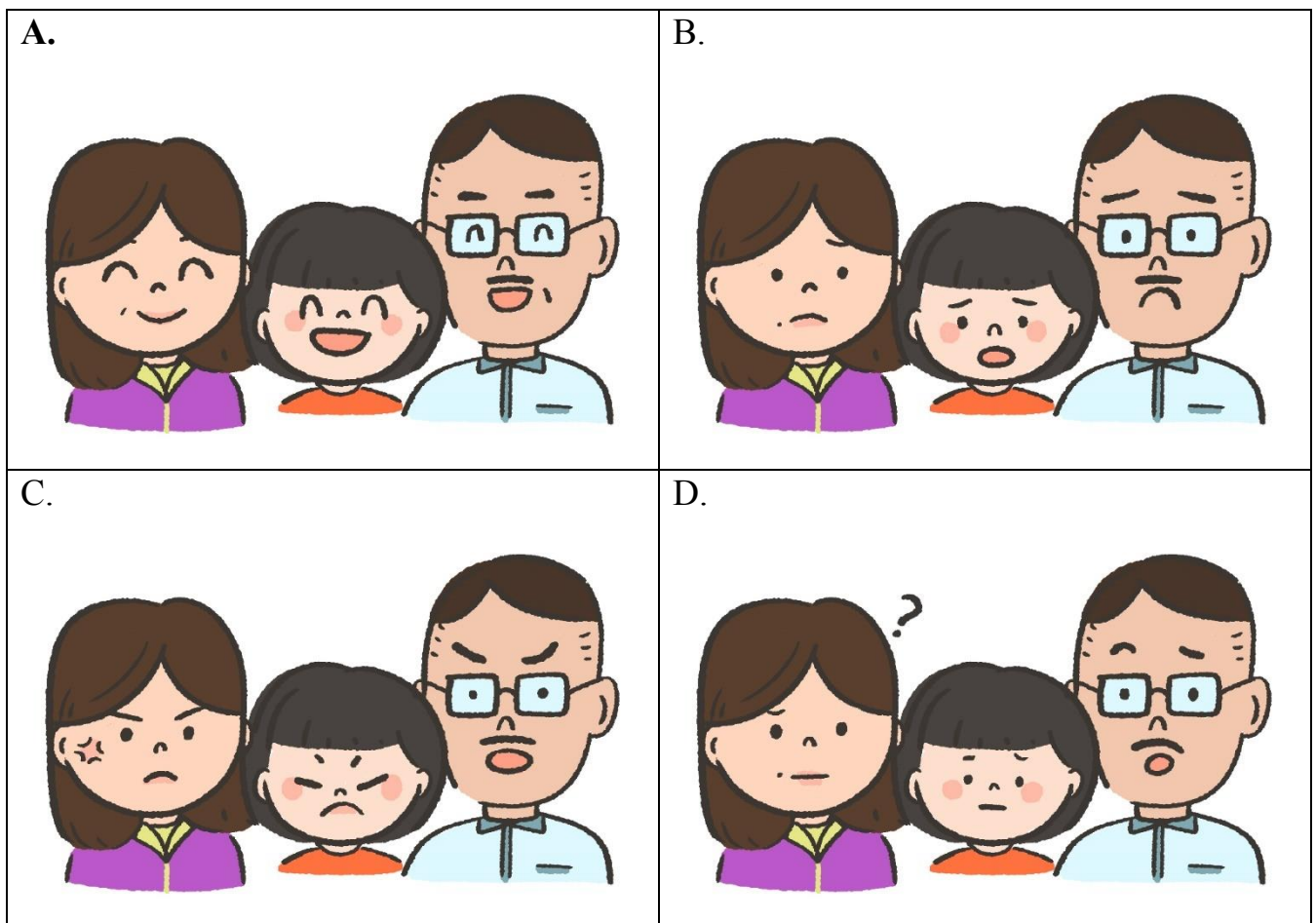
4. Why do Chloe's cheeks get red? (ATM 3.6)

- A. This is because she feels cold.
- B. This is because she is angry.
- C. This is because she eats the spicy beef.
- D. This is because she eats the soup.

5. Why do Chloe and her parents wait in a beautiful garden? (ATM 2.5)

- A. This is because the garden is beautiful.
- B. This is because the restaurant is quite full.
- C. This is because the waiters are warm and helpful.
- D. This is because they want to have dinner in the garden.

6. How do Chloe and her parents feel after the dinner? (ATM 3.6)



7. Why does Chloe think people should go to this restaurant? (ATM 3.4)

- 1) The food is good.
- 2) The waiters are nice.
- 3) The price is high.

- A. 1,2
- B. 1,3
- C. 2,3
- D. All of the above

## Task 2 Exit slip

1. When reading *the restaurant review*, I can find the answer in the review by using: (Put a tick (✓) in the correct box)

	1. punctuation marks		3. pictures
	2. the names of the writer		4. key words

This is how I rate my understanding of this **reading skill**. Circle one.



I think I got this!



I need a bit more practice.



I'll get there, but I need help!

2. When reading *the restaurant review*, I can infer the ideas and feeling by using: (Put tick (✓) in the correct boxes)

	1. the name of the writer		3. pictures
	2. punctuation marks		4. clues

This is how I rate my understanding of this **reading skill**. Circle one.



I think I got this!



I need a bit more practice.



I'll get there, but I need help!

# Pre-writing stage

## Task 1 Text analysis (version 1)

**Name of a restaurant**

**More Than Soup**

**Name of a writer**

Written by **Chloe**

**Title:** give the main idea or opinion



**Rating** (e.g.1-5 stars)

**Great soup, noodles and cake**

**Body paragraph**

**1: food**

1. Talk about your favorite dish(es) and give reason(s)
2. Talk about other dishes

I have dinner in More Than Soup. I order a small bowl of chicken soup, a bowl of spicy beef noodles and a piece of chocolate cake. I love the soup, Japanese-style noodles and the sweet cake.

My favourite starter is chicken soup because it is not oily. For the main dish, I order spicy beef noodles. My cheeks get red after I eat the beef. **You should order other noodles because the beef noodles are very spicy.** For the dessert, I order a chocolate cake because it is sweet. Everything I eat is tasty but pricey.

Overall, we enjoy our experience. The food is good but the price is quite high. **You should come to this restaurant.**

**Introduction:**

1. Where do you have breakfast/ lunch/ dinner?
2. a summary of what food you order in the restaurant
3. **The food you like**

**\*\*Give your readers some advice, e.g.**

**- Should they order the dish(es)?**

**Conclusion:**

1. Summarise your dining experience
2. **Give short and clear recommendation**

**Language feature: Give advice**

Use **'should'**. Example:

You **should order** other noodles because the beef noodles are very spicy.

You **should come** to this restaurant.



## Task 1 Text analysis (version 2)

Name of a restaurant

## More Than Soup

Name of a writer

Written by **Chloe**



Rating (e.g.1-5 stars)

Title: give the main idea or opinion

## Great soup, noodles and cakes

I have dinner with my parents in More Than Soup. We order some dishes. I order a small bowl of chicken soup, a bowl of spicy beef noodles and a piece of chocolate cake. My parents order pork noodles, two bowls of tomato soup and two pieces of lemon cakes. We love the soup, Japanese-style noodles and sweet cakes.

My favourite starter is a bowl of chicken soup because it is not oily. For the main dish, I order a bowl of spicy beef noodles. My cheeks get red after I take a bite of the beef. If you cannot eat the spicy food, you'd better order other noodles. For dessert, I order a chocolate cake because it is sweet. My parents like all the food they order because they are yummy and fresh. The soup and cakes are not sour! Everything we eat is fresh and tasty but pricey.

The service is great. The waiters are warm and helpful. The restaurant is quite full, so they invite us to wait in a beautiful garden. When we have our dinner, they come around to check on our experience and ask us whether we like the food.

Overall, we enjoy our experience. The food is good, and the waiters are nice, but the price is quite high. You should come to this restaurant.

### Introduction:

1. Where do you have breakfast/ lunch/ dinner? Who do you go there with?
2. a summary of what food you (and your friends/ family) order in the restaurant
3. The food you like

**\*\*Give your readers some advice, e.g.**

**- Should they order the dish(es)?**

### Body paragraph 2: service

Talk about the service there and give **example(s)**

### Conclusion:

1. Summarise your dining experience
2. Give short and clear recommendation

### Body paragraph 1: food

1. Talk about your favorite dish(es) and give reason(s)
2. Talk about other dishes
3. Talk about the dishes your family/ friends order and how they think about it

### Language feature: Give advice

1. Use 'should'. Example: You should come to this restaurant.
2. Use 'If S V, S 'd better V' structure. Example:  
If you cannot eat the spicy food, you'd better order other noodles.

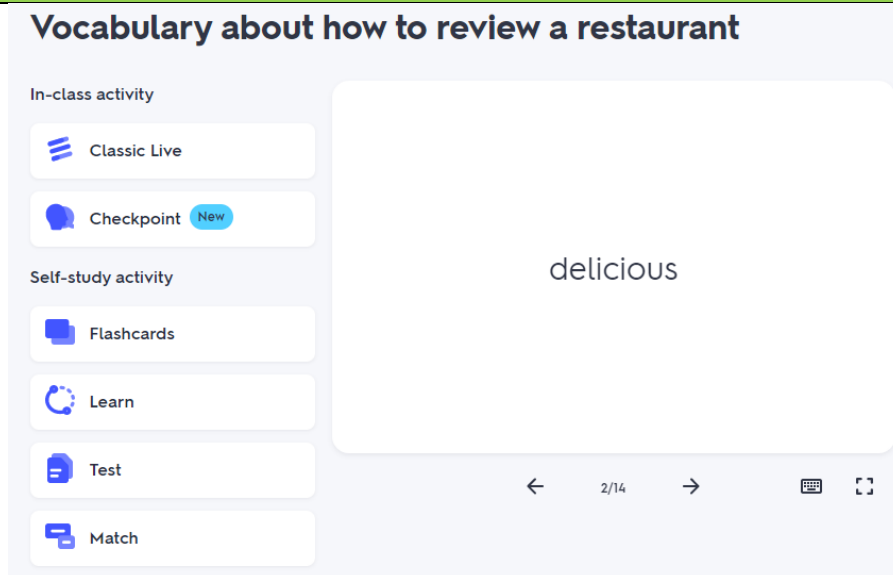
**\*\* Verbs remain unchanged after 'should' and 'd better'.**



## Task 2 Vocabulary and sentences about how to review a restaurant

A. Learn the words through Quizlet.

**Teacher’s note: A Quizlet activity is designed here for vocabulary learning. Due to the copyright issue, the original Quizlet is not shown here.**



B. Put the words in the correct group.

amazing	delicious	terrible	disappointing	yummy	fresh
tasty	pricey	great	helpful	good	bad
clean	dirty	rude	cold		

You should come to this restaurant.

You should not come to this restaurant.

Positive	Negative

### Writing task

You like eating out with your family. Every time before you eat out, you read some online restaurant reviews on some local food guide websites, for example, OpenRice. Today, you go to a restaurant to try some dishes. After that, you write a restaurant review and upload it to your page.



Hints: To write a good restaurant review, you should go to OpenRice and other food guide websites to read how people write it.

**Teacher's note:** Below are some suggested links to help students learn more about a restaurant review.

Hong Kong: OpenRice: <https://www.openrice.com/en/hongkong>

UK: <https://thelatest.co.uk/brighton/2014/07/15/kids-food-review/>

Some children have their own page to share their dining experience with others.

**Teacher's note:** Below are some suggested links to help students learn more about a restaurant review.

<https://kidscritics.weebly.com/>

<http://www.pinespicks.com/category/reviews/>



## Task 3 Understand success criteria

### Task-specific marking scheme

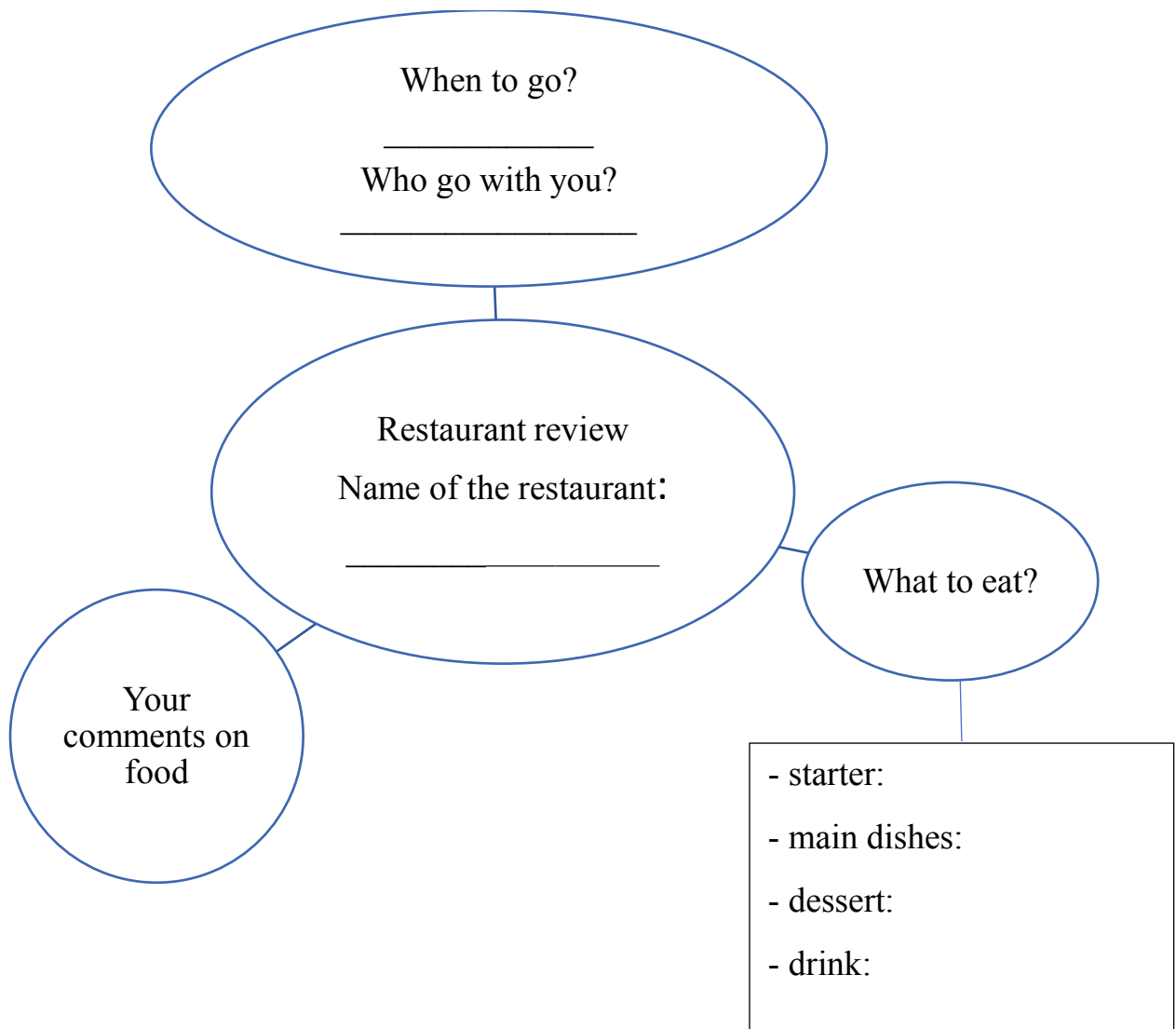
Below is the marking scheme to be used for the marking of this restaurant review. You may find the highlighted parts are those key features mentioned in the previous activity. Make sure you pay attention to them in your writing.

Content	Language	Organization
<p>“Including <u>detailed</u> information of the restaurant</p> <p>a. <u>good and/or bad things of the restaurant</u>, e.g. food, service</p> <p>(e.g. <u>The chicken soup is great.</u>)</p> <p>b. <u>reasons for supporting your points</u></p> <p>(e.g. The chicken soup is great <u>because it is delicious and not oily.</u>)</p> <p>c. <u>provide your short and clear recommendation</u></p> <p>(e.g. <u>-You should come to this restaurant.</u>)</p>	<p>“Using a wide range of <u>vocabulary and language patterns</u> to describe the food and drinks (, and service)</p> <p>(e.g. Everything we eat is <u>fresh</u> and <u>tasty</u> but <u>pricey</u>.)</p> <p>“Using <u>simple present tense</u> to talk about the food and drinks (, and service) accurately/ correctly</p> <p>(e.g. My son <u>likes</u> the lemon cakes there. I <u>like</u> lemon and chocolate cakes.)</p> <p>“Using <u>quantifiers</u> (e.g. a slice of) to talk about the amount of food and drinks accurately</p> <p>“ Using ‘<u>because</u>’ to give reasons accurately</p> <p>(e.g. The chicken soup is great <u>because</u> it is delicious and not oily.)</p>	<p>“<u>Expressing my views, likes and/or dislikes with reasons before I give my recommendations</u></p> <p>(e.g. I <u>like</u> the beef noodles and tomato soup <u>because</u> they are fresh and tasty. You <u>should come</u> to this restaurant.)</p> <p>“ Including all details, i.e. <u>a title, a writer’s name and star ratings</u></p> <p>“writing in <u>complete sentences</u></p> <p>(e.g. The chicken soup is great.)</p>

## While writing stage

### Task 1 Brainstorm ideas in a group (version 1)

Use the words you learn in Pre-reading and Pre-writing stages and brainstorm some ideas about a restaurant review with your classmates.

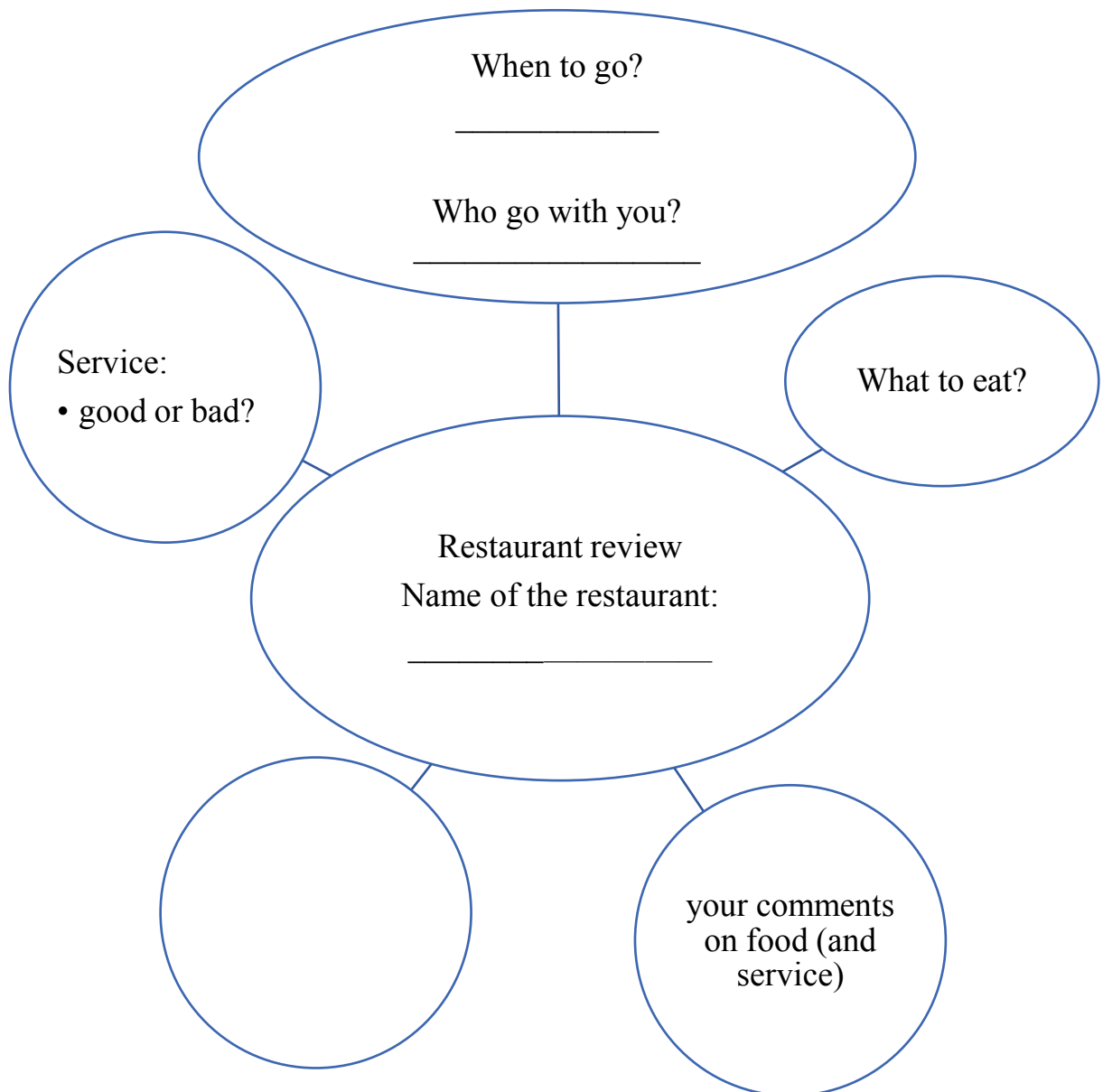


Hint : You may google restaurant reviews, read them and get some ideas. 

## While writing stage

### Task 1 Brainstorm ideas in a group (version 2)

Use the words you learn in Pre-reading and Pre-writing stages and brainstorm some ideas about a restaurant review with your classmates.




Hint : You may google restaurant reviews, read them and get some ideas. 

## Task 2 Paragraph writing (version 1)

1<sup>st</sup> paragraph: Introduction

Where do you have breakfast/ lunch/ dinner?	I have <u>breakfast/ lunch / lunch</u> in _____ _____.
What dishes do you order in the restaurant?	I order _____ _____ _____.
What food do you like most?	I like/ love _____ _____.

2<sup>nd</sup> paragraph: How to review the food 

Tell us your favourite starter, main dish and dessert. Draw /Paste their pictures here.

My favourite starter	My favourite main dish	My favourite dessert

2<sup>nd</sup> paragraph: How to review the food

<p><b>Tell us your favourite starter, main dish and dessert.</b></p> <p>Give us reasons why you like them. Taste? (e.g. sweet, tasty)</p> <p>Should your readers order the dishes you order? Give <b>ONE</b> advice using 'should'.</p>	<p>My favourite starter is _____ because _____.</p> <p>(Any advice:) You <u>should/ should not</u> order it because _____.</p> <p>For the main dish, I order _____ because _____.</p> <p>(Any advice:) You <u>should/ should not</u> order it because _____.</p> <p>For the dessert, I order _____ because _____.</p> <p>(Any advice:) You <u>should/ should not</u> order it because _____.</p>
<p>Talk about all dishes in general. Tell us the good and the bad.</p>	<p>Everything I eat is _____ (the good: use one adjective) but _____ (the bad: use one adjective).</p>

3<sup>rd</sup> paragraph: Conclusion and recommendation

Do you enjoy your dining experience?	Overall, we <u>enjoy/ don't enjoy</u> our experience.
Is the food good?	The food is _____.
Are the waiters nice?	The waiters are _____.
Is the price high?	The price is _____.
Should readers come to this restaurant?	You <u>should / should not</u> come to this restaurant.

## Task 2 Paragraph writing (version 2)

1<sup>st</sup> paragraph: Introduction

Where do you have breakfast/ lunch/ dinner? Who do you go there with?	I have <u>breakfast/ lunch / lunch</u> with <u>my parents/ friends</u> in _____.
What dishes do you (and your family/ friends) order in the restaurant?	I order _____ _____.
What food do you like most?	My parents/ friends order _____ _____ _____.
	We like/ love _____ _____.

2<sup>nd</sup> paragraph: How to review the food

★ First, tell us your favourite starter, main dish and dessert.

	<b>Reasons? Think of the taste? (e.g. sweet, tasty)</b>
My favourite starter: _____	because it is
My favourite main dish: _____ _____	because it is
My favourite dessert: _____	because it is

Should your readers order the dishes you order?

If so, which one?

\_\_\_\_\_

Why should they order it?

\_\_\_\_\_

\_\_\_\_\_

⇒ Write your advice using the ‘**If S V, S ’d better V**’ structure.

\_\_\_\_\_

\_\_\_\_\_

If not, which one?

\_\_\_\_\_

Why shouldn’t they order it?

\_\_\_\_\_

\_\_\_\_\_

⇒ Write your advice using the ‘**If S V, S ’d better V**’ structure.

\_\_\_\_\_

\_\_\_\_\_

★ **Second, tell us the dishes your family/ friends order and how they think about them.**

The dishes your family/ friends order:	How do they think about them?
1.	1.
2.	2.
3.	3.



★ Third, talk about all dishes in general. Tell us the good and the bad.

Something <b>good</b> about the dishes (use adjectives)	Something <b>bad</b> about the dishes (use adjectives)
1.	1.
2.	2.

Now, join all the parts with ★ together to form 2<sup>nd</sup> paragraph.

<p>My favourite starter is _____ because _____ _____.</p> <p>(Any advice:) _____</p> <p>For the main dish, I order _____ because _____ _____.</p> <p>(Any advice:) _____.</p> <p>For dessert, I order _____ because _____ _____.</p> <p>(Any advice:) _____.</p>
<p>My parents/ friends like / don't like the food they order because _____ _____.</p>
<p>Everything we eat is _____ but _____.</p>

3<sup>rd</sup> paragraph: How to review the service

How is the service? Great or bad?	The service is
Are the waiters warm/helpful/ rude?	The waiters are
<p>Give me 1 example to show how warm/ helpful/ rude the waiters are: (e.g.</p> <ol style="list-style-type: none"> <li>1. The restaurant is quite full, so they invite us to wait in a beautiful garden</li> <li>2. When we have our dinner, they come around to check on our experience and ask us whether we like the food.)</li> </ol>	

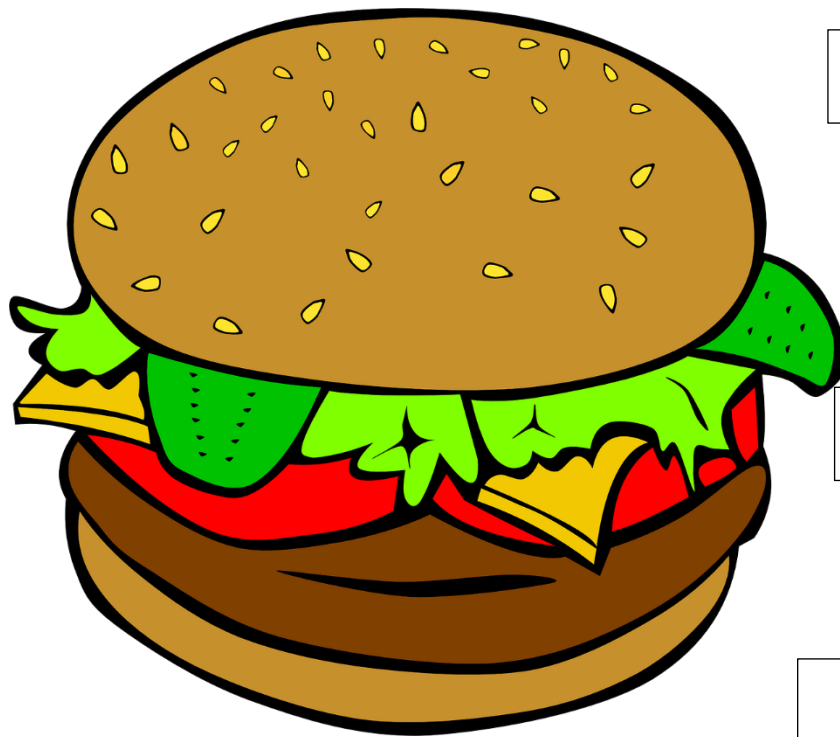
4<sup>th</sup> paragraph: Conclusion and recommendation

Overall, we <u>enjoy/ don't enjoy</u> our experience.	
The food is ...	
The waiters are...	
The price is	
You <u>should/ should not</u> come to this restaurant.	

## Task 3 Individual work

A restaurant review can be like a hamburger.

The top bread is your introduction. The fillings are the details (e.g. food and service). The bottom bread is your conclusion and recommendation.



Introduction

2<sup>nd</sup> paragraph

3<sup>rd</sup> paragraph (optional)

Conclusion and recommendation

*Writing task (version 1)*

Name of a restaurant: \_\_\_\_\_

Written by: \_\_\_\_\_

Rating (★) :

Title:  
\_\_\_\_\_

Use capital/ large  
letter in titles and  
names. e.g. **M**ore  
**T**han **S**oup

## Introduction

---

---

---

2<sup>nd</sup> paragraph

---

---

---

---

---

---

---

## Conclusion and recommendation

---

---

---

*Writing task (version 2)*

Name of a restaurant: \_\_\_\_\_

Written by: \_\_\_\_\_

Rating (★) :

Title:  
\_\_\_\_\_

Use capital/ large  
letter in titles and  
names. e.g. **M**ore  
**T**han **S**oup

Introduction  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_2<sup>nd</sup> paragraph  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_3<sup>rd</sup> paragraph  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Conclusion and recommendation

---

---

---



Name: \_\_\_\_\_ ( ) Class:P2\_\_ Date: \_\_\_\_\_

## Drafting Worksheet Restaurant Review

Name of the restaurant: _____
Written by: _____
Rating: ☆☆☆☆☆ (Colour)
Title: _____

1<sup>st</sup> paragraph: Introduction

<p>Where do you have breakfast/ lunch/ dinner?</p> <p>Who do you go with?</p>	<p>I have <u>breakfast/ lunch / dinner</u> in _____</p> <p>_____ with _____</p> <p>_____</p> <p>_____</p>
<p>What kind of food do you like most?</p>	<p>I love the <u>starters / main dishes / desserts / drinks</u> most.</p>

2<sup>nd</sup> paragraph: Review the food

<p>Tell us what you think about the food you order.</p>	<p>My starter is _____.</p> <p>It is _____ You <u>should/ should not</u> order it because _____</p> <p>_____</p> <p>_____</p>
---	---

<p><i>Give us reasons why you like them. (e.g. sweet, tasty)</i></p>	<p>For the main dish, I <u>order</u> _____</p> <p>_____. <b>It is</b> _____.</p> <p>You (<u>should/ should not</u>) order it because _____</p> <p>_____</p>
<p><i>Should your readers order the dishes you order? Give ONE advice using 'should'.</i></p>	<p>For the dessert, I order _____</p> <p>_____. <b>It is</b> _____.</p> <p>You (<u>should/ should not</u>) order it because _____</p> <p>_____</p>

3<sup>rd</sup> paragraph: Conclusion and recommendation

<p>Do you enjoy your dining experience?</p> <p>Is the food good? Are the waiters nice?</p> <p>Is the price high?</p> <p>Should readers come to this restaurant?</p>	<p>Overall, we (<u>enjoy / don't enjoy</u>) our experience. First,</p> <p>the food is _____. The waiters and waitresses are _____. The price of the food is _____. You (<u>should / should not</u>) come to this restaurant.</p>
---	--



## Post-writing stage

### Task 1 Grammar self-assessment checklist

Before handing in your writing, you may want to check if you have used the following grammar items correctly. Put ✓, X or ? in the box for each item and give examples to support your choices.

Grammar items	Examples
<p>I used a wide range of vocabulary and language patterns to describe the food and drinks (, and service).</p> <p>(e.g. Everything we eat is <u>fresh</u> and <u>tasty</u> but <u>pricey</u>.)</p>	<p>Four words to describe the food and drinks (, and service):</p> <p>_____ ; _____</p> <p>_____ ; _____</p>
<p>I used simple present tense to talk about the food and drinks (, and service) accurately/ correctly.</p> <p>(e.g. My son <u>likes</u> the lemon cakes there.)</p>	<p>Four verbs in simple present tense:</p> <p>_____ ; _____</p> <p>_____ ; _____</p>
<p>I used quantifiers (e.g. a slice of) to talk about the amount of food and drinks accurately</p>	<p>Quantifiers used:</p> <p>_____</p>
<p>I used 'because' to give reasons accurately</p> <p>(e.g. The chicken soup is great <u>because</u> it is delicious and not oily.)</p>	<p>Write down one sentence using 'because'</p>

## Task 2 Rubrics cum teacher feedback

### Writing a restaurant review

#### Rubrics cum teacher feedback

	Success criteria	Teacher's comments and suggestions
<b>Content</b>	<p>◆ Including <u>detailed</u> information of the restaurant</p> <p>a. good and/or bad things of the restaurant, e.g. food, service (e.g. <u>The chicken soup is great</u>)</p> <p>b. reasons for supporting your points (e.g. The chicken soup is great <u>because it is delicious and not oily.</u>)</p> <p>c. provide your short and clear recommendation (e.g. <u>I highly recommend this restaurant.</u>)</p>	<p><input type="checkbox"/> a)</p> <p><input type="checkbox"/> b)</p> <p><input type="checkbox"/> c)</p>
<b>Language</b>	<p>◆ Using <u>a wide range of</u> vocabulary and language patterns to describe the food and drinks (, and service)</p> <p>(e.g. Everything we eat is <u>fresh</u> and <u>tasty</u> but <u>pricey</u>.)</p>	

	Success criteria	Teacher's comments and suggestions
	<p>◆ Using <u>simple present tense</u> to talk about the food and drinks (, and service) accurately/ correctly</p> <p>(e.g. My son <u>likes</u> the lemon cakes there. I <u>like</u> lemon and chocolate cakes.)</p>	
	<p>◆ Using <u>quantifiers</u> (e.g. a slice of) to talk about the amount of food and drinks accurately</p>	
	<p>◆ Using 'because' to give reasons accurately</p> <p>(e.g. The chicken soup is great <u>because</u> it is delicious and not oily.)</p>	
<b>Organisation</b>	<p>◆ Expressing my views, likes and/or dislikes with reasons before I give my recommendations.</p> <p>(e.g. I <u>like</u> the beef noodles and tomato soup <u>because</u> they are fresh and tasty. I <u>highly recommend</u> this restaurant.)</p>	
	<p>◆ Including all details, i.e. a title, a writer's name and star ratings</p>	
	<p>◆ writing in complete sentences.</p> <p>(e.g. The chicken soup is great.)</p>	

## Task 3 Peer assessment

(\*\* for more-able students)

### T.A.G. Feedback

<p><b>T</b></p>	<p><b>Tell what you enjoyed.</b>  <b>I really enjoyed ... because ...</b>          (e.g. I really enjoyed <u>reading your review</u> <b>because</b> you used a lot of words to describe the food and drinks.)</p>
<p><b>A</b></p>	<p><b>Ask a question.</b>  <b>Who? What? Where? When? How? Why?</b>          (e.g. What desserts do you eat?)</p>
<p><b>G</b></p>	<p><b>Give a suggestion.</b>  <b>I think you should ...</b>          (e.g. I think you should add 's' to verbs when you see 'he/she')</p>