

Reviews: Teachers' notes and tips – elementary

1 Pre-reading tasks

- a Tell students that you have some friends/family visiting you and you'd like to take them to a nice local restaurant. Put them in pairs and ask them to come up with three suggestions.

Tip: let the students choose

If you're new to where you're teaching this can be genuinely useful information! However, if you are familiar with the local restaurants make sure you let the students choose and don't let them know if you've been to many already.

- b After a while join the pairs up and, in a group of four, students can look at their suggestions and choose one.
- c Feedback: ask for the suggestions. If there are a number, perhaps write these on the board and get the students to vote for an overall favourite.
- d Then ask students to think about what is the most important thing for them when they choose to eat out. Write on the board:
- The price of the food and drink
 - The quality (how good the food is)
 - The service
 - The setting

Tip: step the speaking activities

This task will be much easier after choosing an actual restaurant. How did they decide?

- e Remaining in their groups of four, ask students to think about adjectives that go with the four categories on the board. They should have at least three or four for each one, thinking about synonyms and antonyms too. For the setting they can come up with ideas like *romantic*, but allow them to include adjectives to describe the décor and ambience too: *busy (quiet), popular (unpopular), trendy* etc.
- f Give each student a copy of the worksheet. Make sure students are helping each other and that they are all writing the suggestions down. If you have one group with lots of ideas, split them up to share these with the others.

Tip: do an example first

Show the suggestion *expensive* that is already on the worksheet. Elicit *inexpensive, not expensive, cheap, good value, overpriced* etc.

Tip: monitor well and really encourage students to think about synonyms and antonyms

If the students come up with *friendly* or *polite* get them to think of *unfriendly* and *impolite*, and then *rude*, they'll be surprised how much they know already or how they can widen their range of vocabulary so easily.

2 First reading tasks

- a Give each student a copy of the reading. They need to read this quite quickly and decide which one restaurant they would like to go to.
- b Let students compare their choices – was one restaurant more popular than the others? Which one, and why?

Tip: give students real life tasks

This is an authentic response to information about restaurants.

3 Second reading tasks

- a Now students read again and look more closely at the information. They need to give each restaurant marks out of five for each category and then this makes a total of 20 points. So if they think the service is good they give 4 or 5 points, and if it's bad 1 or 2. (Note, however, that for price it's more about how happy the customer was paying the price, not how expensive the meal was).
- b Students compare their answers with each other. The marks can vary of course and this allows for some discussion.

Tip: have more interesting comprehension questions

If students have understood the text they will give an appropriate score for the categories. If you are in doubt ask them to explain their marks - some students may like a quiet, peaceful restaurant whereas others may prefer a noisier atmosphere.

4 Post-reading tasks – vocabulary

- a There are bound to be more adjectives here than the students came up with. Ask them to add these to the worksheet. Get them to notice the antonyms and synonyms too.

Tip: get students to notice lexical sets

As a native reader we know what kinds of words are associated with food and restaurants. Students need to be aware of these too.

5 Post-reading tasks – writing

- a Students now write their own review of a restaurant of their choice. They look at the text which shows examples of what they should do. It doesn't need to be very long but each category should be covered.
- b Suggest students make notes first. Encourage students to use a range of vocabulary, especially any words which are new to them. The writing is to be done on the worksheet.
- c Once they have done some preparation they can do the writing for homework.

Tip: link the reading to other skills

After the writing there is now another reading task – students read what their classmates have written and award marks for the different categories. Does the writer agree with the total given?

Tip: make the task really authentic!

Why not suggest that students go out together to a restaurant. They can then write a review and compare what they have each written about the place.