# [Language] Stage 3 – eating at a restaurant

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## Overview of unit

In this unit, students revise and learn language that is used in restaurants. Students practise this language and build fluency using a chatterbox. In groups, they then act out scenarios in a restaurant, students are assessed when they complete the communicative task of ordering food and drinks for yourself and a friend from a menu. The context of this task is – at a restaurant. The audience for this task is – the waiter. The communicative purpose of the task is – to get food for yourself and a friend.

Please note that this document is a sample that schools may adapt to meet the needs of their students and local context. It is based on a school program of 60 minutes per week.

### Students with prior learning and/or experience

Students complete the task – After eating a meal, you are dissatisfied with the food and the service. Using formal language, describe your experience and feelings to the waiter. The context of this task is – after eating a meal at a restaurant. The audience for this task is – the waiter. The communicative purpose of the task is – to complain about the food and the service.

### Elements of learning

There are 5 elements outlined for each week’s learning:

* Learning intention – written as a statement commencing with ‘Students will…’
* Content – a brief description of the intended learning, including vocabulary and grammar to be taught.
* Suggested teaching strategies – a description of what the teacher will do and will ask students to do.
* Evidence of learning – how students will or should respond to suggested to suggested teaching strategies. This evidence can be observed and/or collected for assessment purposes.
* Resources – what will be needed to achieve the learning intention of the lesson(s).

### Outcomes – to be assessed

* uses [Language] to interact with others to exchange information and opinions, and to participate in classroom activities **LXX3-1C**
  + initiate interactions and exchange information with teacher and peers, for example: role-playing first meetings
* applies key features of [Language] pronunciation and intonation **LXX3-5U**
  + reproduce pronunciation, intonation and stress, recognising the relationship between sounds, words and meaning
* demonstrates understanding of [Language] grammatical structures **LXX3-7U**
  + recognise the systematic nature of [Language] grammar rules, for example: understanding different question words

### Outcomes – to be addressed

* obtains and processes information in texts, using contextual and other clues **LXX3-2C**
* responds to texts using different formats **LXX3-3C**
* composes texts in [Language] using a series of sentences **LXX3-4C**
  + compose texts, using scaffolded models, for different purposes and audiences
* applies basic [Language] writing conventions **LXX3-6U** (Scripted languages only)
* makes connections between cultural practices and language use **LXX3-9U**
  + understand that [Language] changes according to the context of use and reflects different relationships

### Information for teachers of non-scripted languages

This sample unit of work is based on the Languages K-10 Framework and can be used by teachers of those languages that share the Latin or Roman alphabet with English. Teachers of languages that share the Latin or Roman alphabet with English, but do not have a syllabus, do not need to assess or address the following outcome: **LXX3-6U**.

Teachers of the following languages can adapt this document to suit their NSW K-10 Syllabus – [French](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/french-k-10-2018), [German](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/german-k-10-2018), [Indonesian](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/indonesian-k-10-2018), [Italian](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/italian-k-10-2018), [Spanish](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/spanish-k-10-2018), [Turkish](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/turkish-k-10-syllabus) and [Vietnamese](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/vietnamese-k-10-2019).. Adjustments should be made to ensure the correct outcome codes are recorded on programming materials.

### Information for teachers of scripted languages

This sample unit of work can be used by teachers of those languages that do not share the Latin or Roman alphabet with English, including those languages that do not have a syllabus. Teachers of the following languages can adapt this document to suit their NSW K-10 Syllabus – [Arabic](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/arabic-k-10-2019), [Chinese](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/chinese-k-10-2017), [Hindi](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/hindi-k-10-2019), [Japanese](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/japanese-k-10-2017), [Korean](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/korean-k-10-2018), [Macedonian](https://educationstandards.nsw.edu.au/wps/wcm/connect/1438a3b9-deee-48bf-b4b0-75a4a4285d54/macedonian-k-10-2019-syllabus.pdf?MOD=AJPERES&CVID=), [Modern Greek](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/modern-greek-k-10-2019), [Persian](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/persian-k-10-2019), [Punjabi](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/punjabi-k-10-2019) and [Tamil](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/tamil-k-10-2019).

All outcomes referred to in this unit come from [Languages K-10 Framework](https://educationstandards.nsw.edu.au/wps/wcm/connect/d4d35a4b-3647-4bb2-bcfa-ac2b5c0818fc/languages-k-10-framework-2017.PDF?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018

## Week 1 – The food pyramid

Students will categorise food in [Language].

**Resources** – Language exercise books, whiteboard

### Brainstorm food vocabulary

**Suggested teaching strategies**

* In pairs, students brainstorm a list of as many food related words in [language] as they can in one minute
* Each pair takes turns to communicate a piece of vocabulary to be added to the board by a scribe.

**Evidence of learning**

* Each pair will have a written list of vocabulary.
* At least one of each pair will contribute to class feedback.

### Communicative game to review food vocabulary

Vocabulary on the board will include at least: pasta, rice, meat, fish, potatoes, ice-cream, cake, types of fruit and vegetables.

Students with prior learning will give clues in language.

**Suggested teaching strategies**

Play a communicative language learning game for example ‘hotseat’

Divide the class in 2 teams. One player per team has their back to the board. The teacher writes a word related to food in [Language] on the board.

Students give clues to their teammate without saying the word, for example ‘It is a long, yellow fruit’. The first student on the chairs to say the word for ‘banana’ in the language earns a point for their team

After each round, model and drill correct pronunciation of vocabulary, displaying the words on the board or wall.

**Evidence of learning**

Students participate in the game and modelling and drilling of vocabulary

Students give appropriate clues and make appropriate guesses to demonstrate an understanding of [Language].

### Label the healthy eating food pyramid

Students with prior learning will have more categories and will both categorise the food items and justify their categorisation.

**Suggested teaching strategies**

The teacher displays a blank triangle and divides to represent the food pyramid into at least 3 sections.

In pairs, students suggest labels for the sections in [Language]. Suggestions include: fruit and vegetables, meat and fish, other food, ‘sometimes’ food.

Individually, students draw the pyramid into their books or on poster paper. They then categorise each type of food. They then describe their pyramid to a partner.

**Evidence of learning**

Students identify and select categories of food in [Language] and correctly categorise types of food.

## Week 2 – Prices

Students will talk about the price of food in [Language].

**Resources** – Language exercise books, whiteboard, toy foods or cards representing food

### How much is it?

**Suggested teaching strategies**

The teacher only uses gestures and target language to ask questions including:

‘How much is it?’ ‘How much is the \_(rice)\_?’

‘How much for a bag of \_(apples)\_?’ ‘How much for a kilo of\_(potatoes)\_?’

After a few students have responded to each question, the teacher will model and drill the correct pronunciation and write the questions on the board. Students record questions and answers in their language notebooks.

Students with prior learning will be asked all of the listed questions.

**Evidence of learning**

Students listen and respond appropriately when the teacher only speaks in [Language].

Students participate in the modelling and drilling of questions.

Students accurately record language in their notebooks.

### It costs $...

**Suggested teaching strategies**

The teacher will hold some toy food with a price attached and ask again ‘How much is it?’

Students think-pair-share their thoughts. The teacher will elicit and record answers. The teacher will then highlight or provide the most appropriate answers in both Australian dollars, e.g. $13.50 and the currency of [Country]. This can be an opportunity for teachers to discuss exchange rates. Appropriate answers will also include statements such as ‘I don’t know’, ‘I think, about $2’.

**Evidence of learning**

Students participate in think-pair-share.

Students provide appropriate answers.

Students demonstrate intercultural understanding through knowledge of currency.

### Language for practice role-play

**Suggested teaching strategies**

The teacher models, drills and displays additional language that will be needed such as ‘I’ll buy it’, ‘I’ll take two’. The teacher also reminds students about appropriate greetings they’ll need to use.

**Evidence of learning**

Students participate in the modelling and drilling of language.

### Practice role-play

**Suggested teaching strategies**

Role-play in a market.

Mini-task: Buy something from two different market stalls.

Students will use the toy or card foods to practise asking the above questions and answers. Students take turns at buying and selling.

**Evidence of learning**

Students achieve communicative goal of the mini-task.

Students use questions related to prices accurately.

Students use vocabulary accurately.

Students use appropriate greetings.

## Week 3 – Questions at a restaurant

Students will ask appropriate questions and provide appropriate answers

**Resources** – Language exercise books, whiteboard, cards with questions and answers

### Questions

Teacher introduces questions that could be asked at a restaurant. Suggestions include:

* Can I make a reservation please?
* Would you like to see the menu?
* What would you like for main course?
* What would you like for dessert?
* Excuse me, where is the toilet?
* Would you like something to drink?
* Excuse me, could I have the bill please?
* How much is the (cake)?
* Do you have any dietary requirements?

**Suggested teaching strategies**

The teacher models and drills the questions, then displays the questions on one side of the board.

In pairs, students discuss the questions and decide on the best translations into English for the questions. Pairs share their translations with the class. The teacher highlights that there may be several acceptable translations for some of the questions.

**Evidence of learning**

Students participate in the modelling and drilling of questions.

Students work with partner to suggest acceptable translations.

### Suggested answers

**Suggested teaching strategies**

The teacher randomly displays answers to the questions. In pairs, students match the questions to answers.

One question at a time, pairs share their answers with the class. Again, the teacher highlights that there may be several acceptable answers for some of the questions.

**Evidence of learning**

Students work with partner to compose answers to the questions.

### Questions and answers – mingling activity

**Suggested teaching strategies**

The class is split in two. Students in one half hold a card with the questions on it. The others have nothing.

Students are given a time limit to ask as many classmates as possible the question on their card When the time is up, the two groups switch roles.

**Evidence of learning**

Students use appropriate pronunciation, grammar and vocabulary when participating in mingling activity.

### Recording questions and answers

**Suggested teaching strategies**

Students record questions and answers in their language notebooks.

**Evidence of learning**

Students accurately record language in their notebooks.

## Week 4 – Menus

Students will create menus in [Language].

**Resources** – Language exercise books, whiteboard, menus from 4 different restaurants.

### Cultural cuisine

**Suggested teaching strategies**

In small groups, students brainstorm dishes from [Culture].

After students feed back to the class, the teacher asks them to consider which dishes have the same name in English and [Language] and which dishes have been given an English name.

Are these borrowed words in English?

How are the English borrowed words used differently to [Language] words?

**Evidence of learning**

Students demonstrate intercultural understanding through knowledge of cultural cuisine.

Students demonstrate an understanding that languages change and influence each other.

### Reading menus

Students with prior learning will answer questions in [Language].

**Suggested teaching strategies**

In groups of 4, students are given a different authentic menu in [Language].

Students read the menus and answer questions that demonstrate their understanding of the menu as a text.

For example:

* What is the cheapest drink on the menu?
* What are the two most expensive main meals?
* If you had $20, what would you buy?

Write down at least 2 observations about the restaurant.

Students share their responses and observations with their group.

Examples of observations may include:

‘It is quite expensive’

‘I would like to eat the lasagne’

**Evidence of learning**

Students accurately answer questions based on the menu.

Students make appropriate observations of the menus.

### Creating menus

**Suggested teaching strategies**

Students make a menu based on the cuisine of [Culture].

The menus should include main courses, desserts, drinks and prices.

**Evidence of learning**

Each student’s menu includes required elements and appropriate grammar and script.

## Week 5 – Make a chatterbox

Students will make a chatterbox with target language written correctly.

**Resources** – square paper, colour pencils, language exercise books, whiteboard

### Students follow instructions to fold paper and make the chatterbox.

Students of scripted languages that don’t use an alphabet, for example, Chinese, may need to use an alphabetised version of the language, such as Pinyin.

**Suggested teaching strategies**

View the [video on how to make a chatterbox (5:24)](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/early-stage-1-to-stage-3/assessment) using a blank square of paper.

### Write on and decorate chatterbox

Students complete 8 areas for each layer of the chatterbox

**Suggested teaching strategies**

Show an example of a completed chatterbox.

On the outer layer of the chatterbox, students draw and write 8 types of food of their choice.

In the middle layer, students write 8 prices of their choice.

In the inner layer, students write 8 questions that could be asked at a restaurant from Weeks 2 or 3.

**Evidence of learning**

Students write types of food, prices and questions accurately.

## Week 6 – Practice language on a chatterbox

Students will speak [language] fluently when using chatterbox.

**Resources** – completed chatterbox

### Play with chatterbox to build fluency

**Suggested teaching strategies**

Students who haven’t finished completing their chatterbox will be given some time to do so.

To build fluency, students are encouraged to play with their chatterboxes with as many classmates as possible.

As the students use their chatterboxes, the teacher observes and makes notes of common areas of success, as well as common areas of mispronunciation, vocabulary and grammar misuse.

**Evidence of learning**

Students confidently and consistently use [Language] when playing with their chatterbox.

Students ask for help with pronunciation if needed.

### Class feedback

**Suggested teaching strategies**

After students have had numerous practice conversations with the chatterbox, the teacher provides feedback to the whole class.

The teacher will praise the class for their improved confidence, fluency and ability to communicate in using [language].

The teacher will then point out specific areas of improvement for the class as a whole. It is suggested that the teacher focus on one common area each related to: mispronunciation, vocabulary misuse and grammatical mistakes.

The teacher will also highlight that these three systems of language are the building blocks of language.

### Play with chatterbox to build fluency

**Suggested teaching strategies**

Children play with their chatterboxes a few more times, making appropriate changes based on the teacher’s feedback.

**Evidence of learning**

Students act on teacher feedback.

## Week 7 – Assessment criteria

Students will develop a clear understanding of the requirements of the assessment task.

**Resources** – Language exercise books, whiteboard, completed chatterbox, Stage 3 assessment task and rubric – Eating at a restaurant, Peer feedback slips

### Play with chatterbox to build fluency

**Suggested teaching strategies**

Ensure that students have several opportunities to play with their chatterbox.

**Evidence of learning**

Students confidently and consistently use [Language] when playing with their chatterbox.

### Show students the assessment task

**Suggested teaching strategies**

The teacher leads the class in reading through [the Eating at a restaurant assessment task (63.7KB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/media/documents/languages-s3-eating-at-a-restaurant-assessment-task.docx).

### Success criteria

**Suggested teaching strategies**

After looking at the assessment task, students think-pair-share and suggest appropriate success criteria, such as –

I will be successful if I can:

* Ask my friend what they would like to eat
* Use formal language to order food for yourself and your friend from the waiter
* Ask the waiter for the bill
* Use correct sentences with correct grammar:
  + use verbs in the correct person and tense
  + use nouns with the correct gender
  + adjectives agree with the nouns they describe
  + use words like, “and, but, because,” to link ideas
* Pronounce the words correctly
* Speak in a well-paced manner without long pauses
* End the conversation in an appropriate way, for example, [Thank you very much]

**Evidence of learning**

Students work in pairs to suggest success criteria.

### Discuss the rubric

**Suggested teaching strategies**

Show students an unmarked [Rubric for communicative tasks (DOCX 60.7KB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/media/documents/languages-es1-s1-s2-s3-rubric-for-communicative-language-tasks.docx) This may need to be adapted if the class has decided on different success criteria.

The teacher explains meta-language such as fluency, accuracy, pronunciation and vocabulary.

Students read and then discuss the ‘excellent’ column of the rubric in pairs. They then share their understanding of what is needed to be successful.

Point out and provide examples of what ‘excellent’ and ‘sound’ samples of task completion, fluency, accuracy, pronunciation and vocabulary look and sound like.

### Peer assessment

**Suggested teaching strategies**

Peer feedback will be incorporated into the task. Confirm which [peer feedback strategy](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549#.XsS4Wf4kcgA.link) will be used, for example, ‘2 stars and a wish’.

**Evidence of learning**

Students think-pair-share examples of appropriate peer feedback

## Week 8 – Communicative task

Students will participate in a role-play at a restaurant and order food from a menu

**Resources** – Completed chatterbox, Stage 3 assessment task and rubric – Eating at a restaurant, tablets or other recording devices, Peer feedback slips

### Role-play with chatterbox to build fluency

**Suggested teaching strategies**

Students have at least one more opportunity to play with their chatterbox before they are recorded for assessment.

**Evidence of learning**

Students confidently and consistently use [Language] when playing with their chatterbox.

### Set up

**Suggested teaching strategies**

Students get in to groups. Groups are given a few minutes to ensure everybody knows the order in which they will be performing each role. The diner is the student who is completing the assessed communicative task.

Suggested rotations:

* Role-Play 1 – Student 1 – Waiter, Student 2 – Friend/Peer assessment, Student 3 – Camera operator, Student 4 – Diner
* Role-Play 2: Student 1 – Diner, Student 2 – Waiter, Student 3 – Friend/Peer assessment, Student 4 - Camera operator
* Role-Play 3: Student 1 – Camera operator, Student 2 – Diner, Student 3 – Waiter, Student 4 – Friend/Peer assessment
* Role-Play 4: Student 1 – Friend/Peer assessment, Student 2 – Camera operator, Student 3 – Diner, Student 4 – Waiter

**Evidence of learning**

Students collaborate to ensure each member understands what to do in each rotation.

### Filming of students completing the communicative task

Peer assessment

**Suggested teaching strategies**

Make sure to spread students out, using microphones if possible, to maximise sound quality. Highlight the importance of holding the device still, using a tripod or resting it on a table. Demonstrate how to film using selected device.

Students get into groups of 4:

* One student records the interaction between the diner and the waiter. The friend will provide peer assessment to the diner after the interaction using the ‘2 stars and a wish’ strategy.
* If the friend is a student with prior knowledge and/or experience, that student will complete the task of complaining to the waiter following the initial interaction. In this case, peer feedback will be provided be the camera operator.
* Peer feedback is provided verbally and followed up with the completed peer feedback slip.

**Evidence of learning**

Students collaborate to allow classmates to complete the task to the best of their ability.

Students use language learnt through the unit to complete the task.

Peer feedback is provided thoughtfully and respectfully.

## Week 9 – Self assessment and goal setting

Students will reflect on feedback to set suitable learning goals

**Resources** – One teacher completed copy of rubric per student, one blank rubric per student for self-assessment, tablets or other recording devices, language exercise books

### Teacher preparation

**Suggested teaching strategies**

Prior to this lesson, the teacher views each video and marks each student according to the criteria on the rubric for communicative language tasks.

### Self-assessment

**Suggested teaching strategies**

Students watch the video of themselves completing the task and mark themselves using the rubric.

They then compare both the teacher completed rubric and the one they completed.

**Evidence of learning**

Students identify their own strengths and weaknesses through self-assessment.

Students ask about major differences in the teacher assessed and self-assessed rubrics.

### Set learning goals

**Suggested teaching strategies**

Students reflect on the teacher, peer and self-evaluation to set learning goals for the next phase of learning. Example learning goals could be: ‘I will not be worried about making a mistake when speaking language’. Learning goals are written in language notebooks.

**Evidence of learning**

Students set appropriate learning goals based on previous learning goals and teacher, peer and self-assessment.

## Week 10 – Language review

Note – If there is insufficient time to mark the videos before Week 9, Weeks 9 and 10 can be swapped.

Students will review the language learnt during this unit

### Student questions

**Suggested teaching strategies**

The teacher reminds students of the activities and tasks over the course of the unit. Students are given time to think-pair-share any questions they may have about any aspect of the language taught.

**Evidence of learning**

Students reflect on language learnt through discussion with partner.

Students ask the teacher to clarify any confusion they have related to language taught during the unit.

### Teacher identified

**Suggested teaching strategies**

The teacher will identify a number of gaps in student knowledge, misconceptions and misuse of language over the unit.

These observations are addressed using engaging (and interactive) activities and strategies.

**Evidence of learning**

Students participate in activities and act on teacher feedback.

### Language review

**Suggested teaching strategies**

The language taught over the unit is reviewed using a variety of language games.

**Evidence of learning**

Students participate in language games and use the language learnt during the unit.