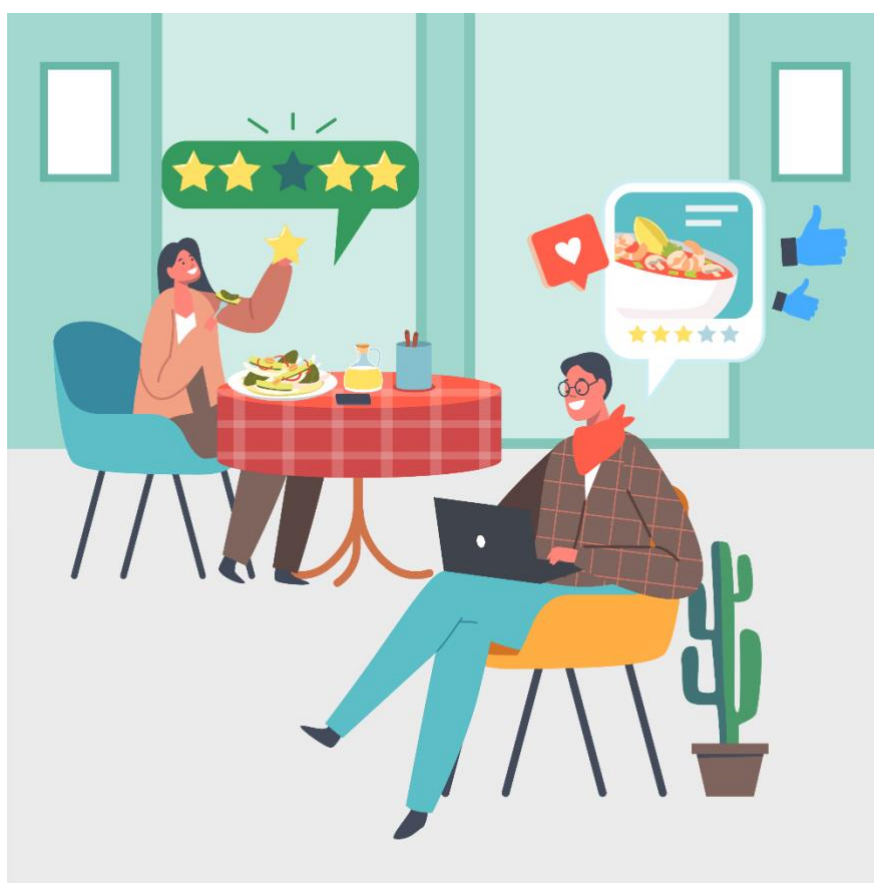




# Secondary 1

## English Language

### Restaurant Review



Class: S.1\_\_\_\_

No.: \_\_\_\_\_

Name: \_\_\_\_\_

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## Reading – Restaurant Review

### Pre-reading Stage

#### Task Introduction

Pay attention to the teacher what you will be learning in this unit.

#### Task 1 – Class Polling

- ◆ How often do you read restaurant reviews before picking a restaurant to go to? 
- ◆ How much do you trust the restaurant reviews that you read?

#### Task 2 – Group discussion

You want to find a restaurant to celebrate your classmate's birthday during lunchtime on a school day. What kind of restaurant would you look for? Can you give some brief ideas on the following areas?

- a. Type of restaurant
- b. Type of food:
- c. Environment of the restaurant
- e. Price range (amount you expect to spend per head)

You will now work in groups of 4-5. Each group will be given a situation. Read the situation, discuss with your group members, and share your group's ideas by posting them in the next slide.

Only one person in each group should be responsible for typing the answers.

**Which group(s) do you think is/are responsible for this situation?**

**Situation 2**

You want to find a restaurant to celebrate your best friend's birthday on a Saturday night. What kind of restaurant would you look for? Can you give some brief ideas on the following areas:

- a. Type of restaurant:
- b. Type of food:
- c. Environment of the restaurant:
- d. Price range (amount you expect to spend per head):

**Which group(s) do you think is/are responsible for this situation?**

**Situation 3**

You want to find a restaurant for your family's annual reunion dinner. What kind of restaurant would you look for? Can you give some brief ideas on the following areas:

- a. Type of restaurant:
- b. Type of food:
- c. Environment of the restaurant:
- d. Price range (amount you expect to spend per head):

**Which group(s) do you think is/are responsible for this situation?**

**Situation 4**

You want to find a restaurant for the first date with your girlfriend. What kind of restaurant would you look for? Can you give some brief ideas on the following areas:

- a. Type of restaurant:
- b. Type of food:
- c. Environment of the restaurant:
- d. Price range (amount you expect to spend per head):

**Which group(s) do you think is/are responsible for this situation?**

**Situation 5**

You want to find a restaurant for the celebration dinner of your school's football team. What kind of restaurant would you look for? Can you give some brief ideas on the following areas:

- a. Type of restaurant:
- b. Type of food:
- c. Environment of the restaurant:
- d. Price range (amount you expect to spend per head):

Checkpoint 1  

Instructions: For each of the following sentences, tick the box that describes your learning in this unit. You may tick more than one box.

Before Learning the Unit				
1	I am going to learn about	<input type="checkbox"/> how restaurant reviews are written.	<input type="checkbox"/> how restaurants are run.	<input type="checkbox"/> how customers should behave in a restaurant.
2	I have	<input type="checkbox"/> seen a menu in a restaurant.	<input type="checkbox"/> read a review about a restaurant.	<input type="checkbox"/> seen a photo about the food/interior of the restaurant.
		<input type="checkbox"/> seen/filled in a card for customer's feedback in the restaurant.	<input type="checkbox"/> read/written a complaint letter to the restaurant.	
3	I am going to read	<input type="checkbox"/> a formal document about a restaurant.	<input type="checkbox"/> a semi-formal document about a restaurant.	
4	In the document, I expect to read about	<input type="checkbox"/> what dishes were served in the restaurant.	<input type="checkbox"/> how the waiters interacted with each other.	<input type="checkbox"/> how it looked like inside the restaurant.
		<input type="checkbox"/> how the customers behaved in the restaurant.	<input type="checkbox"/> everything the writer saw in the restaurant.	<input type="checkbox"/> where the restaurant was located.
5	Towards the end of the unit, I need to write about	<input type="checkbox"/> a menu in a restaurant.	<input type="checkbox"/> a review about a restaurant.	<input type="checkbox"/> a description of the food/interior of the restaurant.

## While-reading Stage

### *Task 1 – Reading a restaurant review*

Let's read a restaurant review to know more about this text type.

Read the following restaurant review and answer the questions that follow.

### **Incantare Takes Over the Iconic Former Space of Aqua**



Taking up the two-storey **penthouse** that previously housed Aqua, an Italian fine-dining restaurant, this new Aqua Restaurant Group **expansion** opened earlier this month with big shoes to fill. **Incantare** brings the **iconic** space back to life with **bold** new Italian dishes by Executive Chef Andrea Mura (who also helms the group's two other Italian concepts, Aqua and Cantina), currently serving dinner from 6pm till late.

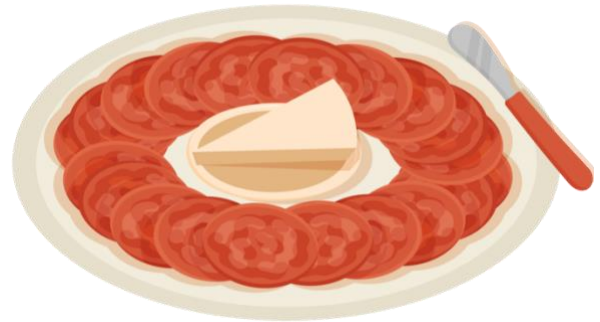
**Incantare** is located on the 29th floor of One Peking, directly above Tsim Sha Tsui MTR Station, Exit L5. If you had dined at Aqua before the restaurant moved to H Zentre, you'd have an idea of what to expect upon entering its new **replacement**: impressive floor-to-ceiling windows highlighting the **panoramic** view of Victoria Harbour. Low-lit at night, the **lofty** space stretches out left and right from the entrance, but the **spotlighted** window-facing tables feel cosy and **intimate**.

We tried the tasting menu which is designed to be shared among the whole table. To start, we were served the creamy Mozzarella cheese with San Daniele ham and home-made tomato marmalade, tasty Pulled Pork sandwiches **topped** with crispy cracking and chives, and the Sicilian Red Prawn

Carpaccio (cold soup) with sprinkles of caviar and pistachio. All three dishes were a hit for us and readied our taste buds for the two **flavoursome** pasta dishes to follow.



Sicilian Red Prawn Carpaccio



Mozarella cheese with San Daniele ham

The *Mezzo Maniche*, a tube-like pasta, with spicy octopus ground meat sauce was **pleasantly appetizing**, which **contrasted** the **zestful** and salty Lobster and Lime linguine. For our mains, we enjoyed the Grilled and Smoked Tomato and Ginger Marinated Half Chicken, which was presented in a smoke-filled wooden box, and Grilled Australian Rib-Eye with red wine gravy. The main courses had **generous portions** and came with sides of truffle mashed potato and tomato salad, so be sure to come hungry for dinner!

Meanwhile, the service at the restaurant was just as **exquisite** as the food. Throughout the entire experience, the waiters and waitresses were **beyond** polite as they patiently listened to and answered our questions about the menu and **courteously** asked us every now and then if everything was to our liking. At one point, I accidentally spilled wine off the table, and the waiter who helped us clean up carried a smile on his face the entire time!

All in all, we weren't surprised that Aqua Restaurant Group was able to do the iconic space at One Peking justice once again. With a solid menu and **exceptional** service, we're confident this place will continue to be a Kowloon-side **hotspot** for dinner with a view.

**Questions**

1. What is the atmosphere of the restaurant? Find one piece of information from the passage to describe it.


2. According to paragraph 3, was there a particular appetizer that the writer and his friends liked/enjoyed the most? Find a quote from the paragraph to support your answer.


3. According to paragraph 4, did the writer and his friends find the size of the main courses adequate? Give one piece of evidence to support your answer.


4. Describe one of the actions which shows that the service at the restaurant was excellent.


5. After reading this review, would you want to dine at **Incantare**? Why or why not?


## Post-reading Stage

After having analyzed a restaurant review in class, you should have a better idea of what a proper review should have and how it should look like. Now, this is a second review on a restaurant that is of a similar cuisine. Read the passage with the following tasks in mind and complete them.

### Task 1 – Features of a restaurant review

A food review should cover the following aspects. On the column on the right of the passage, make a note of which of the aspects each paragraph is about.

food	service	background	environment	recommendation
------	---------	------------	-------------	----------------

### Task 2 – Theme-specific vocabulary items

The review is missing some important words in describing the eating experience. Fill in the blanks using words from the following table.

impressive	professional	homey	satisfactory	disappointing	reasonable	stale
let down	smooth	exquisite	delectable	fancy	intense	welcoming

Title: A Worthwhile Lunch at Paci	This paragraph is about:
[1] With several locations across Hong Kong, Paci is a neighbourhood pasta bar that serves a variety of Italian food, with pasta being made fresh daily at each of their restaurants. For this review, I took a look at their Wan Chai branch.	a.
[2] <b>Tucked away</b> deep into the quiet alleyways of Wan Chai on a street called St. Francis' Yard, this small pasta <b>establishment</b> has lively <b>vibes</b> and a <b>charm</b> of its own. It's a pleasant, open-fronted shop with a 1. _____ yet pristine environment, <b>giving off</b> a cozy and casual feeling <b>as opposed to</b> the usual 2. _____ atmosphere you might expect from an Italian restaurant.	b.
[3] This time, I tried its lunch menu (\$158), which includes a starter dish, a pasta dish, and a dessert. For starters, there were a few options to choose from, but I decided to try something new and began my lunch journey with a dish called Vitello Tonnato – thin, cold slices of calf meat called veal, covered with a creamy, mayonnaise-like sauce. Unfortunately, this dish's taste was as 3. _____ as its presentation. The 4. _____ colors of the dish made it look like it was not fresh, and the veal slices may have been roasted a bit too well because they were dry in some parts.	c.

<p>[4] Thankfully, that was the only disappointment of the afternoon, and <b>my spirits were lifted</b> when the lasagna I had ordered arrived. Everyone knows what lasagna is – wide sheets of pasta <b>stacked</b> on top of one another and baked in tomato sauce and cheese. I really wanted to try how Pici handled a classic pasta dish, and it was most 5. _____. With a perfect golden, bubbly cheesy top, the lasagna was still piping hot when it was put on my table, and it tasted as 6. _____ as it looked. The mixture of the lasagna sheets baked to a level of perfect chewiness with the creamy tomato sauce was a match made in heaven, and it took me less than ten minutes to <b>wolf down</b> the entire dish. It was just that good.</p>	d.
<p>[5] Finally, my lunch ended with tiramisu as dessert, and Pici's tiramisu might just be the best I have ever tasted. It had a perfect <b>blend</b> of richness, with the 7. _____ sweetness from its top layer of cream matching just right with the 8. _____ coffee-flavored filling at the bottom. It was a perfect way to end this three-course lunch.</p>	e.
<p>[6] The food at the restaurant was <b>suitably</b> great, and my entire lunch experience was further <b>enriched</b> by the service there. The staff there were all warm and 9. _____ and didn't hesitate to check in on customers' needs throughout the meal. In fact, when I was waiting in line to enter, the restaurant manager even came to apologize to each of us in the line for needing us to wait, which I think really highlights how 10. _____ they are.</p>	f.
<p>[7] In the end, <b>despite</b> the 11. _____ with the starter, my experience at Paci was more than 12. _____. The price is 13. _____ for what it provides, the pasta is 14. _____, the dessert is out of this world, and the staff made me feel right at home. So, all in all, Paci is a definite must-visit place for anyone looking for a good plate of pasta, in my opinion.</p>	g.

**Meanings of bolded words from the passage (in order of appearance):**

tucked away (phrasal v.) = hidden or difficult to find

establishment (n.) = the place where an organization operates

charm (n.) = a quality that makes you like or feel attracted to someone or something

give off (phrasal v.) = to produce heat, light, a smell, or a gas

as opposed to (phrase) = rather than

spirits were lifted (phrase) = made to be cheerful, usually after feeling let down or unhappy

stacked (v.) = put on top of another thing

wolf down (phrasal v.) = eat something very quickly

blend (n.) = a mixture of different things or styles

suitably (adv.) = in a way that is acceptable and right for something or someone

enriched (v.) = to improve the quality of something by adding something else

despite (prep.) = without being affected by

## Checkpoint 2

**Instructions:** For each of the following sentences, tick the box that describes your learning in this unit. You may tick more than one box.

After the Reading Task				
1	Regarding the reading skills, I have learnt about	<input type="checkbox"/> working out the meaning of unfamiliar words	<input type="checkbox"/> referencing	<input type="checkbox"/> looking for the main idea/ stance of the writer
2	The reading skill(s) that I can master the best is (are)	<input type="checkbox"/> working out the meaning of unfamiliar words	<input type="checkbox"/> referencing	<input type="checkbox"/> looking for the main idea/ stance of the writer
3	Regarding the content, I have learnt that	<input type="checkbox"/> the experience in a restaurant can be positive or negative.	<input type="checkbox"/> a restaurant review includes every detail a customer experiences there.	<input type="checkbox"/> there are words that describe how customers are served in a restaurant.
4	Regarding the language, I have learnt that	<input type="checkbox"/> active voice is used.	<input type="checkbox"/> passive voice is used.	<input type="checkbox"/> names about food.
		<input type="checkbox"/> mainly present tense is used.	<input type="checkbox"/> mainly past tense is used.	<input type="checkbox"/> mainly future tense is used.
		<input type="checkbox"/> relative clauses are used.	<input type="checkbox"/> words describing good or bad.	<input type="checkbox"/> simple sentences are used.
5	Regarding the organization, I have learnt that	<input type="checkbox"/> a review is written in one paragraph.	<input type="checkbox"/> a review is written in several paragraphs.	<input type="checkbox"/> a review may end with a recommendation for the restaurant.
		<input type="checkbox"/> a review may end with a recommendation against the restaurant.		
6	I can transfer (apply) what I have learnt from the reading text in my unit writing, which include	1. _____ _____ _____	2. _____ _____ _____	3. _____ _____ _____

## Grammar Focus

## Relative Clauses Part 1

Notes**A. Basic Structure of Relative Clauses**

Fill in the right terms into the respective boxes below.

**Separate sentences:**

I threw away **the computer**. **It** was made in 1984.

**Combined sentence:**

I threw away the computer **which** was made in 1984.

**B. Subject Relative Clauses**

Fill in the blanks with the appropriate relative clause.

Relative pronoun	Separate sentences	Combined sentence
<b>which</b>	A: I threw away the computer.	I threw away the computer _____.
	B: It was made in 1984.	
<b>who</b>	A: The lady can't be saved by the hero.	The lady can't be saved by the hero _____.
	B: He has become too fat to do hero stuff.	
<b>whose</b>	A: This guy is a talented dancer.	This guy _____ is a talented dancer.
	B: This guy's suit is red.	

**C. Object Relative Clauses**

Fill in the blanks with the appropriate relative clause.

Relative pronoun	Separate sentences	Combined sentence
<b>which</b>	A: She hated the chocolate.	She hated the chocolate _____.
	B: I bought the chocolate.	
<b>who/whom</b>	A: The girl left Luke.	The girl _____ left him.
	B: Luke fell in love with the girl a month ago.	
<b>where</b>	A: The Interact Club organized a ball.	The Interact Club organized a ball _____.
	B: Jason met his girlfriend at the ball.	

**Exercise**

Join the two sentences (columns A&B) of each pair into one. Make sure you use a relative pronoun and the sentence in column B becomes the relative clause in the new sentences. **Do NOT use 'that' as a relative pronoun.** The first two questions have been done for you as an example.

	Column A	Column B
e.g.	i) The farmer sold us 10 pounds of potatoes. ii) The class was very noisy.	His name was Fred. The teacher was angry at the class.
1.	That's the kid.	He fell into a gorilla pen yesterday.
2.	This is the movie.	It is very boring.
3.	We tried to fix the computer.	I had broken the computer.
4.	I really respect Ms Lee.	She gave me my first job.
5.	Dex hates the book.	He has to read it every day.
6.	This phone belongs to the guy.	His hair is blue.
7.	The girl is going to a concert with me.	I have a crush on her.
8.	Kanye West is a rapper.	He is a very controversial figure
9.	Ben makes delicious meals.	His cooking skills are great.
10.	The teacher told the boy to get out of the classroom.	He was furious.

e.g., The farmer **whose name was Fred** sold us 10 pounds of potatoes.

The class **which the teacher was angry at** was very noisy.

1. That's the kid \_\_\_\_\_.

2. This is the movie \_\_\_\_\_.

3. We tried to fix the computer \_\_\_\_\_.

4. I really respect Ms Lee, \_\_\_\_\_.

5. Dex hates the book \_\_\_\_\_.

6. This phone belongs to the guy \_\_\_\_\_.

7. The girl \_\_\_\_\_ is going to a concert with me.

8. Kanye West, \_\_\_\_\_, is a rapper.

9. Ben, \_\_\_\_\_, makes delicious meals.

10. The teacher \_\_\_\_\_ told the boy to get out of the classroom.

*Relative Clauses Part 2 (Defining and Non-Defining)***Notes****A. Recap – The Basic Structures of Relative Clauses (RC)**

Fill in the right terms into the empty boxes below.

Type of RC	Relative Clause	
	A: I got myself a new phone.	B: The phone was very expensive.
	A: James was fired from the company.	B: His brother started the company.

**B. Some More (New) Relative Pronouns**

Fill in the empty spaces with appropriate answers.

Relative pronoun	Separate sentences	Combined sentence
<b>when</b>	A: Last year was difficult.	Last year, _____, was a difficult year.
	B: I arrived last year.	
<b>why</b>	“why” is an annoying situation where the RC cannot really be broken into separate sentences	Not wanting to do the DSE is [ <b>why / the reason why</b> ] Ken left Hong Kong for the UK.

**C. Defining Relative Clauses**

Circle the correct descriptions of a defining relative clause in the box below.

<p>A defining relative clause gives ( important / extra ) information to the main clause,</p> <p>and ( does / does not ) have commas.</p> <p>So, an RC should be defining when the things/people it refers to are ( specific / general ).</p>
---

**Some examples:**

<ol style="list-style-type: none"> <li>I spoke to <b>the girl</b> who was in a green dress.</li> <li><b>A teacher</b> who wore glasses walked into the classroom.</li> <li>I really hate <b>the school</b> where I attend classes every day.</li> <li><b>The store</b> which sells the cheapest groceries is located in Causeway Bay.</li> </ol> <p><b>!! If the thing/person the RC refers to has an ARTICLE (a/an/the), don't give the RC commas !!</b></p>
---

**D. Non-Defining Relative Clauses**

Circle the correct descriptions of a non-defining relative clause in the box below.

A non-defining relative clause gives ( important / extra ) information to the main clause,  
and ( does / does not ) have commas.  
So, an RC should be defining when the things/people it refers to are ( specific / general ).

**Some examples:**

1. I spoke to Jessica, *who was in a green dress*.
  2. Mr. Tam, *who wore glasses*, walked into the classroom.
  3. I really hate De Best School, *where I attend classes every day*.
  4. Poshland, *which sells the cheapest groceries*, is located in Causeway Bay.
- !! If the thing/person the RC refers to has a NAME, give the RC commas !!

**E. Exercise**

Join the two sentences into one. Make sure you use a relative pronoun and the sentence in brackets becomes the relative clause in the new sentence. **Do NOT use 'that' as a relative pronoun.**

1. This is the man. He helped me when I fell down on the street.

\_\_\_\_\_.

2. A man beat up the criminal. That man was dressed up like a bat.

\_\_\_\_\_.

3. A friend of mine works in Central. I just met up with the friend.

\_\_\_\_\_.

4. London is a large city. London is the capital of England.

\_\_\_\_\_.

5. Greg has travelled a lot. Greg's job involves a lot of travelling.

\_\_\_\_\_.

6. I'm going to the USA next summer. I have never been to the USA.

\_\_\_\_\_.

7. Maisie has a terrible voice. She thinks she is the best singer in the world.

\_\_\_\_\_.

8. You will find your package on top of the desk. A security guard sits at the desk.

\_\_\_\_\_.

9. SJC won the 2022-2023 Jing Ying Football Tournament. SJC has been on a roll in terms of sports recently.

\_\_\_\_\_.

10. Mr. Mak does not have a driver's license. He has failed his driving tests twice.

\_\_\_\_\_.

## Passive Voice

### Notes

#### A. The Basic Form of the Passive Voice

<p style="text-align: center;">THE PASSIVE VOICE FORMULA  <i>[subject] + [verb to be] + [past participle]</i></p>
---

Examples:

Tenses	Active	Passive
present simple	<i>We <b>find</b> salt in the sea.</i>	<i>Salt <b>is found</b> in the sea (by us).</i>
present continuous	<i>The man <b>is chasing</b> the thief.</i>	<i>The thief <b>is being chased</b> (by the man).</i>
past simple	<i>Chester <b>kicked</b> the ball.</i>	<i>The ball <b>was kicked</b> (by Chester).</i>
past continuous	<i>Dad <b>was driving</b> the car.</i>	<i>The car <b>was being driven</b> (by Dad).</i>
present perfect	<i>He <b>has delivered</b> the letters.</i>	<i>The letters <b>have been delivered</b> (by him).</i>
past perfect	<i>He <b>had drank</b> the milk.</i>	<i>The milk <b>had been drunk</b> (by him).</i>
future (will)	<i>She <b>will cook</b> dinner.</i>	<i>Dinner <b>will be cooked</b> (by her).</i>
going to	<i>She <b>is going to cook</b> dinner.</i>	<i>Dinner <b>is going to be cooked</b> (by her).</i>

#### B. Uses of the Passive Voice

The passive voice is used:

- when the **agent** (i.e. the person who does the action) is unknown, unimportant, or obvious.
  - Jane **was shot**. (We don't know who shot her)
  - This church **was built** in 1815. (It's not important who built the church)
  - He **has been arrested**. (Obviously by the police)
- when we want to be impersonal and not mention the name of the **agent**, usually in scientific/technical processes.
  - Wood **is used** to create fire.
- when we want to emphasize an action happening to the active sentence's object.
  - I **was kicked** in the face. (The thing that matters most here is that I got kicked)
- to be polite or formal.
  - The car **has not been cleaned**. (more polite)  
 v.s. [active voice] You haven't cleaned the car. (less polite)

#### C. Using *by* or *with*

The passive voice is often used when “by” or “with” are present:

- E.g. The river **has been polluted by** all the factories around it.
- E.g. The door **was opened with** a key.

## D. Transitive and Intransitive Verbs

What are transitive and intransitive verbs?

Transitive verbs: verbs that have an object	Intransitive verbs: verbs that DON'T have an object
E.g. do – I <b>did</b> <u>my homework</u> (object). create – He <b>created</b> <u>this song</u> (object). lose – I <b>lost</b> <u>my wallet</u> (object).	E.g. happen – Something happened. (no object). sleep – He was sleeping. (no object). walk – I walked. (no object)

**! Only TRANSITIVE verbs CAN BE USED in passive voice !**

E.g. I **did** my homework → My homework **was done** (by me).  
He **created** this song → This song **was created** (by him).  
I **lost** my wallet → My wallet **was lost** (by me).

### Exercise

A. Fill in the blanks with the correct form of the verbs in brackets.

- The Mona Lisa \_\_\_\_ (think) of as one of the most famous paintings in the world.
- The car \_\_\_\_ (wash) by the mechanic right now.
- The student \_\_\_\_ (scold) last recess.
- “Your tests \_\_\_\_ (give) back to you tomorrow,” said Mr. Tam.
- My phone \_\_\_\_ (lose) since yesterday.
- This book \_\_\_\_ (read) by the students before they got to Secondary 2.
- Terence Lam \_\_\_\_ (see) as one of the most popular local singers nowadays.
- The cake \_\_\_\_ (eat) by my family right now.
- My parents \_\_\_\_ (marry) for 20 years.
- A famous song \_\_\_\_ (perform) by the band at next week’s music festival.
- My neighbor’s house \_\_\_\_ (rob) recently.
- Just now, Ben \_\_\_\_ (elect) to be the class representative.

1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.

B. Fill in the blanks with the correct form of the verbs in brackets.

The De Best School Spring Ball this year was a disaster. While it **was organized** by the Students' Society, somehow, the DJ at the event **was hired** by the Principal himself, who **has/had always been known** to have an awful music taste. Eventually, it **was revealed** that the Principal **invited** the DJ because the DJ was his nephew. Meanwhile, the Principal also **demanded** for the refreshments to **be served** by the new school canteen, which **had been sued** many times for food poisoning before the school year started.

On the day of the event, it **was suddenly announced** that the students must only dance in a socially-distanced manner. The boys started to protest, especially since many of them **were/have been denied** the chance to dance with girls in the past few years, but then the Principal **stormed** on stage and threatened to cancel the event if they kept it up. So, students **were seen** shuffling around mildly, looking more annoyed than ever.

The highlight of the event, if there was one, was when the titles of Prom King and Queen **were announced**, whose selection **was determined** by a panel of judges who **were bribed** with cupcakes from the school canteen. The bribe was useful – the Prom King and Queen turned out to be the canteen owner's son and his girlfriend, who **have always been known** to be the unattractive yet disturbingly clingy couple at school.

1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
13.	14.	15.	

C. Change the following sentences **from active voice into passive voice**.

1. The headmaster gave me a trophy at the Academic Prize Giving.

\_\_\_\_\_.

2. Jason has already given me the document.

\_\_\_\_\_.

3. Jane is throwing the ball at me at this very instance.

\_\_\_\_\_ at this very instance.

4. Declan had given me ten dollars before he left school.

\_\_\_\_\_.

## Writing – Restaurant Review

### Pre-writing Stage

#### *Task 1 – Structure of a Restaurant Review*

Having read different restaurant reviews, you should now have an idea that a proper restaurant review should cover the following details:

1. A **title** that states your main idea/opinion towards the restaurant
2. An introduction about the **background** of the restaurant
3. Descriptions of its **environment**
4. Descriptions of its **food and drinks**
5. Descriptions of its **service**
6. A conclusion on **whether you would recommend the restaurant**

#### *Task 2 – Language in a Restaurant Review*


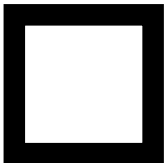
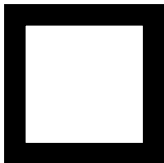
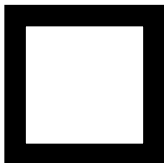
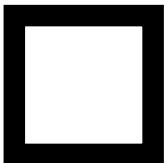
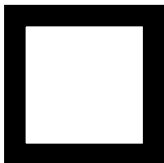
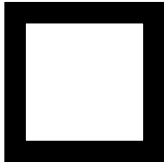
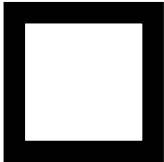
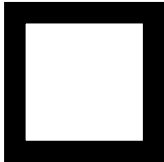
Meanwhile, there are different language features you should pay attention to in a restaurant review to:

- Use **plenty of vocabulary** to describe your whole experience (make use of the [glossary](#)!).
- Use **past tense** when writing about your experience.
- Use **passive voice** when writing about locations and food to highlight them as the focus of your sentences.
- Use **relative clauses** to add more information to what you are writing about.
- Use an **informal** or **semi-formal** tone in your writing.

*Task 3 – Designing Rubrics for Learning*

**Instructions: Put the following criteria (A-I) in the correct box of the second table to form the marking schemes for a writing task.**

<b>A</b>	Included <b>most (3 to 4)</b> of the below: 1. <input type="checkbox"/> Used an informal or semi-formal style. 2. <input type="checkbox"/> Past Simple Tense and Passive Voice were used <b>with few/ minor mistakes</b> . 3. <input type="checkbox"/> Relative Clauses were used <b>with few/ minor mistakes</b> . 4. <input type="checkbox"/> A <b>small range</b> of vocabulary related to appearance and interpersonal relationship (making friends) were used. 5. <input type="checkbox"/> Some adjectives were used to elaborate ideas <b>with few/ minor mistakes</b> . 6. <input type="checkbox"/> <b>Some</b> spelling mistakes which <b>occasionally</b> hinder overall comprehension.
<b>B</b>	Included <b>only a few (1 to 2)</b> of the below <b>without adequate supporting details</b> : 1. Included clearly your own experiences in restaurant through talking about the following aspects: <input type="checkbox"/> (i) Environment (e.g., location, cleanliness, decoration, ambience/atmosphere) <input type="checkbox"/> (ii) Food (e.g., The menu/dishes offered, food quality, cost) <input type="checkbox"/> (iii) Quality of service <input type="checkbox"/> (iv) Recommendation 2. <input type="checkbox"/> Write about the good and the bad.
<b>C</b>	Included <b>most (3)</b> of the below: 1. Ideas were put into 3-4 paragraphs which include: <input type="checkbox"/> the experiences in the restaurant <input type="checkbox"/> making recommendation (or not recommending) 2. <input type="checkbox"/> Stated the main idea or opinion in the title 3. <input type="checkbox"/> Wrote about the important parts of the experience, not every detail.
<b>D</b>	Included <b>all (5 to 6)</b> of the below: 1. <input type="checkbox"/> Used an informal or semi-formal style. 2. <input type="checkbox"/> Past Simple Tense and Passive Voice were used <b>appropriately and correctly</b> to give essential information about the ideas. 3. <input type="checkbox"/> Relative Clauses were used <b>appropriately and correctly</b> . 4. <input type="checkbox"/> A <b>wide range</b> of vocabulary related to the quality of food (e.g., presentation and taste), environment and services were used appropriately. 5. <input type="checkbox"/> Adjectives were used to elaborate ideas <b>appropriately and correctly</b> . 6. <input type="checkbox"/> <b>None or rarely observed</b> spelling mistakes which <b>did not</b> hinder overall comprehension.
<b>E</b>	Included <b>all (4)</b> of the below: 1. Ideas were put into 3-4 paragraphs which include: <input type="checkbox"/> the experiences in the restaurant <input type="checkbox"/> making recommendation (or not recommending) 2. <input type="checkbox"/> Stated the main idea or opinion in the title 3. <input type="checkbox"/> Wrote about the important parts of the experience, not every detail.
<b>F</b>	Included <b>only a few (1 to 2)</b> of the below: 1. <input type="checkbox"/> Used an informal or semi-formal style. 2. <input type="checkbox"/> Past Simple Tense and Passive Voice were used <b>with many mistakes</b> . 3. <input type="checkbox"/> Relative Clauses were used <b>with many mistakes</b> . 4. <input type="checkbox"/> A <b>limited range</b> of vocabulary related to appearance and interpersonal relationship (making friends) were used. 5. <input type="checkbox"/> A few adjectives were used to elaborate ideas <b>with many mistakes</b> . 6. <input type="checkbox"/> <b>A lot of</b> spelling mistakes which hinder overall comprehension.
<b>G</b>	Included <b>all (5)</b> of the below: 1. Included clearly your own experiences in restaurant through talking about the following aspects <b>with adequate supporting details</b> : <input type="checkbox"/> (i) Environment (e.g., location, cleanliness, decoration, ambience/atmosphere) <input type="checkbox"/> (ii) Food (e.g., The menu/dishes offered, food quality, cost) <input type="checkbox"/> (iii) Quality of service <input type="checkbox"/> (iv) Recommendation <input type="checkbox"/> Write about the good and the bad.
<b>H</b>	Included <b>only a few (1-2)</b> of the below: 1. Ideas were put into 3-4 paragraphs which include: <input type="checkbox"/> the experiences in the restaurant <input type="checkbox"/> making recommendation (or not recommending) 2. <input type="checkbox"/> Stated the main idea or opinion in the title 3. <input type="checkbox"/> Wrote about the important parts of the experience, not every detail.
<b>I</b>	Included <b>most (3 to 4)</b> of the below: 1. Included clearly your own experiences in restaurant through talking about the following aspects <b>with some supporting details</b> : <input type="checkbox"/> (i) Environment (e.g., location, cleanliness, decoration, ambience/atmosphere) <input type="checkbox"/> (ii) Food (e.g., The menu/dishes offered, food quality, cost) <input type="checkbox"/> (iii) Quality of service <input type="checkbox"/> (iv) Recommendation <input type="checkbox"/> Write about the good and the bad.

<b>Content</b>	<b>Language</b>	<b>Organisation</b>
<b>Very Good</b> 	<b>Very Good</b> 	<b>Very Good</b> 
<b>Good</b> 	<b>Good</b> 	<b>Good</b> 
<b>Not Satisfactory</b> 	<b>Not Satisfactory</b> 	<b>Not Satisfactory</b> 

*Task 4 – Brainstorming*

Use the space below to start thinking about how you would write your review.

Your restaurant choice:

Guiding Questions	Your ideas (Think about what vocabulary items you can use!)
<b>Section 1: Introduction</b>	
Where is the restaurant located?  Around how long has it been there?  What kind of food does it serve?	
<b>Section 2: Environment</b>	
How would you describe the place? (think about the space, smells, cleanliness, decorations, comfort)  What do you feel about the place?	
<b>Section 3: Food and drinks</b>	
What are some examples of what you can order from the menu?  What food did you eat? What drinks did you get?  How did they look?  How did they smell/taste?  How much did the items cost?  What do you feel about the food and drinks?	

Section 4: Service	
<p>How were the waiters/waitresses at the restaurant?</p> <p>What did they do to make you describe them as such?</p>	
Section 5: Conclusion	
<p>Conclude your points on the restaurant.</p> <p>What do you feel about it as a whole?</p> <p>Would you recommend the restaurant?</p>	

While-writing Stage – Recall an experience of dining in a restaurant and write a review on it

Paragraph 1	First Draft	Revision
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Paragraph 2	First Draft	Revision
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Paragraph 3	First Draft	Revision
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<b>Paragraph 4</b>	<b>First Draft</b>	<b>Revision</b>
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<b>Paragraph 5</b>	<b>First Draft</b>	<b>Revision</b>
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## Post-writing Stage

### Self-assessment

After writing your review, read it again and tick whether you have fulfilled all the items in the following checklist.

I have...

Item	Yes	No
<b>Content</b>		
1. written the environment of the restaurant.		
2. written about the menu offered in the restaurant.		
3. written about the quality of food in the restaurant.		
4. written about the quality of service in the restaurant.		
5. written about the costs of dining in the restaurant.		
6. given a positive/negative recommendation about the restaurant.		
<b>Language</b>		
1. used an informal or semi-formal style.		
2. used <b>past simple tense</b> appropriately and correctly.		
3. used <b>passive voice</b> appropriately and correctly.		
4. used <b>relative clauses</b> appropriately and correctly.		
5. used a wide range of vocabulary related to the quality of food.		
6. used a wide range of vocabulary related to the environment and services.		
7. used a wide range of adjectives to explain my ideas.		
<b>Organization</b>		
1. organized my ideas into at least 3 to 4 paragraphs which include my experiences in the restaurant and whether I recommend it		
2. come up with a title that has my main idea or opinion.		
3. written about the important parts of my experience and not every detail.		

## Checkpoint 3

**Instructions:** For each of the following sentences, tick the box that describes your learning in this unit. You may tick more than one box.

After the Writing Task		
1	I have used past tense in my sentences, e.g.	<input type="radio"/> _____ <input type="radio"/> _____
2	I have used relative clauses, e.g.	<input type="radio"/> _____ <input type="radio"/> _____
3	Next time when I <b><u>write</u></b> a restaurant review, regarding <b><u>the content</u></b> , I will pay attention to/ think about	<input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____

## Peer-assessment

(To be filled in by a peer)

**Part A .** Read your peer's restaurant review. Tick 'Yes' for items he has fulfilled and 'No' for items he has not fulfilled.

Explain **ONE** of the fulfilled items and **ONE** of the unfulfilled items.

Part A	The writer of the review	Peer (To tick the box)	
		Yes	No
<b>Content</b>	1. Wrote the environment of the restaurant.		
	2. Wrote about the menu offered in the restaurant.		
	3. Wrote about the quality of food in the restaurant.		
	4. Wrote about the quality of service in the restaurant.		
	5. Wrote about the costs of dining in the restaurant.		
	6. Gave a positive/negative recommendation about the restaurant.		
<b>Organisation</b>	1. organized my ideas into at least 3 to 4 paragraphs which include my experiences in the restaurant and whether I recommend it.		
	2. come up with a title that has my main idea or opinion.		
	3. written about the important parts of my experience and not every detail.		

<b>Examples of explanations</b>	
He has / has not described	
• where the restaurant was located.	
• the ambience inside the restaurant.	
• the dishes offered by the restaurant.	
• the drinks served by the restaurant.	
• the taste / freshness / texture of the food.	
• whether the side/sauce matches the food.	
• whether the waiters/waitresses were polite / took their orders correctly / paid attention to their needs.	
• whether the food was a bargain / expensive.	
• whether the sets were a good deal.	
• whether he had a positive / negative dining experience.	



### Part B. Giving constructive feedback

List 1 thing that you found brilliant about your peer's restaurant review.	1.
List 1 thing that you think your peer may do for further improvement on his restaurant review.	1.

### Writing (Revision)

After reading the Peer-Evaluation on your review, revise your first draft accordingly.



## Teacher assessment

	Content (8 marks)	Language (8 marks)	Organisation (4 marks)
Level 3	<p><b>7-8 marks</b> Included <b>all (7 to 8)</b> of the below:</p> <p>1. Included clearly your own experiences in restaurant through talking about the following aspects:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> (i) Location</li> <li><input type="checkbox"/> (ii) Environment/ cleanliness, decoration, ambience/ atmosphere</li> <li><input type="checkbox"/> (iii) The menu/dishes</li> <li><input type="checkbox"/> (iv) Food quality</li> <li><input type="checkbox"/> (v) Quality of service</li> <li><input type="checkbox"/> (vi) Cost</li> <li><input type="checkbox"/> (vii) Recommendation</li> </ul> <p>2. <input type="checkbox"/> Write about the good and the bad.</p>	<p><b>7-8 marks</b> Included <b>all (5 to 6)</b> of the below:</p> <p>1. <input type="checkbox"/> Used an informal or semi-formal style.</p> <p>2. <input type="checkbox"/> Past Simple and Past Perfect tenses were used <b>appropriately and correctly</b> to give essential information about the ideas.</p> <p>3. <input type="checkbox"/> Relative Clauses were used <b>appropriately and correctly</b>.</p> <p>4. <input type="checkbox"/> A <b>wide range</b> of vocabulary related to the quality of food (e.g., presentation and taste), environment and services were used appropriately.</p> <p>5. <input type="checkbox"/> Adjectives were used to elaborate ideas <b>appropriately and correctly</b>.</p> <p>6. <input type="checkbox"/> <b>None or rarely observed</b> spelling mistakes which <b>did not</b> hinder overall comprehension.</p>	<p><b>4 marks</b> Included <b>all (4)</b> of the below:</p> <p>1. Ideas were put into 3-4 paragraphs which include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the experiences in the restaurant</li> <li><input type="checkbox"/> making recommendation (or not recommending)</li> </ul> <p>2. <input type="checkbox"/> Stated the main idea or opinion in the title</p> <p>3. <input type="checkbox"/> Wrote about the important parts of the experience, not every detail.</p>
Level 2	<p><b>4-6 marks</b> Included <b>most (4 to 6)</b> of the below:</p> <p>1. Included clearly your own experiences in restaurant through talking about the following aspects:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> (i) Location</li> <li><input type="checkbox"/> (ii) Environment/ cleanliness, decoration, ambience/ atmosphere</li> <li><input type="checkbox"/> (iii) The menu/dishes</li> <li><input type="checkbox"/> (iv) Food quality</li> <li><input type="checkbox"/> (v) Quality of service</li> <li><input type="checkbox"/> (vi) Cost</li> <li><input type="checkbox"/> (vii) Recommendation</li> </ul> <p>2. <input type="checkbox"/> Write about the good and the bad.</p>	<p><b>4-6 marks</b> Included <b>most (3 to 4)</b> of the below:</p> <p>1. <input type="checkbox"/> Used an informal or semi-formal style.</p> <p>2. <input type="checkbox"/> Past Simple and Past Perfect tenses were used <b>with few/ minor mistakes</b>.</p> <p>3. <input type="checkbox"/> Relative Clauses were used <b>with few/ minor mistakes</b>.</p> <p>4. <input type="checkbox"/> A <b>small range</b> of vocabulary related to appearance and interpersonal relationship (making friends) were used.</p> <p>5. <input type="checkbox"/> Some adjectives were used to elaborate ideas <b>with few/ minor mistakes</b>.</p> <p>6. <input type="checkbox"/> <b>Some</b> spelling mistakes which <b>occasionally</b> hinder overall comprehension.</p>	<p><b>3 marks</b> Included <b>most (3)</b> of the below:</p> <p>1. Ideas were put into 3-4 paragraphs which include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the experiences in the restaurant</li> <li><input type="checkbox"/> making recommendation (or not recommending)</li> </ul> <p>2. <input type="checkbox"/> Stated the main idea or opinion in the title</p> <p>3. <input type="checkbox"/> Wrote about the important parts of the experience, not every detail.</p>
Level 1	<p><b>1-3 marks</b> Included <b>only a few (1 to 3)</b> of the below:</p> <p>1. Included clearly your own experiences in restaurant through talking about the following aspects:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> (i) Location</li> <li><input type="checkbox"/> (ii) Environment/ cleanliness, decoration, ambience/ atmosphere</li> <li><input type="checkbox"/> (iii) The menu/dishes</li> <li><input type="checkbox"/> (iv) Food quality</li> <li><input type="checkbox"/> (v) Quality of service</li> <li><input type="checkbox"/> (vi) Cost</li> <li><input type="checkbox"/> (vii) Recommendation</li> </ul> <p>2. <input type="checkbox"/> Write about the good and the bad.</p>	<p><b>1-3 marks</b> Included <b>only a few (1 to 2)</b> of the below:</p> <p>1. <input type="checkbox"/> Used an informal or semi-formal style.</p> <p>2. <input type="checkbox"/> Past Simple and Past Perfect tenses were used <b>with many mistakes</b>.</p> <p>3. <input type="checkbox"/> Relative Clauses were used <b>with many mistakes</b>.</p> <p>4. <input type="checkbox"/> A <b>limited range</b> of vocabulary related to appearance and interpersonal relationship (making friends) were used.</p> <p>5. <input type="checkbox"/> A few adjectives were used to elaborate ideas <b>with many mistakes</b>.</p> <p>6. <input type="checkbox"/> <b>A lot of</b> spelling mistakes which hinder overall comprehension.</p>	<p><b>1-2 marks</b> Included <b>only a few (1-2)</b> of the below:</p> <p>1. Ideas were put into 3-4 paragraphs which include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the experiences in the restaurant</li> <li><input type="checkbox"/> making recommendation (or not recommending)</li> </ul> <p>2. <input type="checkbox"/> Stated the main idea or opinion in the title</p> <p>3. <input type="checkbox"/> Wrote about the important parts of the experience, not every detail.</p>

	Content (8 marks)	Language (8 marks)	Organisation (4 marks)
Comments			

## Checkpoint 4

**Instructions:** For each of the following sentences, tick the box that describes your learning in this unit. You may tick more than one box.

	After the Unit	
1	Next time when I <b>read</b> a restaurant review, I will pay attention to	<input type="radio"/> <hr/> <input type="radio"/> <hr/> <input type="radio"/> <hr/>
2	Next time when I write a restaurant review, I will	<input type="checkbox"/> pay attention to whether the review should be written in a formal or semi-formal style. <input type="checkbox"/> pay attention to proper paragraphing. <input type="checkbox"/> pay attention to combining ideas using relative clauses to show the relevance of ideas.

