Title: Which restaurant?
Time: 10 mins + T preparation and feedback
Class: Teenage Arabic speakers: beginner.
Task summary: Students work in a group to decide which restaurant to go to for a football team meal.
Task type: Argumentation
Task objective: Students have to read the descriptions of the four restaurants and use the information to have a discussion. As students have been given cards with different opinions, some argument may result.*

Language Objectives:
Vocabulary:
Nouns: pizzeria, atmosphere, cuisine, price, curry, customer, pizza, ice cream, dessert
Adjectives: traditional, wonderful, expensive, cheap
Verbs: to cost...
Expressions: per head, per person
Functions:
Giving an opinion:
I think...
In my opinion..
Asking for an opinion/suggestion:
Which restaurant do you…?
What do you think…?
Suggesting:
We should…
Agreeing
I agree
Yes, you're right
Disagreeing
I disagree / I don't agree
Grammar:
Present simple: There’s… It costs…
Have got for possession: It’s got…
Question forms: Open: What…Which.. Closed: Is it…? Do you…?
Communicative authenticity: The students have different opinions about the restaurants and must discuss together to come to a compromise. Therefore there is a genuine need for communication.
Materials: One handout for each student plus four different rolecards

Task breakdown

INPUT: Elicit what features are important in a restaurant. Revise/pre-teach key restaurant vocabulary.
TASK: Students have discussion based on the opinions given on their rolecard.
OUTPUT: The group decides on a restaurant.

*Note: The students can have the discussion without any cards, ie just giving their own genuine opinion, but a discussion is more likely if they disagree about which restaurant to choose!
<table>
<thead>
<tr>
<th>Stage</th>
<th>Materials</th>
<th>Activity/T input</th>
<th>Interaction</th>
<th>Timing</th>
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</thead>
<tbody>
<tr>
<td>Input</td>
<td>Board</td>
<td>Elicit what kind of things are important for a good restaurant: eg atmosphere,</td>
<td>T --Ss</td>
<td>5 mins</td>
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<td>price, good food</td>
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<td>Try to include in the discussion some of the key expressions given under</td>
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<td>‘vocabulary’ eg ‘it costs £…per head’,</td>
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<tr>
<td>Task</td>
<td>Handouts</td>
<td>Allow students a short time to read instructions and ask questions about</td>
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<td>1 min</td>
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<td>anything they don’t understand.</td>
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<td>Roleplay cards</td>
<td>Students work in groups of four and have the discussion. Monitor carefully</td>
<td>S-S</td>
<td>9 mins</td>
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<td>Monolingual dictionaries if possible. (English-English).</td>
<td>to make sure they are expressing the opinions given on the card.</td>
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<td>* Note: the activity can be done in threes or even pairs.</td>
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<td>Teacher feedback</td>
<td>Board</td>
<td>Give feedback on task, praising as much as criticizing. Reteach any language</td>
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<td>Remainder</td>
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<td>of lesson.</td>
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