

Test Your Speaking & Listening Skills

Group Speaking Activity 1 – Create a Restaurant

*This is a basic outline for a group speaking and listening activity based on the topic of **Create a Restaurant**.*

Level: Elementary and above – the activity can be graded to each level (made easier or harder depending on the level)

Time: 45-60 mins, but longer if you do the follow-up work (below)

First, divide your class into small groups of four or five.

Each group has to create their own restaurant in the classroom. Of course, some imagination will be involved. Each group should consider the following:

- restaurant name
- type of restaurant
- clientele (market)
- menu
- prices
- staff – service / kitchen / management / administration / marketing, etc.
- location
- opening hours
- USP
- marketing, including social media
- reviews (e.g. TripAdvisor)

T (teacher) writes on the board:

“At _____ (a fixed time, e.g. after 25 minutes) I (or a SS (student/s) who is playing the role of the critic) will visit each restaurant...”

“I will give marks out of 5 for:

1. service
2. menu
3. value for money
4. atmosphere
5. location

Total: /25

When the agreed time arrives, T (or SS) visits each restaurant in turn. They can be as critical or positive as they like! The other SS should stand around watching and listening, trying to pick up tips to get good marks for their visit by the critic. T improvises and interacts with the SS in their restaurant, ultimately awarding marks for each restaurant on the marking grid (below). The SS who run the winning restaurant could get positive marks for the lesson – or all SS could.

Plus points of this activity:

- SS use the space and resources around them to create their “restaurant”
- Fun speaking activity
- SS can use their imagination

Test Your Speaking & Listening Skills

Group Speaking Activity 1 – Create a Restaurant

- T can improvise and interact with SS – can be very funny!

Minus points:

- SS wander off and talk/don't watch when it is not their restaurant's turn to be marked
- SS don't talk in English when planning the activity
- SS don't engage with the activity at all
- T is not confident in improvising and interacting informally with the SS

Variation:

- On the first visit the "critic" picks holes in everything, e.g. too dark, bad furniture and decor, no atmosphere, no clients, no wine list, poor menu, inedible food, too expensive, etc.; SS have to make notes and improve things for the second visit, which is much more successful!

Marking grid:

<i>Restaurant:</i>				
1. Service				
2. Menu				
3. Value for Money				
4. Atmosphere				
5. Location				
TOTAL:				

Follow up work – to be done in class or for homework:

- SS write about the critic's visit (as a member of the restaurant staff)
- SS write about the process – what they did/how they felt
- SS write a role play based on the activity or an imaginary problem that occurs at the restaurant
- SS create a more detailed menu
- SS go to a real restaurant as a critic and write/video record a review, then present it to the manager and staff