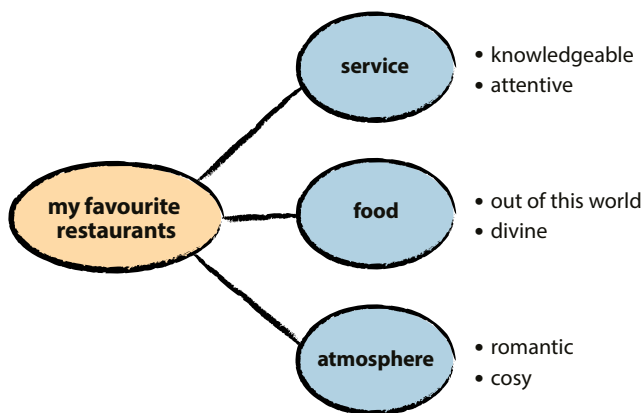


Online restaurant review by Sarah Hall

Age:	Adults
Level:	Advanced–proficiency
Time:	90 minutes
Objectives:	To identify and develop appropriate and authentic language used in online restaurant reviews; to write a review about a local restaurant focusing on authentic descriptive language
Key skills:	Reading, speaking, writing
Materials:	One copy of the worksheet per student (If you live in a touristy place that has plenty of reviews in English for the local restaurants, you could replace the worksheet with a selection of authentic reviews of local restaurants.)

Procedure

- Write *my favourite restaurants* in the centre of a spider diagram on the board. Elicit what makes a good restaurant. Make sure that these categories are included on the diagram: *food, portion sizes, service, decor, atmosphere, price*.
- In pairs, students think of two or three high-level adjectives or descriptive phrases for each category. Put the best ones on the board. For example:



- Tell students to talk in pairs about one of their favourite restaurants and what they like about it, covering the categories in the diagram and using some of the vocabulary.
- Add new vocabulary to the diagram as it comes up.
- Have students repeat the task with a new partner.
- Dictate or write up on the board the following questions. Tell students to discuss them in pairs.
 - How did you first hear about your favourite restaurant(s)?
 - How do you usually find out about new restaurants?
 - How often do you read online reviews before going to a restaurant for the first time? To what extent do they inform your decision?
- Elicit restaurant review websites popular in your area, such as TripAdvisor and Google Maps. Discuss which websites students use and why.
- Tell students that they're going to read a selection of restaurant reviews. If you like, choose a city or country and tell the class the reviews are for that place, to give the activity some context.
- Hand out the worksheet. Students should discuss with a partner whether or not they would go to each restaurant and why, based on the review.
- Invite feedback in open class.
- Tell students to underline interesting words and phrases (that is, more ambitious than *good* or *delicious*) that express positivity and negativity.
- Write the vocabulary on the board, in two columns as below. Discuss what the words and phrases mean. Draw students' attention to tone and register (the language is generally neutral or informal).

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Key:

General	
Positive	Negative
<i>If you love ..., you must check out this place.</i>	<i>a big let down</i>
<i>If we lived nearby, we'd go back in a heartbeat.</i>	<i>It didn't live up to the hype.</i>
<i>If I could give this place 6 stars, I would.</i>	<i>I was not impressed to say the least.</i>
<i>highly recommended</i>	<i>We won't be going back.</i>
<i>I'd especially recommend ...</i>	<i>mediocre</i>
<i>didn't disappoint</i>	<i>I wouldn't rush back.</i>
<i>We'll definitely be back for more.</i>	<i>If I had to criticize one thing, it would be ...</i>
<i>family friendly</i>	
<i>best ... in town</i>	
<i>definitely worth a visit</i>	
<i>a little gem</i>	
<i>a wonderfully memorable experience</i>	
<i>all in all, a fantastic experience</i>	
<i>I was pleasantly surprised by ...</i>	
<i>one of our go-to eateries</i>	
<i>This place is spot on.</i>	
<i>What's great is that ...</i>	
<i>I can honestly say ...</i>	
<i>10/10</i>	
Food	
Positive	Negative
<i>beyond amazing</i>	<i>a bit spicier than I usually like it</i>
<i>out of this world</i>	<i>tough (steak)</i>
<i>fresh</i>	<i>almost inedible</i>
<i>bursting with flavour</i>	<i>depressingly bland</i>
<i>divine</i>	
<i>yummy</i>	
<i>one of the best I've ever had</i>	
<i>(Middle-Eastern)-inspired menu</i>	
<i>impressive</i>	
<i>(vegan)-friendly</i>	
<i>Yum!</i>	

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<i>best ... ever</i>	
<i>authentic</i>	
<i>prepared right in front of you</i>	
<i>massive choice</i>	
<i>the tastiest I've ever had</i>	
Portion sizes	
Positive	Negative
<i>generous</i>	
Service	
Positive	Negative
<i>incredibly kind and attentive</i>	<i>sooooooo slow</i>
<i>the food arrived fairly quickly</i>	
<i>extremely attentive</i>	
<i>made us feel at ease</i>	
<i>knowledgeable</i>	
<i>The staff dealt brilliantly with ...</i>	
<i>extremely charming</i>	
Decor	
Positive	Negative
<i>stylishly decorated</i>	<i>a bit cramped</i>
<i>authentic</i>	
<i>cosy lighting</i>	
Atmosphere	
Positive	Negative
<i>cosy</i>	
<i>fab atmosphere</i>	
<i>relaxed</i>	
<i>charming</i>	
<i>romantic</i>	
<i>a great vibe</i>	
Price	
Positive	Negative
<i>Can't complain about the price.</i>	<i>a little pricey</i>
<i>great/good value for money</i>	
<i>reasonably priced</i>	

Online restaurant review
by Sarah Hall**Additional activities****• For tourist-friendly places where there will be online reviews in English**

Tell students to take out their phones and look up one of their favourite restaurants on one of the websites mentioned earlier. They should summarize one or two of the reviews to a partner and say whether they agree with them or not. One positive and one negative review would be good. Add any interesting vocabulary to the columns on the board.

• For students in places where there won't be many online reviews in English

Tell students to imagine they are going on a weekend city break (designate a city), and they need to research a restaurant to eat at on the first night. In pairs or small groups, students discuss what type of restaurant they'd prefer (they should consider price, cuisine, etc), then they research some possible restaurants on a review website. Add any interesting vocabulary to the columns on the board.

• Writing a review

Tell students to plan (individually) their own short review based on the format and style of their chosen website, for example title, stars and a short description covering some of the categories from the lesson and selected new vocabulary. This could be the restaurant they've previously discussed, another favourite restaurant or one they've been to recently. Set a time limit, perhaps 15 mins. Correct, feed-in and upgrade vocabulary as you monitor. Display all the reviews on the wall or board. Tell students to read each other's reviews and talk about if they'd be tempted to try any of the restaurants based on the review, or if they've eaten in the same restaurant, if they agree.

Extension activities

- Students publish their review on a real website and send a link to the class.
- Do an extended version of the second additional activity outlined above. Tell students to imagine they are going on a weekend city break or a week-long English course (designate a city – somewhere in an English-speaking country) and they need to research a restaurant to eat at on one or all of the nights. Students discuss what type of restaurants they'd prefer (based on price, cuisine, etc). Divide students up by restaurant type, and tell them to research some possible restaurants on a review website. Students then make recommendations to the class, and the class as a whole decides which restaurant(s) to book.
- Repeat the review activity (the third additional activity above), this time writing a negative review.
- You can adapt the lesson plan for hotels, bars, campsites, museums etc.