

TBL⁴ TOURISM

TASK BASED LEARNING FOR TOURISM

PEDAGOGICAL SYLLABUS



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INTRODUCTION



The Pedagogical Syllabus of the Task Based Learning for Tourism project is a major component of the TBL4Tourism course for learners and also as a resource for professional training of teachers.

Based on the initial state-of-the-art needs analysis, the TBL4Tourism Pedagogical Syllabus is designed to provide support around the established needs, by taking the target tasks and using that data to synthesise a series of pedagogical tasks, i.e. breaking each target task down into its constituent parts.

These pedagogical tasks are organised into a syllabus based on multiple criteria, with a series of example materials to support the delivery of its content, adhering to the principle that task-based teaching implies the know-how to create appropriate materials.

The TBL4 Tourism PEDAGOGICAL SYLLABUS will be readily available for any VET institution to use, as well as to any adult learning centre, for training people to learn English in the tourism sector. For others, it can serve as a model of how to apply these steps to their own learners in other industries and sectors.

The TBL PEDAGOGICAL SYLLABUS has been developed taking into account the needs and demands of the target audience, namely educators in VET sector and the key vocation/jobs identified in the research phase of the project. The contents are project-focused but can be adapted and used as a template for other task-based language learning curricula. As such the TBL PEDAGOGICAL SYLLABUS has high transferability potential: those using this result should keep in mind that certain sections of this task-based syllabus can be adapted to their own particular contexts.

This content of the TBL PEDAGOGICAL SYLLABUS has facilitated the design of the example materials that support it, and it has also facilitated the design of a digital training course for language teachers to upskill in the implementation of Tasks Based foreign language learning.

As this project aims to strengthen the professional development of educators in VET learning by supporting them in the uptake of an innovative task-based approach to foreign language learning, it is imperative that the project addresses some crucial elements of such an approach, including the design of language learning materials that adhere to task-based language learning principles. As such, the TBL4 Tourism PEDAGOGICAL SYLLABUS provides examples of such materials that support the task-based syllabus for the selected priority tourism vocation.

These tasks all belong within a task-based materials bank, and apart from being ready to use in the classroom, they also act as examples that provide teachers with the models and tools they need to do it themselves.

The field study that was conducted in the first phase of the project helped to define the vocation in detail and, together with the subsequent syllabus development, it has set the basis of a task-based bank of learning materials for all teachers and trainers operating in tourism sector context.

These task-based example materials serve three key purposes. Firstly, they are a key resource for educators who will be teaching foreign languages to those active in tourism sector and the target vocation. This will address the concern that teachers do not have the time, resources, or training to design the materials to support a task-based syllabus, and will provide teachers with a suite of authentic recorded scenarios for teachers to use in their classroom teaching. Secondly, it will serve as a model template for other language educators that aren't necessarily teaching learners of the that specific vocation but are seeking inspiration for how to design similar materials. Thirdly, these materials are fully compatible with the digital TBLT course for teachers and can be used by teachers for further professional development in the field of TBLT.

OVERVIEW OF TARGET TASKS AND PEDAGOGIC TASKS WITH LEARNING OUTCOMES

The following table contains the overview of the TBL 4 Tourism target tasks, as the base for the development of pedagogic tasks and their sequencing. Each of the ten target tasks is further subdivided into three separate pedagogic tasks for which the learning outcomes are defined.

Target tasks in TBL4 Tourism course:

1. Scheduling dining

Responding to an email reservation
Making a reservation on the phone
Making changes to an existing reservation

2. Serving customers

Serving food and drinks
Book-ending the customer experience
Checking in with customers throughout the meal

3. Presenting food and drink

Explaining parts of the menu
Describing specific dishes, including specials
Making recommendations based on questions

4. Responding to dietary requirements

Explaining dietary information on the menu
Explaining ingredient information on the menu
Dealing with changes to the order

5. Communicating food and drink orders

Take and pass the order

Taking and passing more complex orders
Dealing with changes to the order

6. Providing information about the establishment

Toilets, exit, opening hours...
Parking, play areas, family spaces, accessibility, smoking restrictions
History of the place, entertainment programme

7. Dealing with financial transactions

Paying a simple bill (one person, no complications)
Paying a bill (splitting a bill)
Paying a complex bill (invoice, currency, splitting, etc.)

8. Resolving complaints

Resolve with action
Dealing with a written complaint
Resolve with negotiation and solution

9. Presenting cultural traditions

Explaining simple yearly customs (What)
Present narration (How)
Past narration, background information (Why)

10. Providing information about outside

Close and familiar
Recommendations based on needs
Providing directions to hard to reach location



TARGET TASK ONE: SCHEDULING DINING

Pedagogical tasks	Evaluation criteria	Learning outcome
Responding to an e-mail reservation	<p>Customer accepts an e-mail with understands the request by the customer</p> <p>The server confirms the reservation or asks follow-up questions</p> <p>The customer accepts the reservation</p>	<p>...the learner responds meaningfully by using polite forms of expressions</p> <p>...the learner forms an easy to read e-mail, gets to the point quickly and has clear calls to action</p> <p>...the learner proposes an acceptable recommendation of the booking.</p>
Making a reservation on the phone	<p>Customer receives a confirmation in a prompt, clear and accurate way.</p> <p>Customers receives answers to complete the details of the reservation.</p> <p>Customer is provided with information Reservation data are repeated back and confirmed by the customer.</p>	<p>...the learner takes table reservations in a polite and clear manner</p> <p>...the learners responds meaningfully to the customers request and asks questions if needed.</p> <p>...the learner is able to discuss problems that may arise while making reservations and includes</p>
Making changes to an existing booking	<p>Customer is reassured that the request is properly understood.</p> <p>Customer is provided by a new alternative and receives the information needed for making a decision.</p> <p>Customer is satisfied and all the questions have been properly responded to.</p>	<p>...the learner is able to discuss problems that may arise while making reservations and provide additional information</p> <p>...learner presents options and explanations</p> <p>...learner check for customer's satisfaction</p>

TARGET TASK TWO: SERVING CUSTOMERS

Pedagogical tasks	Evaluation criteria	Learning outcome
Responding to an e-mail reservation	<p>Customer understands the availability of items on the menu.</p> <p>Customer is aware of options on food, wine, preparation, ingredients and cooking method.</p> <p>Customer's answers are answered appropriately and in a polite manner.</p>	<p>...the learner demonstrates ability in the service of all menu items.</p> <p>...the learner provides advice on matching of food various menu items, its preparation, ingredients and cooking method.</p> <p>...the learner deals with customer requirements and special requests.</p>
Book-ending the customer experience	<p>Customer is welcomed in a polite and friendly manner, receives a table and service.</p> <p>Customer requirements are addressed promptly and appropriately.</p> <p>Customer is satisfied and escorted from the restaurant.</p>	<p>...learner uses clear sound and appropriate expression to meet, greet and seat customers within the service area.</p> <p>...learner acts upon customer's requirements and gives advice where appropriate.</p> <p>...learner asks for customer's satisfaction, receives payment and greets the customer for goodbye.</p>
Checking in with them throughout their meal	<p>Customer's satisfaction is properly address during the meal, other additional requests are attended to.</p> <p>Customer receives additional explanation and receives answers to questions and requests.</p> <p>Customer's request for clarification and suggestions is properly addressed and complaints are promptly dealt with.</p>	<p>...learner uses appropriate expressions and methods of polite checking of customer's satisfaction during the meal.</p> <p>...learner provides additional explanation and asks for additional requests</p> <p>...learner advises customers in case of doubt or complaints.</p>

TARGET TASK THREE: PRESENTING FOOD AND DRINK

Pedagogical tasks	Evaluation criteria	Learning outcome
Explaining parts of a menu	The customer understands the main sectors of the menu(s)	... explain the main sections of the menu
	The customer understands the main dishes of each section of the menu	... highlight the main dishes of each section
		... explain any possible options
Describing specific dishes (including specials)	The customer understands the main ingredients of a dish	... explain the main ingredients
	The customer has a general idea of how it is prepared.	... give a general idea of how the dish is prepared
	The customer's questions have been responded to appropriately.	... respond to relevant questions about the dish
Making recommendations based on Q&A	The server understands the request and seeks clarification if necessary
	The server asks follow-up questions to inform possible recommendations
	The customer accepts the recommendation made by the server (following negotiation if necessary)	Propose an acceptable recommendation (following...)

TARGET TASK FOUR: RESPONDING TO DIETARY REQUIREMENTS

Pedagogical tasks	Evaluation criteria	Learning outcome
Explaining dietary info on the menu	<p>Customer understands dietary information provided by the learner.</p> <p>Customer's questions are properly dealt with and addressed using polite expressions and information.</p> <p>Customer receives advice and orders the meal.</p>	<p>...learner provides information to customers with special dietary needs on the dietary info provided on the menu</p> <p>...learner responds to customers questions and provides additional information.</p> <p>...learner gives advice connected to dietary requirements of the customer</p>
Explaining ingredient information on the menu	<p>Customer understands the ingredients.</p> <p>Customer is aware of different categories of food to choose from.</p> <p>Customer's needs have been met and questions responded in an appropriate manner.</p>	<p>...learner uses clear sound and appropriate expressions to respond to customer's questions regarding ingredients</p> <p>...learner categorizes different food with its ingredients and gives advice based on customer's dietary requirements</p> <p>...learner checks for customers satisfaction on the final choice</p>
Making food recommendations based on requirements	<p>Customer is aware of different options in the menu that correspond to special dietary requirements.</p> <p>Customer's questions are addressed and information is provided.</p> <p>Customer accepts recommendation given and orders the meal.</p>	<p>...learner presents options on the menu that correspond to special dietary requirements</p> <p>...learner provides supporting information if requested</p> <p>...learner checks for customer's satisfaction and repeats/confirms the order.</p>

TARGET TASK FIVE: COMMUNICATING FOOD AND DRINK ORDERS

Pedagogical tasks	Evaluation criteria	Learning outcome
Take and pass the order	Customer is asked to order in a polite and appropriate manner.	...the learner demonstrates the ability of taking orders from customers in person
	Customer understands the information about the menu.	...the learner provides information of the items on the menu
Taking and passing more complex orders	Customer is understood when communicating in person, over the phone or by e-mail.	...the learner demonstrates the ability of taking orders from customers in person, over the phone or by e-mail.
	Customer receives and understands the explanation of food and items on the menu.	...the learner provides explanations of the items on the menu.
	Customer receives additional information upon request.	...the learner provides information and advice on items on the menu, describing ingredients and cooking method.
Dealing with changes to the order	Customer's quest for changing the order is accepted in an appropriate manner.	...learner identifies and understands customers quest for changing the initial order and responds accordingly.
	Customer understands advice given and confirms the order.	...learner accepts changes and provides advice on changes to the order.
		...learner repeats the changed order and checks for customer's satisfaction

TARGET TASK EIGHT: RESOLVING COMPLAINTS

Pedagogical tasks	Evaluation criteria	Learning outcome
Resolve with action	<p>Customer's complaint is addressed in an appropriate and polite manner.</p> <p>Customer comprehends the learner's apology and understands the reasons.</p> <p>Customer accepts the apology and expressed satisfaction.</p>	<p>...learner identifies implied and explicit complaint.</p> <p>...learner is able to respond appropriately to complaints with apology.</p> <p>...learner is able to provide reassurance and checks for customer's satisfaction</p>
Dealing with a written complaint	<p>Customer's complaint is acknowledge and addressed in an appropriate and polite manner.</p> <p>Customer understands the apology and the reasons for it.</p> <p>Customer accepts the proposed actions and expressed satisfaction.</p>	<p>...learner understands the customer's letter of complaint and request for service.</p> <p>...learner demonstrates an ability to write a response to a letter of complaint, using appropriate language and layout and suggesting the proposed solution.</p> <p>...learner checks if the proposed action has met the needs of the customer.</p>
Resolve with negotiation and solution	<p>Customer's complaint is understood and address to in a polite manner.</p> <p>Customer understands the reasons and is able to communicate with the learner about possible solutions.</p> <p>Customer accepts the proposed solution and expressed satisfaction.</p>	<p>...learner understands the nature of complaint.</p> <p>...the learner gives reason of why the needs of the customer cannot be fully met.</p> <p>...learner offers another solution and checks for customer's satisfaction.</p>

TARGET TASK NINE: PRESENTING CULTURAL TRADITIONS

Pedagogical tasks	Evaluation criteria	Learning outcome
Explaining simple yearly customs (WHAT)	<p>Customer is aware of yearly tradition and schedules.</p> <p>Customer's questions regarding the location and timing are addressed in an appropriate and polite manner.</p> <p>Customer is provided about information where to check for more information about the matter.</p>	<p>...learner provides basic information and explanation about events connected to yearly traditions, schedules,</p> <p>...learner responds to additional questions from the customer.</p> <p>...learner suggests the customer the location or method of receiving more information on the desired topic.</p>
Present narration with steps (HOW)	<p>Customer is provided with more complex information about the customs, including the meaning and affects.</p>	<p>...learner provides a more complex description of custom explanation.</p> <p>...learner suggests the customer to participate in the custom and gives detailed instructions.</p> <p>...learner checks understanding with the customer.</p>
Past narration; background info (WHY)	<p>Customer is provided with more complex information about the customs, including the historical background of the custom.</p>	<p>...learner identifies and demonstrates the ability to inform a customer on the history of the topic.</p> <p>...learner suggests the customer the location or method of receiving more information on the desired topic.</p>

TARGET TASK TEN: PROVIDING INFO ABOUT OUTSIDE

Pedagogical tasks	Evaluation criteria	Learning outcome
Close and familiar content	Customer's quest is addressed in an appropriate and polite manner.	...learners understands the customer's enquiries about providing information about local areas.
	Customer is aware about standard places of interest in the vicinity of the establishment.	...learner serves basic information about local areas.
	Customer's questions are answered.	...learner answers additional questions based on customer's enquiries.
Recommendations based on needs	Customer is invited to express the needs and ask additional questions.	...learner understands the customers need and asks questions if needed.
	Customer receives useful recommendation that correspond to his interests.	...provides recommendations based on customer's interests.
	Customer's questions are answered and customer expressed satisfaction.	...learner can answer customer's questions about local areas.
Providing directions to reach location	Customer understands the direction, is aware of the details of direction.	...learner uses clear sound while explaining direction to local areas.
	Customer quest for additional information is addressed in an appropriate manner.	...learner describes the details of directions, including information on different ways of transport and routes.
		...learner answers customer's questions in case of doubt.

SCHEDULING DINING

Pedagogic Task Sequence 1.2: Making Reservations on the Phone

Learning Outcomes

The students will be better able to:

- Take appropriate notes of the phone conversation
- Offer alternative solutions if necessary
- Respond appropriately in content and tone

Suggested level

The materials are designed for students at an approximate A2-B1 level. Please see the adaptation notes in this section if you have students at a higher level.

Timing

It will take at least two hours to work through all the material and steps with students at the A2-B1 level. If necessary, therefore, the lesson should be planned to take place over two teaching and learning sessions.

- The first session could be dedicated to the input-based tasks (PTs1-4)
- The second session could deal with the rest, which are productive tasks.

Adapting the sequence and materials

We are assuming a traditional face-to-face class format, but these materials could be adapted for online synchronous or asynchronous work.

Cultural issues

1. The materials are designed with a European context in mind. The materials relate to specific countries: Spain, Slovenia, Romania and Serbia. We encourage teachers to develop materials more pertinent to their own national context if they feel this is appropriate for their groups.

2. The tasks are designed to reflect restaurant contexts where waiters are expected to interact on the phone with customers and offer some alternatives to those customers' preferred choices as both attractive

and appropriate. This does not reflect the reality of every working situation, and teachers should feel free to adapt the presentation scripts accordingly. However, teachers may feel that the sequence will be to present a useful learning opportunity for their students, even when the typical working context does not require telephone operatives to perform this task in quite the same way.

Higher levels

- Teachers working with higher level students (B1-B2) may consider spending less time on the input-based tasks (especially PTs 2-4). You may wish to test your students' linguistic resources by asking them to perform the productive tasks directly, without first working with the models.
- If this is the case, you may wish to present the models in a post-task activity. Students could compare the recordings and/or transcripts of their own performance of the task with the model transcripts.

Preparation notes

Instructors should read through the lesson beforehand and print out materials (see the Materials column below), or select these materials for display. There are different versions of the lesson depending on location:

- For PT (Pedagogic Task) 1, instructors should select the coloured cards from Appendix A and distribute them among the students. If there are students with visual impairments or colour blindness, instructors should change the type of task to describing sounds without saying exactly what sounds they are describing.
- For PT2, instructors should select images from Appendix B
- For PT5, instructors should select from Appendix D
- The dialogues, the transcripts, the worksheets based on these transcripts, and the recordings themselves, are located in a separate folder.



MAKING RESERVATIONS ON THE PHONE

SUGGESTED PROCEDURE

PT & Timing	Student activity	Rationale	Instructor
1 Activation warmer 10 minutes	<p>First, students are instructed to find a partner and sit with their backs to each other.</p> <p>Each partner is given a card with a colour on it. Without saying what that colour is, the partners take it in turns to describe that colour as precisely as they possibly can.</p> <p>Partners then invite each other to look at their coloured card, and say how close their mental image was of the colour they were picturing.</p> <p>[It may be that one or more of the partners have total visual impairment, colour blindness, or other vision issues. In this case, that first stage of the warm-up may be skipped, or substituted for "describing a sound without saying what it is"]</p>	<p>It is not always easy to understand each other when distance is involved, especially when we are listening to somebody who is trying to convey specific information.</p> <p>The first part of the warm-up is a first-hand experience of this. The second is designed to link this specifically with the module.</p>	<p>The instructor should make sure that each participant is unable to see the other's card during the first description phase of the activity.</p> <p>The instructor should also show the links between the different stages of the activity. The "colour description" part might be fun, but it's there to show that explaining things to somebody, and trying to understand what a person is trying to explain, are not such obvious tasks. And this might be part of what makes taking reservations on the phone a complex activity.</p>
Materials	<p>Appendix A: Cards with specific colours on them (such as different shades of purple, pink, colour on it. green, etc).</p>		
	<p>Reflect: "How difficult was it to get what your partner was describing exactly right?"</p> <p>Then: ask students "what problems might be encountered when somebody is trying to take a reservation over the phone?" "Next, think about a time you, or somebody you know, has tried to make a reservation on the phone".</p> <p>Discuss questions:</p> <p>"Has it ever been difficult? Why?"</p> <p>"What were the most difficult parts of this process? What in particular went wrong? For instance, have you ever had to repeat your name a number of times for the person to finally get it right?"</p> <p>"What could go wrong (now, or in the past)?"</p> <p>"Has the person on the other end of the phone ever made it difficult? How?"</p> <p>"Has the person on the other end of the phone ever made it really easy, even when the reservation was complicated? What did she/he do to make things easy?"</p> <p>"If you have ever had an experience where making the booking was easy or difficult, how has this affected your view of the restaurant?"</p>		

MAKING RESERVATIONS ON THE PHONE

SUGGESTED PROCEDURE

PT & Timing	Student activity	Rationale	Instructor
2 Input 1 10-15 minutes	<p>Images are passed round the group by the instructor. These images should represent possible requirements that a group of diners might have when booking a table.</p> <p>Just before the images are passed around the students, students are instructed to sit in pairs or small groups. As they pass the images around among themselves, they explain to each other:</p> <ol style="list-style-type: none"> 1. What specific requirement the image might represent. 2. The reason this requirement is important. 3. How difficult they think it might be for a typical restaurant in their context to meet each requirement. <p>(See sample explanation in final column)</p> <p>NOTE: To practise taking notes, the instructor should recommend to the students to make a note of one interesting thing from this short discussion. They should then share their notes with each other, asking whether they're understandable; and sharing ideas within their groups for improvements, if any. Requirements represented by the images can include (but are not limited to, and may differ at the instructor's discretion):</p> <ul style="list-style-type: none"> "Halal food" "Kosher food" "Vegan food" "Wheelchair access" "Large groups" "Allergies" "A foreign group who do not speak your language very well" Etc. 	<p>To show the importance of handling potentially complicated bookings. And to understand that different customers will have different - and sometimes unexpected - needs, which students will have to deal with in the course of their work. To practise dealing with these different needs.</p>	<p>Instructor should select a range of dishes from Appendix A.</p> <p>Instructor should explain that many people, when making bookings at a restaurant, have specific and sometimes complex needs.</p> <p>Instructor then asks an open question to the students: "why should you do your best to meet these needs?"</p> <p>Answers could be practical, moral, legal, financial, or anything else. Instructor keeps asking until the students have come up with some good answers.</p> <p>Instructor then elicits ideas for possible dining requirements. NOTE: The instructor does not "give the answers away" for what the cards are meant to represent, it is the instructor's role here to get the students to imagine what kinds of requirements a potential group of diners might have.</p> <p>Then, the instructor hands the images to the students to be passed around (see the 'Student Activity' column).</p> <p>The questions should be adapted to the level of the students. Lower level students may struggle to list all the complexities of the possible dining requirements.</p>
Materials	<p>See Appendix B for sample images. Please select and print the images.</p>		

MAKING RESERVATIONS ON THE PHONE

SUGGESTED PROCEDURE

PT & Timing	Student activity	Rationale	Instructor
3 (split into a separate stage per menu) Extended input 1, 2 & 3 10-15 minutes	Students listen to three dialogues representing somebody trying to make a restaurant reservation by telephone. Dialogue 1 (Appendix C1): "Difficult Customers" Dialogue 2 (Appendix C2): "Dietary Requirements" Dialogue 3 (Appendix C3): "Access Requirements" Using the worksheet, students identify:	Rationale: to further introduce the target discourse in context; to introduce a model of the main productive tasks. Each dialogue represents a possible, and real-life, challenge that anybody taking reservations over the phone will have to deal with at some point. It's therefore important to introduce students to these situations in a "safe", controlled environment. Students should get multiple opportunities to listen. Where necessary, the instructor should slow down sections and/or pause the recordings to ask students meaning-focused questions about the content, e.g. "Who might want Halal food?", or "Why might somebody want to know about where the toilets are?"	The instructor presents the worksheet for each monologue and highlights the information to be completed. The instructor should also complete a worksheet and use this as a key, or refer to the monologues in Appendix B to help students check the answers.
Materials	1. What sorts of difficulties might the person taking the phone call have to deal with. 2. What sorts of dietary requirements might be problematic. 3. What the access requirements are. 4. How the person receiving the phone calls dealt with them. Did they deal with the calls in a courteous and professional manner Why the students think this		
Worksheet to be completed by students. Dialogues available in Appendix C. See Appendix C (1-3) for sample dialogues and Appendix C4 for the worksheet. These could be recorded or read aloud by the instructor.			

MAKING RESERVATIONS ON THE PHONE

SUGGESTED PROCEDURE

PT & Timing	Student activity	Rationale	Instructor
4 Multimodal input (R&L) 10-15 minutes	Students listen to the conversations again and study the scripts. Students may also start shadowing the script by reading aloud along with it.	To have students notice relevant target discourse in the input. Multimodal input is regarded as more effective for pushing learners' acquisition. If an interactive transcript is used, students can search for keywords and phrases, and hear them in context.	The instructor should provide copies of the transcripts. They should draw the students' attention to language for making reservations and some of the issues that can come up while doing so, and for linking things together. Students should not be pushed to memorise the script, but instead the instructor should ask meaning-focused questions about it, such as: <ul style="list-style-type: none"> • How does the person taking the reservation respond when asked about reservation times? • How does the person taking the reservation respond when asked about the toilets?

Materials

Transcripts available in Appendix C (see above)

MAKING RESERVATIONS ON THE PHONE

SUGGESTED PROCEDURE

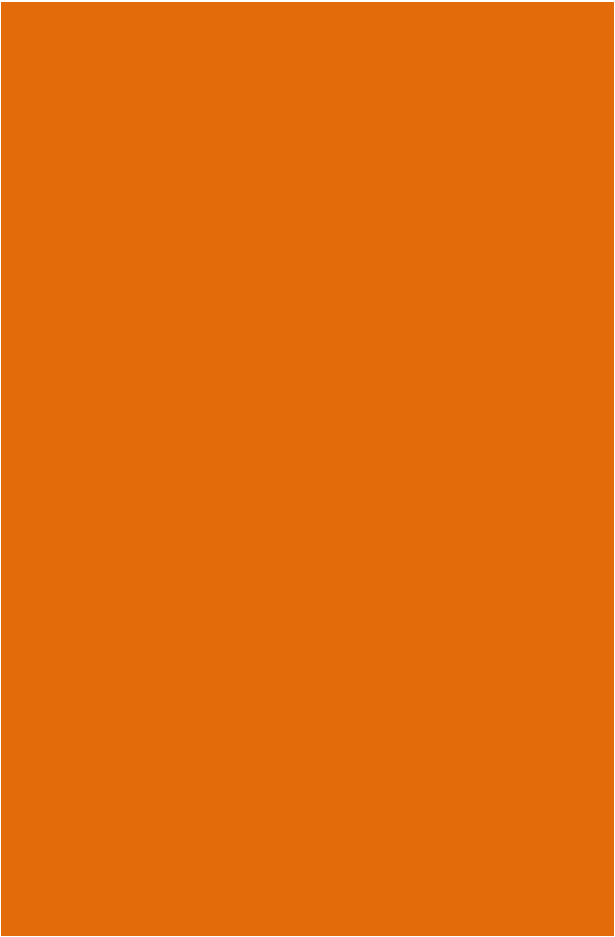
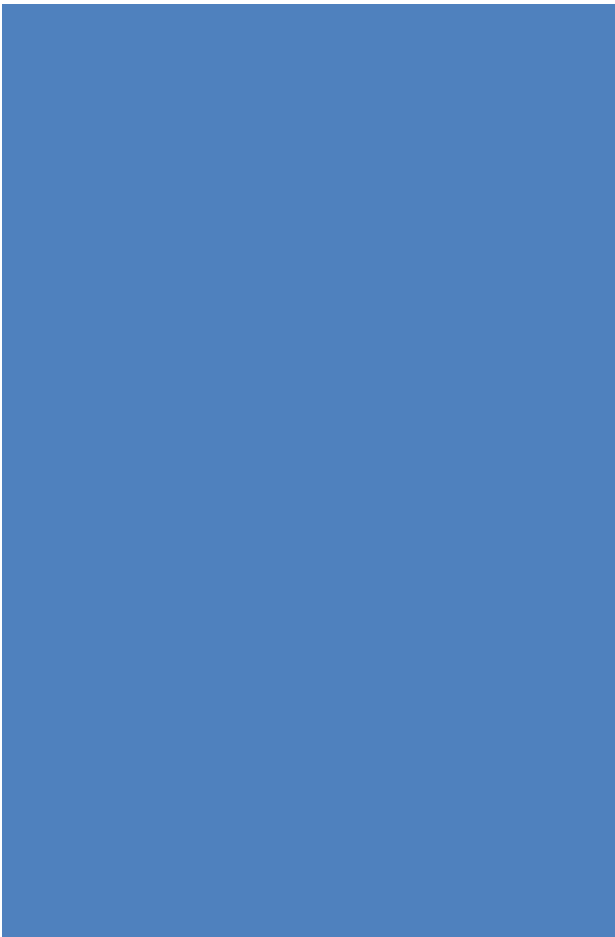
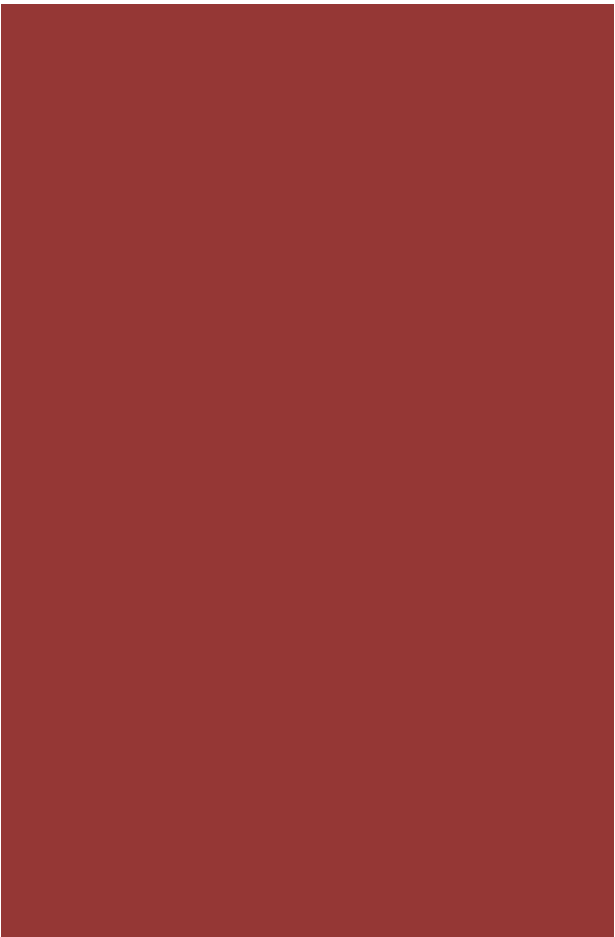
PT & Timing	Student activity	Rationale	Instructor
5 Output 1 (simple)	Students, in pairs, practise making and taking reservations. They may face each other for this practise session. They do so without the support of the script, which they are not expected to reproduce.	To move from input to output with a cognitively simple version of the task.	The instructor circulates to provide timely feedback. The instructor's interventions should be focused on meaning but with negative feedback embedded (focus on form). For example:
10 minutes	Instead, they should choose from the different possible scenarios given in the appendix. (Appendix D)	Students should be given some planning time to think about how they are going to describe or respond to the requirements.	S: "We has wheelchair slope" T: "OK, here you have a wheelchair slope, and would you say 'slope'?"
Materials	In each pair, they take turns to be the caller and the call recipient.		Is there a better way to say this? How about 'ramps'?"
See Appendix D			The teacher may choose to also give post-task feedback on language used, but should avoid turning this into a traditional grammar lesson.
			The focus should be on language the students were struggling with, but which the instructor perceives they can be pushed to improve. The teacher should be selective about this.
			Finally, assessment of the success of the task should be based on the corresponding learning outcomes. To the satisfaction of the client, the students should be able to:
			<ul style="list-style-type: none"> • Demonstrate understanding of the requirement, and why it is important. • Show courtesy and sympathetic understanding.
			Ask questions that allow them to discern what any potential problems might be.
			<ul style="list-style-type: none"> • Explain possible options. • Keep the customer happy.

MAKING RESERVATIONS ON THE PHONE

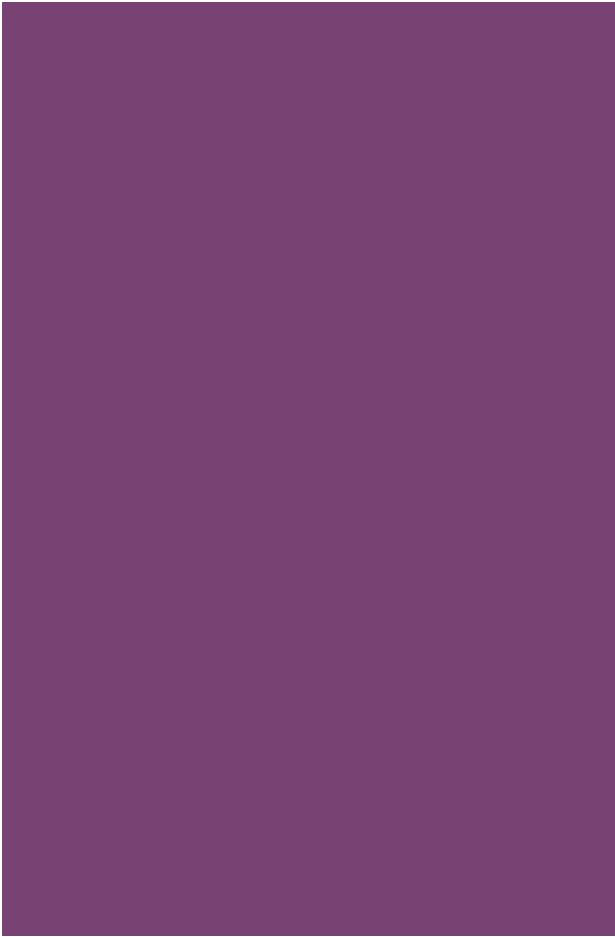
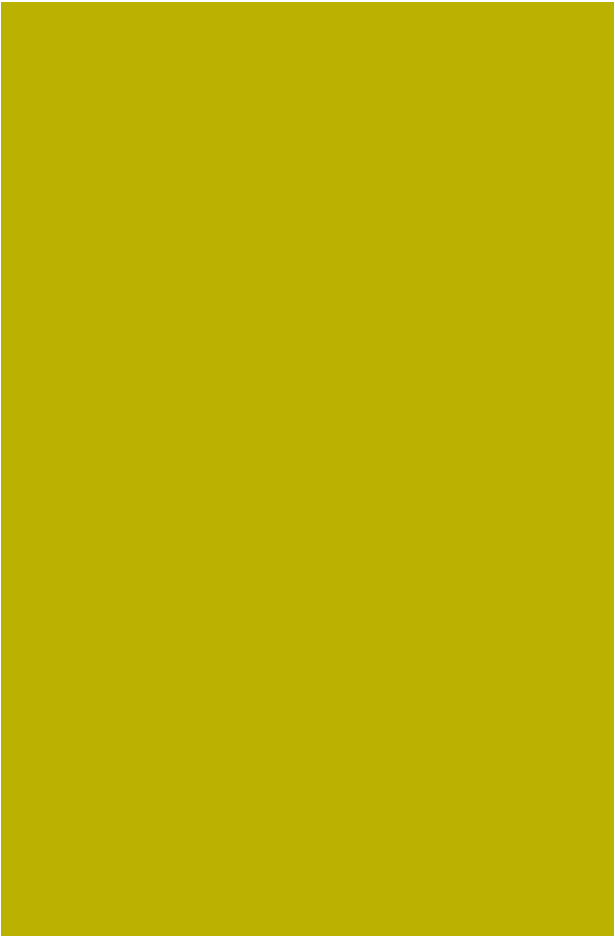
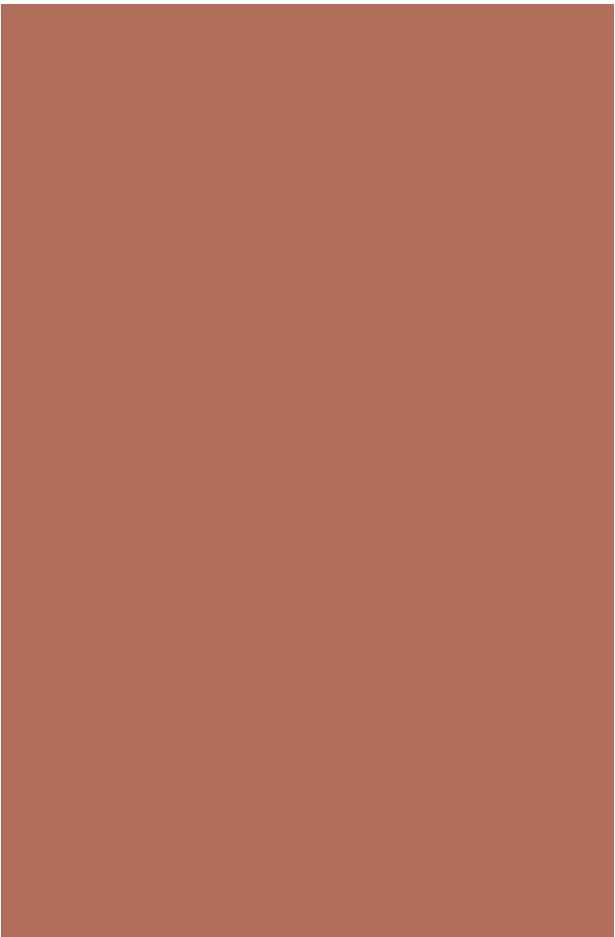
SUGGESTED PROCEDURE

PT & Timing	Student activity	Rationale	Instructor
6 Output 2 (complex) 10 minutes	As above but the students are sitting back-to-back and can't see each other during the role-play.	As above	As above
Materials			
Appendix D			
PT & Timing	Student activity	Rationale	Instructor
7 Output 3- public/ recorded 15 minutes	Students repeat the last step, but are recorded.	Knowledge that the task is being recorded should focus students on accuracy of output, although it may reduce fluency.	Care should be taken in positioning the recorder out of the field of vision of students so that it doesn't serve as a distraction.
Materials			
As above. Student or teacher phones can be used to record. Transcripts can be produced using a service such as otter.ai (subscription required, but free for initial transcriptions). Alternatively, students could produce their own transcripts from the recordings, but extra time should be given for this.		Students may be asked to repeat the exercise once they are more comfortable with their accuracy, in order to improve their fluency.	
PT & Timing	Student activity	Rationale	Instructor
8 Language focus/task reflection 30 minutes	Students study transcripts of recordings, compare it to the earlier script of the monologue, and identify things they said well or could have said differently.	To provide a chance for reflection, further noticing of key language.	Follow the guidelines from PT5 in terms of the feedback given. Emphasis should not only be placed on grammar, but on pronunciation, vocab choice, and pragmatic issues such as the level of formality and courtesy from the person taking the reservation.
Materials			
Transcripts made from PT7 recordings			

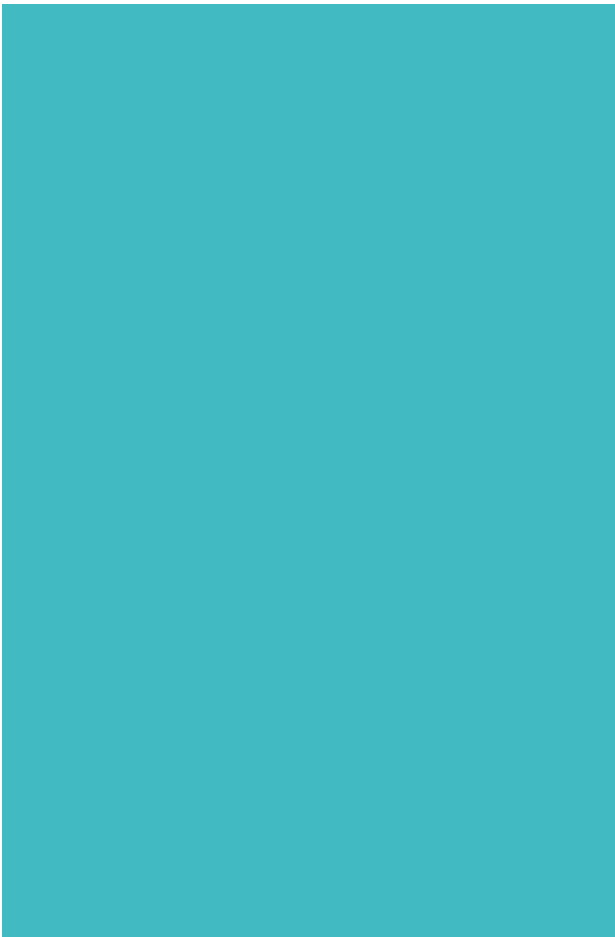
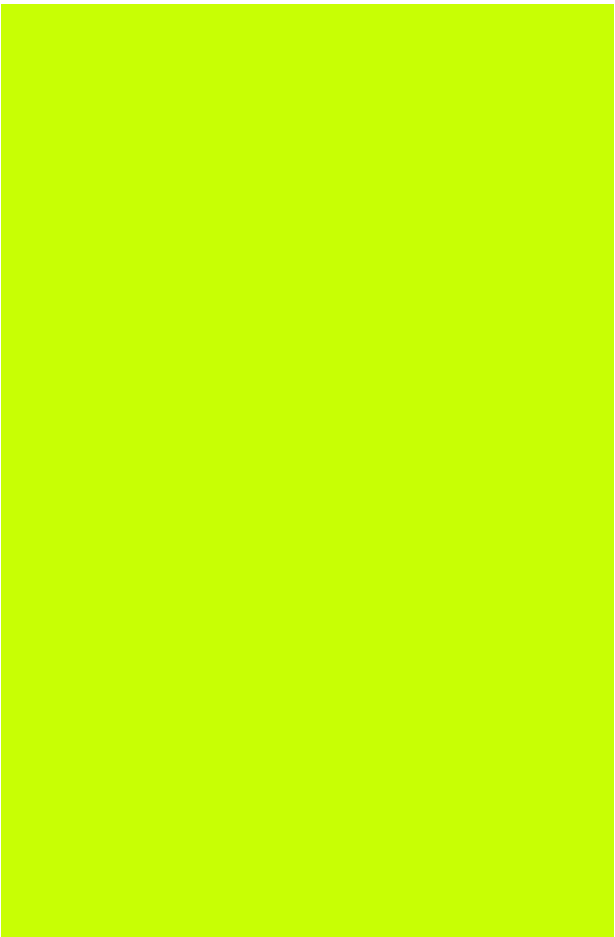
APPENDIX A - COLOURED CARDS



APPENDIX A - COLOURED CARDS



APPENDIX A - COLOURED CARDS



VEGAN



VEGATARIAN



HALAL



KOSHER



MULTI NATIONAL DINERS



FOOD ALLERGIES AND INTOLERANCES



WHEELCHAIR ACCESS



VISUAL IMPAIRMENT



DIALOGUE 1 (APPENDIX C1): "DIFFICULT CUSTOMERS"

- Restaurant:** Hello?
- Customer:** Hello, yes, I'd like to make a reservation for tonight please.
- Restaurant:** Certainly, I'll be happy to. What time would that be, please?
- Customer:** I'm not sure. Perhaps about 7 o'clock. Maybe 7:30.
- Restaurant:** We don't have any reservations for 7 o'clock I'm afraid, but I could possibly fit you in at 7:30.
- Customer:** That's great. We might be a little late.
- Restaurant:** That's all right sir, but we would ask customers to let us know if there are any delays. How many people will the booking be for?
- Customer:** I'm not sure. Probably about twelve, but it could be up to fifteen. I won't know until later.
- Restaurant:** We'll certainly do our best, but we would need an exact number. 7:30 is quite short notice for tonight, and it would help us provide the right amount of seating if you knew the exact number of people coming. If we set aside two tables instead of one, that means that we won't be able to take reservations from anybody else.
- Customer:** Well I don't know how many there'll be, I'm sorry. Can I just say fifteen, and if we don't all turn up you'll have some spare seats for other customers?
- Restaurant:** I'll see what I can do sir. May I get my manager to call you back in half an hour to discuss your requirements?
- Customer:** That sounds like a great idea, thank you.

DIALOGUE 2 (APPENDIX C2): "DIETARY REQUIREMENTS"

- Restaurant:** Hello?
- Customer:** Hello, yes, I'd like to make a reservation for tomorrow evening please.
- Restaurant:** Certainly madam. What time would you like to book for?
- Customer:** We'd like to eat at about 8, if that's all right.
- Restaurant:** No problem at all madam. And may I ask how many there will be?
- Customer:** Yes, there'll be four of us.
- Restaurant:** That's fine. And may I take a name please?
- Customer:** Yes, my name is Helena. But can I ask about allergies? My husband is allergic to almonds.
- Restaurant:** That won't be a problem madam, we have a full list of ingredients that we can supply you with upon request.
- Customer:** That's great. And do you do vegan food?
- Restaurant:** All our courses have vegan options madam. That won't be difficult.
- Customer:** Lovely. So I'll see you tomorrow, at 8pm then.

DIALOGUE 3 (APPENDIX C3): "ACCESS REQUIREMENTS"

- Restaurant:** Hello?
- Customer:** Hello, yes, I'd like to make a reservation for tomorrow evening please.
- Restaurant:** We'd be delighted to accommodate you. What time will you be dining please?
- Customer:** We'd like to eat at 9, please.
- Restaurant:** Certainly sir. And how many of you will there be?
- Customer:** There'll just be the two of us - myself and my husband.
- Restaurant:** That shouldn't be a problem sir. Table for two, tomorrow, at nine. Will there be anything else sir?
- Customer:** Yes, my husband uses a wheelchair. Can I just check that you have accessible entrances?
- Restaurant:** We certainly do sir. And if you'd like, we can seat you nearest the doorway for your convenience.
- Customer:** That's great, and may I just check about your washroom facilities?
- Restaurant:** We have accessible bathrooms at the rear of the restaurant, sir. And we can ensure that the spaces between your table and the bathrooms are free of obstacles too.
- Customer:** That's wonderful, thank you very much.
- Restaurant:** That's no problem at all sir, it's our pleasure. Is there anything else I can assist you with?
- Customer:** No, thank you, that should be fine. We'll see you tomorrow, at nine.

DIALOGUE 1 (APPENDIX C1): "DIFFICULT CUSTOMERS"

Can you name two difficulties the customer presented the restaurant with?	Difficulty 1	Difficulty 2
Do you think the person taking the call handled the customer politely? Can you give two reasons for your answer?	Reason 1	Reason 2
What two times did the customer give for the potential booking?	Time 1	Time 2
What two group sizes did the customer give for the potential booking?	Group size 1	Group size 2

DIALOGUE 2 (APPENDIX C2): "DIETARY REQUIREMENTS"

Can you name two dietary requirements the customer presented the restaurant with?	Dietary requirement 1	Dietary requirement 2
Can you explain what you understand by these dietary requirements? What sort of food do they need?	Dietary requirement 1	Dietary requirement 2
Do you think the person taking the call handled the customer politely? Can you give two reasons for your answer?	Reason 1	Reason 2
Why do you think it's important for the restaurant to be able to meet these dietary requirements?	Reason 1	Reason 2

DIALOGUE 3 (APPENDIX C3): "ACCESS REQUIREMENTS"

What specific issue did the customer have?	Specific issue
What two access requirements did the customer enquire about?	The two access requirements were...
Do you think the person taking the call handled the customer politely? Can you give reasons for your answer?	Reason
Do you think the customer would be satisfied with the responses the restaurant gave to the requirements? Can you give reasons for your answer?	Reason
Do you think the person taking the call handled the customer politely? Can you give reasons for your answer?	Reason
Why do you think it's important for the restaurant to be able to meet these access requirements?	Reason

ROLE-PLAY OPTIONS

1. (Easy) The caller simply asks for a table reservation, with no complications.
2. The caller has a single dietary requirement that they want the restaurant to accommodate.
3. The caller wants the restaurant to accommodate a number of different dietary requirements.
4. The caller wants the restaurant to accommodate some access requirements (for instance, wheelchair access or access for people with visual impairment).
5. The caller wants to know whether the restaurant can accommodate a party whose members have a low level of English.
6. The caller wants to know whether the restaurant can accommodate a combination of the requirements listed in (2-5).

PRESENTING FOOD AND DRINK

Pedagogic Task Sequence 3.1: Explaining parts of a menu

Learning Outcomes

The students will be better able to:

- Explain/show the main sections of the menu
- Highlight the main dishes of each section
- Explain any possible options

Level

Approx. A2-B1

Task type

oral, open, one-way

Total time

approx 2 hours. More time may be needed for lower levels. The sequence could be split over more than one lesson.

Preparation notes

We are assuming a traditional face-to-face class format, but these materials could be adapted for

online synchronous or asynchronous work.

Instructors should read through the lesson beforehand and print out materials (see the **Materials** column below), or select these materials for display. There are different versions of the lesson depending on location:

- For PT (Pedagogic Task) 2, instructors should select images from Appendix A depending on their location. A1 and A2 images should be used for all locations, but images should be chosen from A3a (Spain), A3b (Romania), A3c (Serbia), or A3d (Slovenia) depending on the local context.

For the last stage of PT3, instructors should choose the relevant local monologue from Appendix B3a-d to read aloud according to the locality. **Alternatively, instructors may choose to pre-record these monologues.**

- For PTs 7&8, instructors should choose the relevant local menu from Appendix Ca-d.



EXPLAINING PARTS OF A MENU SUGGESTED PROCEDURE

PT & Timing	Student activity	Rationale	Instructor
1 Activation warmer 5-10 minutes	Think about a typical, local lunch menu. Discuss questions: What are the most popular kinds of local restaurants for lunch?	Activate prior knowledge and build schema - that is, to connect known information to new information - relevant to the main task.	Instructor should ask the questions in open class. In response to student contributions, the instructor should emphasise/ feed in relevant language, principally the typical parts of a meal: Starters, Main Dishes, Desserts etc. For example: What do we call the sweet dishes that we have after the main meal?
Materials	An image/ video of people eating lunch to stimulate ideas, e.g. https://unsplash.com/es/fotos/nA6Xhnq2Od8		
PT & Timing	Student activity	Rationale	Instructor
2 Input 1 10-15 minutes	Images of selected dishes are shown and described by the instructor, and then passed around. Students are seated in a circle or semicircle. As they pass the images around, they tell the next student: 1. The name of the dish in English 2. The part of the meal the dish belongs to 3. The main ingredients (if relevant) (See sample explanation in final column)	To reinforce parts of the menu and names of dishes; to begin hearing typical discourse around introducing a menu; to continue building schema.	Instructor should select a range of dishes from Appendices A1, A2 and A3 - in the latter case, selecting from the relevant local menu. Instructor should elaborate on the vocabulary as s/ he introduces each image, e.g. "This is squid. This is Andalusian style squid. This is a starter dish. We have it at the beginning of the meal, to start. We usually share this squid dish, this starter. So more than one person eats the same dish, the same starter." Then, the instructor begins asking questions about each image, e.g. "What dish is this? What part of the meal is it?" Finally, the instructor hands the images to the students to be passed around (see the 'Student Activity' column. The questions should be adapted to the level of the students. Lower level students may struggle to list ingredients of specific dishes.
Materials	See Appendix A for sample images. Please select and print relevant images from A1, A2, and choose from A3 according to your local context.		

EXPLAINING PARTS OF A MENU

SUGGESTED PROCEDURE

PT & Timing	Student activity	Rationale	Instructor
3 (split into a separate stage per menu) Extended input 1, 2 & 3 10-15 minutes	Students listen to three monologues of a waiter introducing a lunch menu. Monologue 1 (Appendix B1, simple): Italian restaurant Monologue 2 (Appendix B2, complex): American restaurant Monologue 3 (Appendix B3a-d, complex+): Local restaurant	Rationale: to further introduce the target discourse in context; to introduce a model of the main productive tasks. The target restaurant type is the most complex menu with various options or specifications (e.g. dishes that have a minimum number of people per order), and should be listened to last. The prior menus are simpler; the first (Italian) with only three sections/categories (no options), the second (American) with some options, and the third with more categories and some options.	The instructor presents the worksheet for each monologue and highlights the information to be completed. The instructor should also complete a worksheet and use this as a key, or refer to the monologues in Appendix B to help students check the answers.
Materials			
Worksheet to be completed by students. See Appendix B for sample monologues. These could be recorded or read aloud by the instructor. An alternative, which can be done in class or online, is for students to follow an interactive transcript. An example is included in the folder "menu intro complex+". To see how this works: 1. Download the folder 2. Open the file "index.html" in a browser such as Chrome or Firefox.	Using the worksheet, Ss identify: 1. The kind of restaurant 2. The parts of the menu which are mentioned 3. Any specific dishes mentioned 4. Any options mentioned	Students should get multiple opportunities to listen. Where necessary, the instructor should slow down sections and/or pause the recordings to ask students meaning-focused questions about the content, e.g. 'Which dish was mentioned? Is this a starter or a main dish? Is this vegetarian or not? Which options are mentioned?'	

EXPLAINING PARTS OF A MENU SUGGESTED PROCEDURE

PT & Timing	Student activity	Rationale	Instructor
4 Multimodal input (R&L)	Students listen to the monologues again and study the scripts.	To have students notice relevant target discourse in the input.	The instructor should provide copies of the transcripts. They should draw the students' attention to language for introducing the menu and specific parts of it, and for linking things together. Students should not be pushed to memorise the script, but instead the instructor should ask meaning-focused questions about it, such as:
10-15 minutes	Students may also start shadowing the script by reading aloud along with it.	Multimodal input is regarded as more effective for pushing learners' acquisition.	
Materials			
Appendix C transcripts		If an interactive transcript is used, students can search for keywords and phrases, and hear them in context.	<ul style="list-style-type: none"> • What does the waiter say when she or he physically hands the menu to the clients? • How does the waiter show that s/he is moving on to the next section?

EXPLAINING PARTS OF A MENU SUGGESTED PROCEDURE

PT & Timing	Student activity	Rationale	Instructor
5 Output 1 (simple) 10 minutes	Students, in pairs, practise introducing the simple Italian menu. They do so without the support of the script, which they are not expected to reproduce. In each pair, they take turns to be the waiter and the client.	To move from input to output with a cognitively simple version of the task. Students should be given some planning time to study the menu.	The instructor circulates to provide timely feedback. The instructor's interventions should be focused on meaning but with negative feedback embedded (focus on form). For example: S: "Here you has the starter" T: "OK, here you have the starters, right? Is there only one starter, or many starters?" The teacher may choose to also give post-task feedback on language used, but should avoid turning this into a traditional grammar lesson. The focus should be on language the students were struggling with, but which the instructor perceives they can be pushed to improve. The teacher should be selective about this. Finally, assessment of the success of the task should be based on the corresponding learning outcomes. To the satisfaction of the client, the students should be able to: <ul style="list-style-type: none"> • Explain/show the main sections of the menu • Highlight the main dishes of each section • Explain any possible options
Materials See Appendix C1			
PT & Timing	Student activity	Rationale	Instructor
6 Output 2 (complex) 10 minutes	As above for the American menu	As above	<ul style="list-style-type: none"> • As above
Materials Appendix C2			

EXPLAINING PARTS OF A MENU SUGGESTED PROCEDURE

PT & Timing	Student activity	Rationale	Instructor
7 Output 3 (+complex) 15 minutes	As above for the local menu	As above More planning time may be needed	<ul style="list-style-type: none"> As above. Stronger students playing the client role could be encouraged to ask questions.
Materials			
Appendix C3a-d (choose as appropriate)			
PT & Timing	Student activity	Rationale	Instructor
8 Output 3 - public/recorded 15 minutes	Students repeat last step, but are recorded	Knowledge that the task is being recorded should focus students on accuracy of output, although it may reduce fluency.	Care should be taken in positioning the recorder out of the field of vision of students so that it doesn't serve as a distraction.
Materials			
<p>As above.</p> <p>Student or teacher phones can be used to record.</p> <p>Transcripts can be produced using a service such as otter.ai (subscription required, but free for initial transcriptions). Alternatively, students could produce their own transcripts from the recordings, but extra time should be given for this.</p>			
PT & Timing	Student activity	Rationale	Instructor
9 Language focus / task reflection 30 minutes	Students study transcripts of recordings, compare it to the earlier script of the complex+ monologue, and identify things they said well or could have said differently.	To provide a chance for reflection, further noticing of key language.	<p>Follow the guidelines from PT5 in terms of the feedback given.</p> <p>Emphasis should not only be placed on grammar, but on pronunciation, vocab choice, and pragmatic issues such as the level of formality used.</p>
Materials			
Transcripts made from PT8 recordings			



ITALIAN



ITALIAN



ITALIAN



AMERICAN



AMERICAN



AMERICAN



AMERICAN



AMERICAN



AMERICAN



SPANISH



SPANISH



SPANISH



SPANISH



SPANISH



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ROMANIAN



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SERBIAN



SERBIAN



SLOVENIAN



SLOVENIAN



SLOVENIAN



SLOVENIAN SLOVENIAN





APPENDIX B1: SAMPLE MENU PRESENTATION SCRIPT FOR ITALIAN RESTAURANT

Waiter:

Hello, how are you all today? Here are your menus. In the first part you can see the pre-starters. I can definitely recommend the marinated olives - they're delicious. Following that, we have a nice selection of starters, too. The squid rings and fried rice balls are very popular if you're not sure what to choose! For your main course, there are a lot of dishes to choose from. If you're hungry, I suggest the mixed grill, but if you want to try something a little bit different, order the seafood pasta. But you can't go wrong with our pizzas either!

APPENDIX B2: SAMPLE MENU PRESENTATION SCRIPT FOR AMERICAN RESTAURANT

Waiter:

Hi there. How are you all doing today? Here are your menus, and there are a few things to point out to you. Firstly, the main dishes. We have a selection of three burgers for you to choose from - a classic hamburger, or you can add cheese, or bacon - or both! If you aren't a fan of burgers, we also serve toasted sandwiches and hotdogs. For each, you can choose a range of toppings. So let me know what you want to put on your burger or hot dog, including the sauce. We also have side dishes - we serve fries that go with your burger or hot dog - the portions are huge! And then you have the drinks. We do serve water and soft drinks, but I think you should go for a milkshake - the chocolate one is my favourite!

APPENDIX B3A: SAMPLE MENU PRESENTATION SCRIPT FOR SPANISH RESTAURANT

Hello again, does everyone have their drinks? Great. Here are your menus for today. Here you are. Here you go, thank you. The English part of the menu is on these pages. In the first section here, we've got the **starters**. We recommend choosing a selection to share between you, that's how people normally begin their meal. If you order croquettes, there are three types, as you can see here. Dishes marked "V" are vegetarian, such as the aubergines here. Then, following that,

we have different types of **main dish**. Here are the **meat dishes** - definitely nothing vegetarian there. And following that are the **seafood** dishes. The monkfish is a specialty of this restaurant, it's a very popular dish. Then we have **rice** dishes cooked in a paella, which is a special pan, a big, flat pan. The fideuà is cooked in a similar way but it's made with noodles, not rice. There's a minimum order of two people for the rice and fideuà, so two or more people will share one dish. There's also a **kids' menu**. The crispy chicken fingers are quite popular with the children. Finally, you have the desserts, but you don't need to decide on that now. I'll ask you later.

APPENDIX B3B: SAMPLE MENU PRESENTATION SCRIPT FOR ROMANIAN RESTAURANT

Good day/evening, Here are the menus. The vegetarian and vegan menu can be found in the second part of the menu. Can I bring you an aperitif, while you decide what to order? If I may suggest a Prosecco DOCG - for those who prefer an alcoholic aperitif or perhaps an Aperol spritz. For those who prefer something non-alcoholic, we can prepare a non-alcoholic cocktail or a soft drink. As soon as you're ready to order, I'll step in and take your order. The allergens are listed at the bottom of the menu in case anyone has an intolerance. The nature of the processed food, such as whether it is fresh or defrosted, is also described at the bottom of the menu. Enjoy and thank you.

APPENDIX B3C: SAMPLE MENU PRESENTATION SCRIPT FOR SERBIAN RESTAURANT

Hello again, are you ready to order now? Great. Shall we begin with starters? You can see the starters section here, on the left. May I recommend the "Tsar" dish to share between you. If you prefer vegetarian food, I recommend grilled vegetables, it is the first in the Warm Starters list. Also, if you would like something hot there is veal or beef soup, both local specialties.

Then, following that, we have different types of main dishes. As you can see here, you can choose between meat and fish. The specialty of the house is the "Tsar" kebab for two, which is fingers of minced meat. They are not on the menu, but we do serve vegetarian dishes: baked beans with mushrooms and French fries. If you like spicy food we have barbecued meat and vegetable stew. You can also order a half portion of any dish for kids.

We usually serve salad with this, Serbian salad and sauerkraut are really good and fresh, you will find them in this part of the menu. We can serve them as side dishes to share.

Finally, we have some really nice sweets on our dessert menu, as you can see here: traditional poppy seed cake and baklava pie, or crepe with a topping of your choice.

Ok, I'll leave you to take a look, and I'll be back to take your order.

APPENDIX B3D: SAMPLE MENU PRESENTATION SCRIPT FOR SLOVENIAN RESTAURANT

Welcome to our restaurant. My name is Miha and I will be your food server for today. Here are the menus for today. The English part of the menu is on the second page. In the first section we have got the starters. We offer a variety of cold and warm starters. What we recommend for cold starters is the Slovenian cold cuts to share, consisting of local prosciutto, salami and cheese. For warm starters, we recommend "štruklji", which consists of rolls of filo pastry filled with a wide range of savory and sweet fillings. As you can see here, we offer two kinds of štruklji, i.e. cheese dumplings with mushroom filling, and dumplings with a tarragon filling. What is also good as a warm starter is "žlikrofi", which is a Slovenian version of ravioli, and consists of pasta pockets filled with bacon, potato, spice and minced pork fat. The letter "V" shows dishes suitable for vegetarians. If you do not like any of that, we can recommend traditional beef or mushroom soup. Then, following that, we have different types of main dish. Here are the fish dishes and meat dishes with sides. The side dish that we recommend and is typical for Slovenia is pan fried potatoes. There is also a kids' menu. Children love our mini pizzas! Please take your time and go through the menu. I will ask you about the desserts after you finish your meals.

APPENDIX C1: SAMPLE ITALIAN MENU

Pre-starters

Garlic pizza bread (to share)	£7.95	Add tomato and basil sauce or mozzarella for £2 each
Marinated olives	£3.75	Marinated olives with artichokes, sundried tomatoes, garlic and herbs
Bread basket	£4.95	Bread three ways (grilled, toasted, and fresh) served with balsamic vinegar oil and butter
Bruschetta	£7.95	Toasted bread topped with marinated cherry tomatoes, rocket and burrata cheese

Starters

Sharing platter	£17.95	Combination of cured meats, cheeses, garlic pizza bread, artichokes, grilled peppers and olives
Squid rings	£9.95	Lightly floured squid rings and courgette crisps served with home-made tartare sauce
Rice balls	£9.95	Mushrooms and mozzarella rice balls served with a tomato, garlic and basil sauce topped with rocket and grana padano

Main courses

Fillet steak	£29.95	8oz fillet steak served with parma ham, potato cake, crispy onions, grilled asparagus, and a red wine sauce
Mixed grill	£25.95	A combination of fillet steak, lamb loin, chicken breast and Italian sausage served with roast potatoes, crispy onions, and a red wine sauce
Spaghetti carbonara	£14.95	Pan-fried pancetta in a creamy Grana Padano sauce served with tagliatelle pasta and topped with an egg yolk
Lasagne	£13.95	Classic lasagne served with pizza garlic bread and salad
Seafood pasta	£18.95	A mix of squid, prawns, mussels, clams and langoustines cooked in a rich tomato sauce and served with linguine pasta
Risotto	£15.95	Pea and asparagus risotto cooked in a cream sauce and topped with pea shoots and goats cheese
Margherita pizza	£13.95	A classic with tomato sauce and fresh mozzarella topped with basil
Pizza calabrese	£15.95	Classic tomato pizza topped with mozzarella, spicy sausage, olives, pepperoni, and rocket
Calzone	£16.95	A folded pizza filled with mozzarella and a spicy sausage, chicken, pepperoni and garlic sauce
Caesar Salad	£11.95	A classic caesar salad with lettuce, croutons and chicken topped with grana padano and pancetta

APPENDIX C2: SAMPLE AMERICAN MENU

"THE HOME RUN DINER"

Main dishes

Burgers	£7.95
Hamburger	£6.99
Cheeseburger	£7.99
Bacon Cheeseburger	£8.99

Hotdogs

Hot dog	£5.99
Cheese dog	£6.99
Bacon cheesedog	£7.99

Sandwiches

BLT	£5.99
Grilled cheese	£5.99

Add as many toppings as you like:

Lettuce, tomato, cucumber, green peppers, pickles,
onions, ketchup, mayonnaise, mustard, BBQ sauce, hot
sauce, relish

Side-dishes

Fries	£3.99
-------	-------

Drinks

Milkshakes	£2.99
Vanilla	
Chocolate	
Strawberry	
Banana	

Other drinks

Coke	£1.99
Diet Coke	
Coke Zero	
Fanta	
Sprite	
Mineral Water	

APPENDIX C3A: SAMPLE LOCAL MENU (SPANISH)

See the accompanying documents for the equivalent national menus.

RESTAURANT BLAU MARÍ

STARTERS TO SHARE

Iberian ham P.D.O. Guijuelo and Manchego cheese

Croquettes (chicken, mushroom (V) or roast pork)

"Bravas" potatoes with a mild allioli smoked paprika (V)

Cantabrian anchovies

Andalusian-style squid from Arenys with smoked pepper mayonnaise

Aubergines with truffle honey and cream cheese (V)

Pickled Arenys bonito salad with Maresme tomatoes

Mussels and clams in cream sauce

MEATS

Girona beef fillet, cream of sweet potato, foie gras and black chanterelle mushrooms

Pig's trotters with beans and Arenys prawns

SEAFOOD

Squid tagliatelle with Iberian pancetta

Monkfish with garlic, clams and prawns

Low-temperature-cooked cod, "ganxet" white beans, green cream and black Catalan sausage

Seafood casserole with potatoes and chopped almond croutons.

RICE DISHES (MIN. 2 PEOPLE)

Black rice with squid

Rice with cuttlefish and red prawns

Rice with duck breast, foie gras and black chanterelle mushrooms

Vegan rice with green peas and Heura plant-based "meat" (V)

Fideuà (noodle-based dish) with Arenys prawns

KIDS' MENU

Fish nuggets with mini potatoes

Pasta with Bolognese sauce

Crispy chicken fingers with chips

DESSERTS

Can Marpons strawberries with cream

Cheesecake

Apple tart

Piña colada with rum jelly, grated coconut and lemon sorbet

Artisan ice creams (vanilla, chocolate or nougat)

APPENDIX C3B: SAMPLE LOCAL MENU (ROMANIAN)

Starters

Cheese plate

(Parmesan, Gorgonzola, Brie cheese Emmental cheese, Cedar cheese)

Shepherd's breakfast

(cheese, "kajmak", "urnebes salad", smoked ham)

Smoked ham

Smoked pork

Fresh cheese

Salad with eggplant

Warm starters

Stuffed mushrooms

Breaded cheese

Soups and stews

Chicken soup with homemade noodles

Soup with tripe

Beef stew

Cooked meals

Beef Goulash

Beans with knuckle

Cabbage with sausage

Grilled dishes

Romanian "Mici"
(grilled meatball)

Plate with pork medallions

Stuffed smoked filet (served with potatoes)

Plateaus

Lord plate
(4-5 person)

(Mishel steak, pork medallions filled with mushrooms and potato stuffed with cheese)

Plate with chicken specialties on the grill
(4 - 5 persons)

(chicken breast, chicken skewers in bacon, stuffed chicken, chicken wings and chicken drumsticks)

Grilled chicken

Chicken pocket

(chicken stuffed with bacon and cheese shaped into a cube with potato side dish)

Chicken chopped meet in bacon

Fish specialties

Trout (with grilled vegetable side dish and lemon)

Salmon fillet (served with a garnish of fresh mixed salads)

Sea bream (served with a garnish of fresh mixed salads)

Salads

Tuna salad (tuna, feta cheese, sweet corn, cherry tomatoes, croutons of bread, lettuce, and dressing)

Gourmet salad (smoked filet, smoked bacon, boiled eggs, cheese, cherry tomatoes, salad and dressing)

Vegetarian menu

Mediterranean Plate

(grilled potatoes seasoned with garlic, spinach, olives and Parmigiano cheese flakes)

Romanian Red Salad

(Beetroot, apple, mulberry, horseradish, sunflower seeds, piquant sheep's cheese)

Autumn cream (pumpkin, salted ricotta and toasted pumpkin seeds, homemade croutons of bread)

Grilled vegetables

Cabbage in the oven

Stuffed mushrooms
(stuffed with cottage cheese, leek and cheese)

Stuffed potatoes
(stuffed with cottage cheese, leek)

Cutlets with cheese sauce, walnut and pepper

Dear Customers, we inform you that gluten, soy, eggs, milk, celery, mustard, and sesame are all food allergens. Products derived from frozen raw materials include beef tripe, mutton chops, chicken legs, and chicken wings.

APPENDIX C3C: SAMPLE LOCAL MENU (SERBIAN)

STARTERS

"Tsar" dish for two (prosciutto, pork prosciutto, spicy smoked sausage, milk cream, pork crackling, paprika and thick cream, goat's cheese) - Half portion for kids

Paprika and sour cream

Cheese pie

Grill vegetables mushroom zucchini, paprika, onion

French fries

SOUPS

Veal soup

Clear beef soup

MAIN COURSES half portion for kids

Goulash with mash potato portion

Cooked veal

Baked beans with sausage

Chitterlings in sauce

COURSES TO ORDER/BARBECUE

KARADORDEVA schnitzel

Barbecue meat and vegetable stew portion

"Tsar" kebab for two

Burger with milk cream

Homemade smoked sausage

Marinated chicken drumstick

Smoked pork neck

Mixed grill for two (kebab, stuffed pork fillet, grilled mushrooms, marinated drumstick, rolled chicken liver, french fries)

FISH AND SEAFOOD

Trout

Grilled squid

SALADS

also served as large double or triple salad with side dish

Serbian salad

Sauerkraut

DESSERTS

Half portion for kids

CREPE OF YOUR CHOICE (jam, sweet cream plazma biscuit, sugar, honey walnuts)

Baklava pie

cream pie

cream puff

poppy seed cake

APPENDIX C3D: SAMPLE LOCAL MENU (SLOVENE)

COLD STARTERS for 2 persons

Cold cuts for 2 persons (home-made salami, prosciutto, smoked sausage, delicate Bovec cheese, minced lard, egg, horseradish)

Karst prosciutto with olives and cheese

Bohinj cheese on rocket with tomatoes (V)

SOUPS

Beef soup with noodles

Mushroom soup with buckwheat mash (V)

Styrian cream soup (V)

WARM STARTERS

Štruklji - (Cheese dumplings with mushroom filling or dumplings with tarragon filling (V))

Žlikrofi - Homemade ravioli stuffed with Bohinj cottage cheese (V)

Buckwheat gnocchi with Carniolan sausage

FISH DISHES

Fresh Soča river trout with mangold and potatoes

Classic fried whitebait with parsley and garlic sauce and baked potatoes

MAIN DISHES WITH SIDES

Roast pork in mushroom sauce and fried potatoes

Home-made ravioli with basil pesto, rocket, mozzarella and cherry tomatoes (V)

Carniola sausage with cabbage and potatoes

Veal stew with buckwheat polenta

Home-made Istrian fuži with truffle sauce (V)

SALADS

Caesar salad (mixed salad, cabbage, boiled egg, fried chicken, dressing)

Mixed salad with roasted tuna, fresh carrots and chickpea

Mixed salad (V)

DESSERTS

Apple strudel with vanilla cream

Cottage cheese strudel with raspberry sauce

Pancakes with home-made jam, walnuts or chocolate

RESPONDING TO DIETARY REQUIREMENTS

Pedagogic Task Sequence 4.1: Explaining dietary info on the menu

Learning Outcomes

The students will be better able to:

- Better understanding of dietary requirements
- Improvement of communication skills
- Explaining complex information

Task type

Oral, open, two-way, 'decision-making' task

Suggested level

The materials are designed for students at an approximate A2-B1 level. Please see the adaptation notes in this section if you have students at a higher level.

Timing

It will take at least two hours to work through all the material and steps with students at the A2-B1 level. If necessary, therefore, the lesson should be planned to take place over more teaching and learning sessions.

- The first session could be dedicated to the input-based tasks (PTs1-3)
- The second session could deal with the rest, which are productive tasks.

Adapting the sequence and materials

We are assuming a traditional face-to-face class format, but these materials could be adapted for online synchronous or asynchronous work.

Cultural issues

The materials are designed with a European context in mind, specifically the countries Spain, Slovenia, Romania and Serbia. We encourage teachers to develop their own versions of materials if their students are from another context and the dishes or ingredients mentioned are not appropriate.

Higher levels

- Teachers working with higher level students (B1-B2) may consider spending less time on the input-based tasks (especially PTs 2-3). You may wish to test your students' linguistic resources by asking them to perform the productive tasks directly, without first working

with the models.

- If this is the case, you may wish to present the models in a post-task activity. Students could compare the recordings and/or transcripts of their own performance of the task with the model transcripts.

Preparation notes

Instructors should read through the lesson beforehand and print out materials (see the **Materials** column below) or select these materials for display.



EXPLAINING DIETARY INFO ON THE MENU

SUGGESTED PROCEDURE

PT & Timing	Student activity	Rationale	Instructor
1 Input 20-30 minutes	Discuss questions: What are the specific dietary needs or preferences? Do you remember the last time you ordered your favorite dish in a restaurant? Did it meet your dietary preferences? If not, then what was missing from the dish?	By having a prior understanding of these factors, a waiter can provide customers with accurate and helpful information about the dish, which can lead to increased customer satisfaction and loyalty. They should also be able to listen carefully to customer requests and answer any questions or concerns they may have.	Instructor should ask the questions in open class. In response to student contributions, the instructor should emphasise/ feed in relevant language.
Materials	What is the diet typology, such as whether the diet is vegetarian, vegan? Imagine the scenario in which you ordered a vegan dish but a vegetarian dish is brought to you: what is your first reaction? Can you argue? What else do customers prefer, to have or not to have in their dishes (e.g., Islamic food, cosher, gluten-free, or dairy-free etc? Let's suppose you are hungry, you ordered your gluten-free dish, you waited for an hour, and suddenly the waiter came and told you that it is not possible to prepare it for you because all the ingredients in the kitchen contain gluten. What would you do in the given situation? Why?	For the ingredients: The student should have a basic knowledge of the ingredients used in the dish, including any allergens, so that they can answer customer questions accurately. For the dietary restrictions and diet: The student should be aware of any dietary restrictions or preferences of the customers, such as vegetarian, vegan, gluten-free, or dairy-free. For the preparation methods: The student should know how the dish is prepared, including any cooking methods or techniques that may affect the final product.	The instructor should consider the following expected results: Language skills: The student should have language skills and be able to explain the ingredients and preparation methods clearly and concisely. A waiter needs to provide customers with accurate and helpful information about the dish, which can lead to increased customer satisfaction and loyalty. They should also be able to listen carefully to customer requests and answer any questions or concerns they may have.

EXPLAINING DIETARY INFO ON THE MENU SUGGESTED PROCEDURE

PT & Timing	Student activity	Rationale	Instructor
2 Input 30-40 minutes	Students listen to three dialogues between a waiter and a customer with an allergy.	The student should acquire good knowledge of the ingredients used in the dish, including any allergens, so that they	The instructor presents the three scenarios with each dialogue and highlights the information to be completed.
Materials See Appendix A for sample dialogues. These could be recorded or read aloud by the instructor.	Dialogue 1 (Appendix A1, simple): dialogue about the allergy and food Dialogue 2 (Appendix A2, complex): dialogue including the methods of food preparation Dialogue 3 (Appendix A3, complex+): A dialogue about differences between vegetarian, vegan, glutenfree, dairy-free dishes. Using a piece of paper, the learner will identify: 1. The customer's requirements 2. An alternate solution offered by the waiter, based on the customer's demands.	can answer customer questions accurately. The student should know how the dish is prepared, including any cooking methods or techniques that may affect the final product. The student should have knowledge of which ingredients work well together in the dish, and which wines or beverages may complement the flavours.	The instructor should also allow for an open discussion based on the three case studies.
PT & Timing	Student activity	Rationale	Instructor
3 Multimodal input (R&L) 10-15 minutes	Students learn about the activity on phrases and language that are useful when responding to dietary requirements.	To get the students involved in the input's pertinent task discourse. Multimodal input is thought to be more potent at accelerating learning.	The transcripts and the activity should be provided by the instructor. They ought to emphasize the learners' focus on language. Instead of forcing students to memorize the script, the instructor should ask meaning-focused questions about it, such as: What does the waiter say when asked about dietary restrictions? How does the waiter show engagement with the customer?
Materials Appendix A transcripts & Appendix B	Students rehearse the dialogues and study the scripts. Students can also begin working alongside with the script by reading it aloud.	Students can search for words and phrases and hear them in context if an interactive transcript is used. Students focus on two different scenarios and practice their skills to respond to dietary requirements.	The instructor deliver the activity and share the specific questions from the Appendix B.

EXPLAINING DIETARY INFO ON THE MENU

SUGGESTED PROCEDURE

PT & Timing	Student activity	Rationale	Instructor
4 Output 1 (simple) 10 minutes	Students practice waiter and customer roles in pairs, using the food and recommendations to address dietary needs.	To transition from guidance to results using a cognitively simplified variation on the assignment.	The instructor may decide to limit this for lower-level students, but students should be given some planning time to study a variety of scenarios resulting from the permutations and combinations of a variety of allergens and diet typologies.
Materials	<p>To prepare for this, 'waiters' can be organized into groups to study their scenarios and brainstorm solutions to the requirements. Meanwhile, 'customers' can do the same and plan out how they will express their needs.</p> <p>They do so in the absence of the script, which they are not expected to replicate.</p> <p>Each pair alternates between being the waiter and the client.</p>		The teacher moves around to give timely feedback.
See Appendix A1 for a sample role.			
These materials should be adapted to the local context, if necessary			
PT & Timing	Student activity	Rationale	Instructor
5 Output 2 (complex) 10 minutes	As above for a more complex dialogue including the methods of food preparation	As above, but with a cognitively more complex version.	As above
Materials			
Appendix A2			
PT & Timing	Student activity	Rationale	Instructor
6 Output 3 (+complex) 15 minutes	As above for a dialogue between the waiter and a customer discussing vegetarian, vegan, glutenfree, and dairyfree options	As above, with the most complex version.	As above.
Materials			students playing the client role could be encouraged to ask questions
Appendix A3			

EXPLAINING DIETARY INFO ON THE MENU SUGGESTED PROCEDURE

PT & Timing	Student activity	Rationale	Instructor
7 Language focus / task reflection 30 minutes	Students listen to recorded dialogue, compare it to the earlier script, and analyse the transcripts to determine what was said adequately and what could have been addressed differently.	Noticing key language and phrases can help a waiter or restaurant staff to effectively communicate with customers and accommodate their dietary needs.	<p>Not only the grammar should be stressed, but also pronunciation, vocabulary selection, and pragmatic considerations like the protocol used. Some key language and phrases that are important for accommodating customers with dietary restrictions include:</p> <p>Vegetarian options: “vegetarian pasta,” “vegan burger,” “plant-based patty”</p> <p>Vegan options: “vegan burger,” “plantbased patty,” “vegan cheese”</p> <p>Gluten-free options: “gluten-free pasta,” “gluten-free bun,” “mixed greens salad”</p> <p>Dairy-free options: “dairy-free salad,” “plant-based patty,” “vegan cheese”</p> <p>Explaining ingredients: “roasted vegetables,” “tomato sauce,” “balsamic vinaigrette dressing,” “parmesan cheese”</p> <p>Accommodating allergies: “leave out the parmesan cheese,” “substitute with gluten-free pasta,” “prepare in a separate pan to avoid crosscontamination”.</p> <p>Providing reassurance: “We take dietary restrictions very seriously here,” “We want to make sure everyone can enjoy their meal,” “If you have any further questions or concerns, please don’t hesitate to ask.”</p>
Materials			
Transcripts made from recordings			

APPENDIX A1: PROBLEM WITH THE ALLERGY

Waiter: Hello and welcome! May I help you? Would you like something to drink or eat?

Customer: Hi, thank you very much! I would like to eat something but I have a gluten allergy. In general, it is difficult for me to choose a dish that is both tasty and gluten-free. Could you please tell me which dishes are gluten-free?

Waiter: Of course, we have a few gluten-free options on our menu. I can recommend our grilled chicken salad or our vegetable stir-fry with rice. Both are gluten-free.

Customer: That sounds great. I think that this dish is quite popular in this restaurant, even by those who do not have a gluten allergy. Right?

Waiter: You are right, this is one of the dishes most often ordered by customers. You can order this because we have not received any 'complaint' so far.

Customer: Then I am much more confident. I trust you so please prepare this dish for me.

Waiter: I am glad that you chose this dish. I promise you won't be disappointed.

Customer: Thank you so much, I appreciate it.

Waiter: No problem. Is there anything else you would like to know about the menu or any other dietary requirements or preferences that we can accommodate for you?

Customer: No, that's all. I appreciate your help.

Waiter: It was my pleasure. Enjoy your meal!

APPENDIX A2: A MORE COMPLEX DIALOGUE INCLUDING THE METHODS OF FOOD PREPARATION.

Waiter: Hello, welcome to our restaurant. How can I help you?

Customer: Hi, what a nice restaurant! I am hungry and I would like to eat something, but I have a shellfish allergy. I assume I need your help. Could you provide me with some information?

Waiter: Sure, we take food allergies very seriously here. Can you please let me know which dish you are interested in?

Customer: I'm interested in the seafood paella, but I'm allergic to shellfish.

Waiter: I see. The seafood paella contains shrimp and mussels, which are shellfish. We can prepare the paella without the shrimp and mussels to accommodate your allergy. However, the dish is cooked with fish stock, so there may be some cross-contamination.

Customer: I see. Is there any other dish that is similar but doesn't contain shellfish or fish stock?

Waiter: We have a vegetarian paella that is cooked with vegetable stock, and it doesn't contain any seafood or shellfish. Would you be interested in that?

Customer: Yes, that sounds great. Could you also tell me how the dish is prepared?

Waiter: Of course. The vegetarian paella is made with sautéed vegetables such as bell peppers, zucchini, and onions, mixed with rice and cooked in vegetable stock with saffron and paprika. It's then topped with fresh herbs and served with lemon wedges.

Customer: That sounds delicious. Could you please let the chef know about my allergy and also ask if they can prepare the dish in a separate pan to avoid cross-contamination?

Waiter: Absolutely. I'll inform the chef about your allergy and ask them to prepare the dish in a separate pan. Is there anything else I can assist you with?

Customer: No, that's all. Thank you for your help.

Waiter: You're welcome. If you have any further questions, please feel free to ask. We want to make sure you have an enjoyable dining experience.

APPENDIX A3: A DIALOGUE BETWEEN THE WAITER AND A CUSTOMER DISCUSSING VEGETARIAN, VEGAN, GLUTEN-FREE, AND DAIRY-FREE OPTIONS.

Waiter: Hello, welcome to our restaurant. Are you ready to order?

Customer: Yes, I'm looking for some vegetarian or vegan options. Do you have any?

Waiter: Absolutely. We have a vegetarian pasta with pesto, as well as a vegan burger made with a plant-based patty and served with sweet potato fries. Would you like me to explain the ingredients in more detail?

Customer: Yes, please. Are any of these dishes gluten-free?

Waiter: The vegetarian pasta is not gluten-free as it contains wheat-based pasta, but we can substitute the pasta with gluten-free pasta if you prefer. The vegan burger is gluten-free as it's made with a gluten-free bun.

Customer: That's great. I also have a dairy allergy. Do these dishes contain any dairy products? I am sorry for asking so many details, but sometimes it is also hard for me to adapt to all my dietary restrictions.

Waiter: Please do not worry, I am glad to help you! The vegetarian pasta is made with parmesan cheese, so we can leave that out if you have a dairy allergy. The vegan burger is dairy-free as it's made with a plant-based patty and served with vegan cheese.

Customer: I appreciate your help. Sounds good. Do you have any gluten-free, dairy-free, vegan options? I promise this is my last question.

Waiter: Yes, we have a gluten-free, dairy-free, vegan salad with mixed greens, roasted vegetables, and a balsamic vinaigrette dressing. Would you like me to recommend anything else or explain any other dishes?

Customer: No, that's all for now. Thank you for being so accommodating.

Waiter: You're welcome. We take dietary restrictions very seriously here, and we want to make sure everyone can enjoy their meal. If you have any further questions or concerns, please don't hesitate to ask.

APPENDIX B: SCENARIOS ON PHRASES AND LANGUAGE THAT ARE USEFUL WHEN RESPONDING TO DIETARY REQUIREMENTS.

Students should be divided into two groups (the size of the group depends on the number of students involved) and receive one specific scenario. Each group works around the given scenario.

Scenario 1 - Mr. 'Never Satisfied': You are a vegetarian and you are in a restaurant. The waiter smiles kindly and brings you the menu. You start flipping through the pages of the menu and looking for vegetarian dishes. Although you can find vegetarian dishes on the menu, as well as the ingredients used, you still want to ask the waiter about certain aspects. You look at the waiter and say 'I just want to let you know that I can't eat X. I hope it's fine with you.' The waiter answers you 'Thank you for informing me. That ingredient is for vegetarians and the dish would not have the same taste without it. Are you sure you want to give up that ingredient?' You immediately answer nervously 'I don't want to contaminate myself by eating that ingredient in my dish. The waiter tells you that 'I understand. You are allergic to that ingredient. I apologise. I will ask my colleagues to prepare your dish without that ingredient.' Then you ask the waiter 'Can you tell me how this dish is cooked and kept?' The waiter answers you that 'Some elements of our dishes are prepared before the shift and finished to order, which allows maintaining a good quality with a very good serving speed.' You suddenly end the discussion by answering that 'I understand that the dish is not cooked immediately and therefore it is not fresh. In this case, I don't want to order from this restaurant.' You get up from the table and leave the restaurant...

Scenario 2 - Mr. 'Gratitude': You are in a restaurant for the first time. The waiter welcomes you warmly, explains the menu and asks you 'May I help you? What is your meal preference? Do you have any food allergies or special dietary requirements? You answer politely that 'I would eat anything as good as this restaurant's dishes look. But unfortunately I'm not allowed to eat any kind of meat. Do you think you could recommend me something?' The waiter answers with confidence 'Our restaurant is described by the diversity of our customers, that is why I understand you very well. Can you tell me if you are allowed to eat fish?' You smile and say that 'I forgot to mention that I am allowed to eat fish. I am so sorry for that... Do you think you can give me a good recommendation now?' The waiter also smiles and adds that 'Thank you for telling me. In this case, I recommend the best grilled fish dish made in this city.' You look at him with gratitude and tell him that 'You made my day! Can you please tell me how the grilled fish is cooked?' The waiter answers with a visible inner satisfaction 'The fish is fresh, being brought every day by a fisherman from this area. It is cooked at the recommended temperature, contains very little salt, but we can avoid it completely if you prefer, and it is served with grilled vegetables.' You answer that 'I never thought that I would eat such a specific dish in this restaurant. Thank you very much for the recommendation but also for the attention you give to those who have allergies or dietary restrictions.'

In groups, students analyse the given scenario and reflect on the following questions:

- How do you consider the phrases used by the customer? How would you describe his behavior?
- What do you think of the way the waiter responds to dietary requirements?
- How would you handle the situation if you were in the waiter's shoes?
- What other phrases would you use to answer those dietary requirements?

RESOLVING COMPLAINTS

Pedagogic Task Sequence 8.3: Resolving with negotiation and solution

Learning Outcomes

The students will be better able to:

- Acknowledge complaint
- Give an adequate response
- Negotiate an acceptable solution

Task type

Oral, open, two-way, 'decision-making' task (more than one solution is possible)

Suggested level

The materials are designed for students at an approximate A2-B1 level. Please see the adaptation notes in this section if you have students at a higher level.

Timing

It will take at least two hours to work through all the material and steps with students at the A2-B1 level. If necessary, therefore, the lesson should be planned to take place over two teaching and learning sessions.

- The first session could be dedicated to the input-based tasks (PTs1-4)
- The second session could deal with the rest, which are productive tasks.

Adapting the sequence and materials

We are assuming a traditional face-to-face class

format, but these materials could be adapted for online synchronous or asynchronous work.

Cultural issues

The materials are designed with a European context in mind, specifically the countries Spain, Slovenia, Romania and Serbia. We encourage teachers to develop their own versions of materials if their students are from another context and the dishes or complaints mentioned are not appropriate.

Higher levels

- Teachers working with higher level students (B1-B2) may consider spending less time on the input-based tasks (especially PTs 2-3). You may wish to test your students' linguistic resources by asking them to perform the productive tasks directly, without first working with the models.
- If this is the case, you may wish to present the models in a post-task activity. Students could compare the recordings and/or transcripts of their own performance of the task with the model transcripts.

Preparation notes

Instructors should read through the lesson beforehand and print out materials (see the **Materials** column below), or select these materials for display.



RESOLVING WITH NEGOTIATION AND SOLUTION SUGGESTED PROCEDURE

PT & Timing	Student activity	Rationale	Instructor
1 Activation warmer 5-10 minutes	Discuss questions: What are the most common complaints from customers?	Activate prior knowledge and build schema - that is, to connect known information to new information - relevant to the main task.	Instructor should ask the questions in open class. In response to student contributions, the instructor should emphasise/ feed in relevant language. Highlight/ elicit, for example:
Materials	Which complaints are about food? What else do customers complain about? How are these complaints resolved? Which complaints are the easiest to resolve? Which are the hardest? What is the strangest complaint you have received?		<ul style="list-style-type: none"> the use of 'too', as in 'too salty', 'too spicy', etc. ways of apologising <p>Ask about the students' efforts to resolve past complaints, with attention on concepts like apologising, discounts or gifts (eg. 'on the house').</p>
PT & Timing	Student activity	Rationale	Instructor
2 Input 1 10-15 minutes	Students listen to three dialogues between a waiter and a customer with a complaint.	To provide rich input around typical complaints, especially useful for lower level students.	The instructor presents the worksheet for each dialogue and highlights the information to be completed.
Materials See Appendix A for sample dialogues. These could be recorded or read aloud by the instructor. See Appendix B for the worksheet	<p>Dialogue 1 (Appendix A1, simple): problem with the food</p> <p>Dialogue 2 (Appendix A2, complex): problem with the bill</p> <p>Dialogue 3 (Appendix A3, complex+): problem with the service</p> <p>Using the worksheet, Ss identify:</p> <ol style="list-style-type: none"> The customer's complaint The solution offered by the waiter. 		<p>The instructor should also complete a worksheet and use this as a key, or refer to the dialogues in Appendix A to help students check the answers.</p> <p>In feedback, opportunities can be taken to upgrade the students' language, e.g. by asking about the different ways people might order stake (see dialogue 1).</p>

RESOLVING WITH NEGOTIATION AND SOLUTION SUGGESTED PROCEDURE

PT & Timing	Student activity	Rationale	Instructor
3 Multimodal input (R&L) 10-15 minutes	Students listen to the dialogues again and study the scripts. Students may also start shadowing the script by reading aloud along with it.	To have students notice relevant target discourse in the input. Multimodal input is regarded as more effective for pushing learners' acquisition. If an interactive transcript is used, students can search for keywords and phrases, and hear them in context.	The instructor should provide copies of the transcripts. They should draw the students' attention to language for apologising and making offers. Students should not be pushed to memorise the script, but instead the instructor should ask meaning-focused questions about it, such as: <ul style="list-style-type: none"> • What does the waiter say when the customer reports the problem? • Does the waiter show respect for the customer? How?
Materials Appendix A transcripts			
PT & Timing	Student activity	Rationale	Instructor
4 Output 1 (simple) 10 minutes	Students, in pairs, practise complaining about food and resolving the problem, using role cards. To prepare for this, 'waiters' can be grouped together to study their rolecard and brainstorm ways to resolve the complaint. Meanwhile, 'customers' can do the same and plan how to express their complaint. They do so without the support of the script, which they are not expected to reproduce.	To move from input to output with a cognitively simple version of the task.	Students should be given some planning time to study the rolecards, but the instructor may choose to limit this for higher level students. The instructor circulates to provide timely feedback. The instructor's interventions should be focused on meaning but with negative feedback embedded (focus on form). For example:
Materials See Appendix C1 for sample role cards. There are two for each context, so all students can take a turn playing the waiter's role. These materials should be adapted to the local context, if necessary	In each pair, they take turns to be the waiter and the client.		S: "We no order this cake". T: "OK, you didn't order the cake. Did they charge you for it?" The negative feedback takes the form of a correction or 'upgrade' of language embedded in a meaningful exchange.

RESOLVING WITH NEGOTIATION AND SOLUTION SUGGESTED PROCEDURE

PT & Timing	Student activity	Rationale	Instructor
5 Output 2 (complex) 10 minutes	As above for problems with the bill	As above, but with a cognitively more complex version.	As above
Materials Appendix C2			
PT & Timing	Student activity	Rationale	Instructor
6 Output 3 (+complex) 15 minutes	As above for problems with the service	As above, with the most complex version. More planning time may be needed	As above. Stronger students playing the client role could be encouraged to ask questions.
Materials Appendix C3			
PT & Timing	Student activity	Rationale	Instructor
7 Output 3 - public/record ed 15 minutes	Students repeat last step, but are recorded	Knowledge that the task is being recorded should focus students on accuracy of output, although it may reduce fluency.	Care should be taken in positioning the recorder out of the field of vision of students so that it doesn't serve as a distraction.
Materials As above. Student or teacher phones can be used to record. Transcripts can be produced using a transcription service. Alternatively, students could produce their own transcripts from the recordings, but extra time should be given for this.			

RESOLVING WITH NEGOTIATION AND SOLUTION SUGGESTED PROCEDURE

PT & Timing	Student activity	Rationale	Instructor
8 Language focus / task reflection	Students study transcripts of recordings, compare the to the earlier script of the complex+ dialogue, and identify things they said well or could have said differently.	To provide a chance for reflection, further noticing of key language.	Follow the guidelines from PT4 in terms of the feedback given.
30 minutes			Emphasis should not only be placed on grammar, but on pronunciation, vocab choice, and pragmatic issues such as the level of formality used.
Materials			
Transcripts made from PT8 recordings			

APPENDIX A1: PROBLEM WITH THE FOOD

Customer: Excuse me.

Waiter: Yes?

Customer: I ordered my steak medium rare, and this is well done.

Waiter: Oh! I'm sorry. Let me take that. I'll be back with your food as soon as possible.

Customer: Thank you

APPENDIX A2: PROBLEM WITH THE BILL

Customer: Excuse me.

Waiter: Yes?

Customer: This bill is wrong.

Waiter: I'm sorry. What's the problem?

Customer: You've charged us for three bottles of wine, when we only ordered two. You've also charged us for coffee, which was included in the menu.

Waiter: I'm sorry about the extra bottle of wine. I will correct it. But the menu comes with coffee or dessert. As you had both, we've charged you for the coffee, which is cheaper than dessert

Customer: Oh. I see.

Waiter: Let me take the bill and I'll bring you the correct one.

APPENDIX A3: PROBLEM WITH THE SERVICE

Customer: Excuse me.

Waiter: Yes?

Customer: We ordered our food almost half an hour ago, and we haven't even received our starters!

Waiter: I'm very sorry. We're quite busy.

Customer: Yes, I can see that. But we only have an hour for lunch.

Waiter: Let me check with the kitchen staff. I'm sure it will be ready soon.

...

Waiter: I'm sorry. There was a mistake. Your food will be ready very soon.

Customer: Oh, you mean they haven't started making it yet?

Waiter: I do apologise.

Customer: That doesn't change the fact that we've been waiting for half an hour and still haven't got our food.

Waiter: I understand. And I really am sorry. I will bring it to you as soon as possible. In the meantime, can I offer you something to drink, on the house?

Customer: Thank you.

APPENDIX B: WORKSHEET

1 - ROLE CARDS FOR COMPLAINTS ABOUT THE FOOD

Role card 1

Customer

The fish that you ordered is too dry. You would like another one.

Waiter

Listen to the customer's complaint and resolve the problem

Role card 2

Customer

Your pizza has come with mushrooms that you didn't order, and don't like.

Waiter

Listen to the customer's complaint and resolve the problem

Dialogue 1

Complete the table with the information you hear.

PROBLEM	SOLUTION

APPENDIX B: WORKSHEET

2: ROLE CARDS FOR COMPLAINTS ABOUT THE BILL

Role card 1

Customer

Your bill includes a charge for a cake which you did not order, and for bread.

Waiter

Listen to the customer's complaint and resolve the problem. Your restaurant has a policy of adding a small surcharge (an extra cost) for a basket of bread. The menu has this information.

Role card 2

Customer

Your bill includes a charge for paella for two when you only ordered one, and a charge for a tea which you did not order.

Waiter

Listen to the customer's complaint and resolve the problem. The menu clearly states there is a minimum order of two servings for paella, as it must be prepared in larger quantities. The tea is a mistake

Dialogue 2

Complete the table with the information you hear.

PROBLEM	SOLUTION

APPENDIX B: WORKSHEET

3: ROLE CARDS FOR COMPLAINTS ABOUT THE SERVICE

Role card 2

Customer

Your business lunch was chaotic, as the waiter continuously confused your table with another, resulting in confusion and delays. You are worried that it has affected your company's image. You would like some form of compensation. **Do not accept the first solution offered.**

Waiter

Listen to the customer's complaint and resolve the problem. You are allowed to offer free drinks to pacify the customers. You might need to think of additional compensation.

Role card 1

Customer

The food arrived at different times, meaning that your party did not eat together, and some dishes got cold. As this was a reunion with old friends, you are not happy. You would like some form of compensation. **Do not accept the first solution offered.**

Waiter

Listen to the customer's complaint and resolve the problem. You are allowed to offer a small item for free, such as a dessert, to customers. You might need to think of additional compensation.

Dialogue 3

Complete the table with the information you hear.

PROBLEM	SOLUTION

PRESENTING CULTURAL TRADITIONS

Pedagogic Task Sequence 9.1: Explaining simple yearly customs

Learning Outcomes

The students will be better able to:

- Understand customer's questions about yearly customs
- Give an intelligible explanation of what happens each year

Task type

Oral, open, 2-way

Suggested level

The materials are designed for students at an approximate A2-B1 level. Please see the adaptation notes in this section if you have students at a higher level.

Timing

It will take at least two hours to work through all the material and steps with students at the A2-B1 level. If necessary, therefore, the lesson should be planned to take place over two teaching and learning sessions.

- The first session could be dedicated to the input-based tasks (PTs1-4)
- The second session could deal with the rest, which are productive tasks.

Adapting the sequence and materials

We are assuming a traditional face-to-face class format, but these materials could be adapted for online synchronous or asynchronous work.

Cultural issues

1. The materials are designed with a European context in mind. Even though the final 'cultural traditions' materials mostly relate to specific countries: Spain, Slovenia, Romania and Serbia, we encourage teachers to develop their own national / local traditions and audioscripts if their students are from another context.
2. The tasks are designed to reflect the narrative contexts where waiters are expected to present the local/regional or national traditions and possibly recommend a sort of participation and/or further exploration of the same. This does not reflect the reality of every working situation, and teachers should feel free to

adapt the presentation scripts accordingly. However, teachers may feel that the sequence will be to present a useful learning opportunity for their students, even when the typical working context does not require waiters to perform this task in quite the same way.

Higher levels

- Teachers working with higher level students (B1-B2) may consider spending less time on the input-based tasks (especially PTs 2-4). You may wish to test your students' linguistic resources by asking them to perform the productive tasks directly, without first working with the models.
- If this is the case, you may wish to present the models in a post-task activity. Students could compare the recordings and/or transcripts of their own performance of the task with the model transcripts.

Preparation notes

Instructors should read through the lesson beforehand and print out materials (see the **Materials** column below), or select these materials for display. There are different versions of the lesson depending on location:

- For PT (Pedagogic Task) 2, instructors should select images from Appendix A depending on their location. A1 and A2 images should be used for all locations, but images should be chosen from A3a (Spain), A3b (Romania), A3c (Serbia), or A3d (Slovenia) depending on the local context.
- For the last stage of PT3, instructors should choose the relevant local monologue from Appendix B3a-d to read aloud according to the locality. **Alternatively, instructors may choose to pre-record these monologues.**
- For PTs 7&8, instructors should choose the relevant local **custom** from Appendix Ca-d.

EXPLAINING SIMPLE YEARLY CUSTOMS

SUGGESTED PROCEDURE

PT & Timing	Student activity	Rationale	Instructor
1 Warmer / intro 5'	Participate in activity, try to guess the hidden word, by asking questions such as 'Is there an 'A' in this word?' etc.	To introduce the topic	T uses the board to play the game of 'Hangman' with Ss. The hidden word is: <u>E P I P H A N Y</u>
Materials intro			
PT & Timing	Student activity	Rationale	Instructor
2 Input activity No. 1 (Guess which custom) Time: 25'	a) In the first stage: Ss ask yes-no questions, to reconstruct the story/ custom	This is the introductory activity, providing input into the topic of a simple custom. The activity is subdivided in two stages, a) and b) and the respective outcomes are:	a) Following onto the previous activity, T asks if Ss know the custom of Epiphany, and explains that they soon will find out more in the following activity. T writes on the board the following words: water, cross, priest, tradition, Jesus Christ, swimmers
Materials Board, handouts 1-3 (Appendix A1, A2, A3) - Epiphany	Ss answer some of the T's questions b) In the second stage: Ss complete the worksheet; Ss read the description and discuss the answers, using some of the key vocabulary. Ss participate in the discussion	a) Ss will have practised asking yesno questions and will have helped reconstruct the story about the traditional swimming after the cross during Epiphany. Some key phrases/ vocabulary will be elicited/used by Ss and written by the teacher on the board while eliciting questions and giving answers to Ss b) Students will have read about and understood the description of the Epiphany tradition, with an emphasis on What? Why? When? and What happens? Ss will have formulated and presented their own opinions about certain aspects of the custom of Epiphany, using some of the key vocabulary.	T explains that: <ul style="list-style-type: none"> All these words appear in a description of a custom and the students' task will be to guess the name of the custom, when and where it happens and what people do during it; To do the task, Ss can only ask yes-no questions, such as 'Is it a religious event...? Etc. Teacher then guides the students through the task, eliciting questions, assisting as may be necessary and noting down some of the facts/ vocabulary on the board. b) T shows the photo of Epiphany (Appendix A1) and summarises the story / description of Epiphany, repeating some of the facts established in the previous phase; then, T distributes handout - Appendix A2 and students choose T (true) or F (false) for each of the statements. Teacher briefly elicits the answers, then instead of giving the correct answers, T distributes handout 3 - Appendix A3, with the description of the tradition. After allowing some time for Ss to check the answers, T initiates the discussion about the tradition of Epiphany, inviting Ss to express their opinion about it. (Do you think it would be interesting to watch? Would you like to take part in it? etc.)

EXPLAINING SIMPLE YEARLY CUSTOMS

SUGGESTED PROCEDURE

PT & Timing	Student activity	Rationale	Instructor
3 Input activity No. 2 (Shrovetide) Time: 25'	Ss do the split reading activity. Note: the instructions for the split reading activity should be very clear and Ss will need to understand that their respective worksheets are complementary, i.e. that when the two versions of the same text (version A and version B) are combined together, they contain all of the information about the Shrovetide.	The activity develops in two stages. The first stage a) is the split reading activity and the second stage is the listening activity. The following outcomes are expected: a) Ss will have analysed and practised how to respond to typical questions about a custom or tradition b) Ss will have asked a series of Whquestions related to the topic and will have reconstructed the description of the custom, Shrovetide c) Ss will have listened and extracted information from the listening discourse, checking the comprehension Ss will have contributed sentences - answers, explanations, opinions in response to the task, using key vocabulary and structures (there is/ are, what happens is..., you should... etc.)	T briefly goes back to some of the typical Yes-No questions asked in the previous activity, then explains that asking questions is an integral part of learning about a custom. a) T uses pictures - handout 4 (Appendix B1) to ask Ss what kind of custom is shown there. Ss try to guess when and where it takes place and what happens. T then explains that in the next activity Ss will be able to find out more about Shrovetide, an interesting tradition. Students are split into pairs and given handout 5 (Appendix B2a / B2b). Their task is to do the split reading activity, taking turns in asking and answering questions in order to find out about Shrovetide. T explains that they are not allowed to read each other's texts, but can only ask questions in order to complete the missing words. If necessary, T can demonstrate the way to complete the split reading task. T goes around and assists Ss in their pairwork split reading activity. T briefly summarises the main points about the Shrovetide festival, the Shrove Tuesday, then distributes handout 6 - Appendix B3a. T asks Ss to listen to description and fill in gaps. Once again T sums up the custom, expanding on its various aspects and key structures / vocabulary as appropriate. In this part of the activity, T may use handout 7 - Appendix B3b, asking Ss to read and highlight the key phrases.
Materials	Materials: handouts 4-6 (Appendix B1, B2, B3) Recording of dialogue about Shrovetide		

EXPLAINING SIMPLE YEARLY CUSTOMS

SUGGESTED PROCEDURE

PT & Timing	Student activity	Rationale	Instructor
4 15'	Ss do the task in pairs, then sum up the correct answers in the group discussion	a) Ss will have practised responding to typical questions about a local custom	T uses handout 8 - Appendix C3 to introduce the topic, Easter eggs in Serbia. Next, T sets a pair-work task for Ss, using handout 9 - Appendix C2. Ss are asked to complete the dialogue by placing the questions in the right places.
Materials			
Appendix C3 handout 9 - Appendix C2.		b) Ss will have analysed the use and function of questions in the dialogue taking place in a restaurant in which a waiter and a guest are talking about a local custom. c) Students will also analyse and understand the use of nonfunctional language (linking phrases, etc.) in the dialogue.	T elicits answers, discussing the key points. In the last phase, teacher asks students to spend some time elaborating on: a) the structure and function of questions in the dialogue. b) Phrases used as fillers (Certainly...)

EXPLAINING SIMPLE YEARLY CUSTOMS

SUGGESTED PROCEDURE

PT & Timing	Student activity	Rationale	Instructor
<p>5</p> <p>Developing a description, formulating questions and acting out a dialogue</p> <p>30'</p>	<p>Ss participate in the activity, contributing ideas.</p> <p>Ss choose a local custom, then work in small groups to produce/ provide information in the respective sections of the grid</p>	<p>The outcomes of this phase are related to production, i.e. more independent completion of the set task.</p> <p>Ss will have prepared descriptions of a local custom and developed a dialogue, which they will record and compare to the recorded model dialogue from the previous phase.</p>	<p>T briefly discusses the main elements of the three customs from the previous stages. Then asks Ss if they know any local customs that might be interesting to visitors.</p> <p>T explains that Ss will work in small groups of 3-4, to produce a short description of a local custom, including some basic information:</p> <ul style="list-style-type: none"> - What is the (name of) the custom? - When does it take place? - What happens? / What do people do? - Additional information <p>(Teacher may wish to write these questions on the board as a reminder during the activity)</p> <p>At the beginning of the activity T distributes handout 10 - Appendix D1a for initial ideas brainstorming.</p> <p>T briefly sums up the brainstormed ideas with students.</p> <p>In the next stage, teacher distributes Appendix D1b and asks students to:</p> <ol style="list-style-type: none"> Think of 4 to 5 questions about the custom they have chosen, writing down the questions in the grid Think of answers to the questions <p>Note: for lower level classes, teachers should use Handout D1c, with the fillable information grid (here the questions are already given).</p> <p>T briefly sums up descriptions produced by the respective groups, then sets the next task, asking Ss to prepare and act out a dialogue, with one student taking the role of a local waiter and another of a foreign visitor. In the final stage of the activity, Ss are encouraged to listen and reflect on the activity using Appendix D2 to answer the reflection questions.</p> <p>Discussion.</p>
Materials			
Materials: mobile phone(s) to record the dialogue, handouts - Appendix D	<p>Ss are allowed enough preparation time, then act out and record the dialogue using a mobile phone.</p> <p>Ss listen to the recorded dialogue and as appropriate compare it to the recording of the model dialogue from the previous activity</p> <p>The outcomes are discussed and takeaways are defined.</p>		
PT & Timing	Student activity	Rationale	Instructor
<p>6</p>	Ss participate in the discussion	Conclusions about the key takeaways of the session; spoken feedback to T	T sums up the session, highlighting the main takeaways
Materials			

APPENDICES

Appendix A: Epiphany (PT2)

A1: image of Epiphany tradition

A2: Working into a description: True/ False sentences about Epiphany

A3: Description of Epiphany

Appendix B: Shrovetide (PT3)

B1: image of Shrovetide festival

B2: Split reading (B2a, B2b and B2c)

B3: Listening activity (B3a, B3b)

Appendix C: Easter eggs in Serbia (PT4)

C1: image of Easter eggs tradition in Serbia I

C2: Creating a dialogue (C2a, C2b)

C3: Reading: background information about the Easter eggs tradition in Serbia

Appendix D: Local custom (PT5)

D1: Developing a description of a local custom (D1a, D1b)

D2: Language focus task reflection

APPENDIX A1 IMAGE OF EPIPHANY



APPENDIX A2: TRUE OR FALSE - EPIPHANY

1	Epiphany is a public holiday.	T	F
2	Epiphany is a summer tradition.	T	F
3	The participants can only swim in the river, not in a lake or the sea.	T	F
4	Everybody present at the ceremony must swim in the water.	T	F
5	The winner who catches the cross first gets a money prize.	T	F
6	The tradition of Epiphany is reserved for the Orthodox Christians only.	T	F
7	A lot of people become sick as a result of taking a swim in the cold water.	T	F

APPENDIX A3: DESCRIPTION OF EPIPHANY

Epiphany - Catching the cross

Epiphany is one of the public holidays of Greece. It is also an important church holiday for Orthodox Christians, when people celebrate the baptism of Jesus Christ by John the Baptist. This was when John the Baptist held Jesus under the water in the Jordan River and Christians believe that baptism is a special connection with God. It takes place on the sixth day of January each year in many places around the country.

So on this day, the local priest brings a special wooden cross to a river, lake or sea shore. People of all ages gather around to watch the ceremony. While the people watch, a number of young men usually prepare for a swim. When everything is ready, the priest will throw the special cross into the water, in memory of Jesus' baptism.

The contestants jump in the water and swim to recover the cross. The one who reaches the cross first and brings it back to the priest will be blessed - enjoy good luck for the whole year. Because this tradition happens in the middle of the winter, the water is very cold and on some days there is even snow and ice. But every year, there are a lot of swimmers. What is interesting is that they never catch a cold or get sick. Epiphany is one of the most popular customs for the local community and it is always a day of joy and light, not only for the Orthodox Christians, but for everybody.

Note: The word *epiphany* (from the ancient Greek *ἐπιφάνεια*, *epiphaneia*, "manifestation, striking appearance") is an experience of a sudden and striking realization. Generally the term is used to describe a scientific breakthrough or a religious or philosophical discovery, but it can apply in any situation in which an enlightening realization allows a problem or situation to be understood from a new and deeper perspective.

APPENDIX B1

IMAGES OF SHROVETIDE FESTIVAL



APPENDIX A3: DESCRIPTION OF SHROVETIDE

Shrovetide: split reading Student A

Shrovetide is a (1) in the city of Ptuj in Slovenia. The festival takes place in early spring and it actually represents the bridge between winter and spring. The main day during Shrovetide is (2), and the Shrovetide celebrations end on Ash Wednesday.

An important part of it is (3). During the carnival the city of Ptuj is transformed. People wear different masks, sometimes modern ones, but also some more traditional ones. The most interesting are the masks called "kurenti".

Kurent is (4). They dance in the street and ring the bells to make noise. According to tradition, in this way they drive away winter and evil from the land and call spring and a good harvest into it. Kurent is wearing (5). He has a mask on his head with a long tongue and big horns. Around his waist, there are (6) and on his horns there are colorful ribbons as decorations. He also wears leggings on his feet. The (7) usually walks next to him.

Sometimes he also carries in his hands a hedgehog - a stick with hedgehog skin. With this stick, he tries to catch a girl whom he likes. This is a very old tradition, dating back to pagan times.

During the festival, people traditionally eat (8). The most typical Shrovetide delicacies are doughnuts, and people still compete over whose will be bigger and filled with the most jam.

APPENDIX A3: DESCRIPTION OF SHROVETIDE

Shrovetide: split reading Student A

Shrovetide is an interesting custom in the city of Ptuj in Slovenia. The festival takes place (1) and it actually represents the bridge between winter and spring. The main day during Shrovetide is Shrove Tuesday, and the Shrovetide celebrations end on (2).

An important part of it is the Carnival. During the carnival the city of Ptuj is transformed. People wear (3), sometimes modern ones, but also some more traditional ones. The most interesting are the masks called "kurenti".

Kurent is a typical carnival character. They dance (4) and ring the bells to make noise. According to tradition, in this way they drive away winter and evil from the land and call spring and a good harvest into it. Kurent is wearing a sheepskin coat. He has a mask on his head with a (5) tongue and big horns. Around his waist, there are bells and on his horns there are (6) as decorations. He also wears leggings on his feet. The devil or the demon usually walks next to him.

Sometimes he also carries in his hands a hedgehog - a stick with hedgehog skin. With this stick, he tries to catch a girl whom he likes. This is (7) tradition, dating back to pagan times.

During the festival, people traditionally eat a lot of food. The most typical Shrovetide delicacies are doughnuts, and people still (8) over whose will be bigger and filled with the most jam.

APPENDIX A3: DESCRIPTION OF SHROVETIDE

Shrovetide - KEY to split reading activity, A and B

Shrovetide is an interesting custom in the city of Ptuj in Slovenia. The festival takes place in early spring and it actually represents the bridge between winter and spring. The main day during Shrovetide is Shrove Tuesday, and the Shrovetide celebrations end on Ash Wednesday.

An important part of it is the Carnival. During the carnival the city of Ptuj is transformed. People wear different masks, sometimes modern ones, but also some more traditional ones. The most interesting are the masks called "kurenti".

Kurent is a typical carnival character. They dance in the street and ring the bells to make noise. According to tradition, in this way they drive away winter and evil from the land and call spring and a good harvest into it. Kurent is wearing a sheepskin coat. He has a mask on his head with a long tongue and big horns. Around his waist, there are bells and on his horns there are colorful ribbons as decorations. He also wears leggings on his feet. The devil or the demon usually walks next to him.

Sometimes he also carries in his hands a hedgehog - a stick with hedgehog skin. With this stick, he tries to catch a girl whom he likes. This is a very old tradition, dating back to pagan times.

During the festival, people traditionally eat a lot of food. The most typical Shrovetide delicacies are doughnuts, and people still compete over whose will be bigger and filled with the most jam.

APPENDIX B3A: SHROVETIDE – SAMPLE DIALOGUE

Part one: Listen to the dialogue and write down short sentences or phrases to answer the questions:

1 What festival is described?

2 When does it happen?

3 Where does it take place?

4 What do people do during the festival?

5 What is the purpose of the tradition?

6 What food is prepared?

Part two: read the dialogue to check your answers

CUSTOMER: Good afternoon.

WAITER: Good afternoon. Can I take your order, sir?

CUSTOMER: Yes. I would like a cup of coffee with milk.

WAITER: Today, you get a free donut to go along with your coffee. Can I get you one?

CUSTOMER: Oh, lovely. Yes, please. But could you explain why? Why a free donut.

WAITER: Of course. Today is our local festival. It is called Shrove Tuesday. People wear masks and dress up in costumes. Today, everybody will eat a lot of donuts, which are called "krofi" in Slovenian.

CUSTOMER: Oh, that is why I saw large hairy sheep standing up-right and dancing. I thought I was having a nightmare.

WAITER: Haha. Yes, you probably saw "kurenti". They are part of our folklore tradition. They look terrifying because they are here to ward off winter and evil, and also to bring the spring. So, goodbye winter, hello spring. If you go to the city center, it's just around the corner, you will see them parade within an hour or so. It is a carnival like no other in Slovenia.

CUSTOMER: Interesting! And does it happen every year at the same time?

WAITER: It is always in early spring, forty days before Easter. So the date of the Shrovetide date changes depending on the date of Easter.

CUSTOMER: Is it only for Slovenians to do?

WAITER: Oh, no. Now that you are here, you should eat a lot of donuts and wear a costume if you like, and see if you may also push the winter away.

APPENDIX C1: EASTER EGGS IN SERBIA



APPENDIX C2A: CREATING A DIALOGUE AT A RESTAURANT TABLE, BETWEEN THE WAITER AND THE GUEST.

Task: Read the dialogue. Complete the gaps 1-7 with the questions A-G.

Waiter: Good morning. How can I help you?

Guest: Good morning. I see these nice eggs on the table. (1)? Some kind of Easter tradition?

Waiter: Oh, yes. These are Easter eggs. In Serbia, it is a custom to paint eggs. You will see them in many places during the Easter holiday.

Guest: That's interesting. (2) ? (2) In restaurants only?

Waiter: Good question - not only in restaurants. Easter eggs are placed in almost every house, but in restaurants and shops as well.

Guest: Yes, the eggs look really nice. (3) ? Display the eggs as a decoration? Or do you also eat them?

Waiter: Yes, they are usually nicely decorated. And they are painted in different colours. But they are also for food. And we also have this tradition of 'pocking' the Easter eggs, or cracking the eggs.

Guest: I'm not sure what it means. (4)?

Waiter: So the eggs are not just for decoration. What happens is that during the day people visit each other and bring the painted eggs, usually a couple or several of them. Then we have this little contest or a game, which is called 'pocking' of Easter eggs.

Guest: (5)? How do you play this game?

Waiter: Let me explain. It is very simple. What you do is you take one painted egg, and the other person takes one as well. Then you just tap or knock your egg against the other egg. Whoever cracks the other person's egg is the winner and the cracked eggs are usually eaten. And you repeat this with different people. It is fun, and you can imagine that during Easter people eat a lot of boiled eggs.

Guest: That's really interesting. (6) ?

Waiter: Of course, a lot of special dishes. People tend to eat the traditional Easter lunch, which is usually a lamb or pork roast, but there is a lot of other food prepared as well. Salads, dishes, desserts in large quantities.

Guest: That's nice. (7) ?

Waiter: Certainly, you should try it as well. Let me show you: So, pick one of these eggs - this one looks strong, the red one over here... Ok, hold it like this...

a So, what do people normally do of custom b So, how do you do it
c Is this some kind of custom d Is there any special food prepared
e And where does it happen f Can everyone take part
g Can you explain please

APPENDIX C2B: KEY TO EXERCISE - A DIALOGUE AT A RESTAURANT TABLE, BETWEEN THE WAITER AND THE GUEST.

Waiter: Good morning. How can I help you?

Guest: Good morning. I see these nice eggs on the table. Is this some kind of custom? Some kind of Easter tradition?

Waiter: Oh, yes. These are Easter eggs. In Serbia, it is a custom to paint eggs. You will see them in many places during the Easter holiday.

Guest: That's interesting. And where does it happen? In restaurants only?

Waiter: Good question - not only in restaurants. Easter eggs are placed in almost every house, but in restaurants and shops as well.

Guest: Yes, the eggs look really nice. So what do people normally do? Display the eggs as a decoration? Or do you also eat them?

Waiter: Yes, they are usually nicely decorated. And they are painted in different colours. But they are also for food. And we also have this tradition of 'pocking' the Easter eggs, or cracking the eggs.

Guest: I'm not sure what it means. Can you explain please?

Waiter: So the eggs are not just for decoration. What happens is that during the day people visit each other and bring the painted eggs, usually a couple or several of them. Then we have this little contest or a game, which is called 'pocking' of Easter eggs.

Guest: So how do you do it? How do you play this game?

Waiter: Let me explain. It is very simple. What you do is you take one painted egg, and the other person takes one as well. Then you just tap or knock your egg against the other egg. Whoever cracks the other person's egg is the winner and the cracked eggs are usually eaten. And you repeat this with different people. It is fun, and you can imagine that during Easter people eat a lot of boiled eggs.

Guest: That's really interesting. Is there any special food prepared?

Waiter: Of course, a lot of special dishes. People tend to eat the traditional Easter lunch, which is usually a lamb or pork roast, but there is a lot of other food prepared as well. Salads, dishes, desserts in large quantities.

Guest: That's nice. Can everyone take part?

Waiter: Of course, you should try it as well. Let me show you: So, pick one of these eggs - this one looks strong, the red one over here... Ok, hold it like this...

APPENDIX C3: BACKGROUND INFORMATION ON THE CUSTOM OF EASTER EGGS IN SERBIA

In Serbia, there is a custom of painting special Easter eggs. They are an important part of the Easter tradition, connecting the Orthodox Christianity with more ancient pagan rituals. The eggs are boiled and painted on Good Friday. This is usually done in each household, and they are mostly painted red, which symbolises the blood of Jesus. Very often, eggs are decorated with ornaments or drawings.

On Easter Sunday, people greet each other saying 'Jesus resurrected' and you should reply 'Indeed he did'. Also, they usually do what is called 'pocking' of Easter eggs. When two people meet, each takes one painted egg, and taps or knocks it against the other egg, held by the other person. Whoever cracks the other person's egg is the winner.

This is usually repeated many times during the day, with different members of the family, friends or acquaintances.

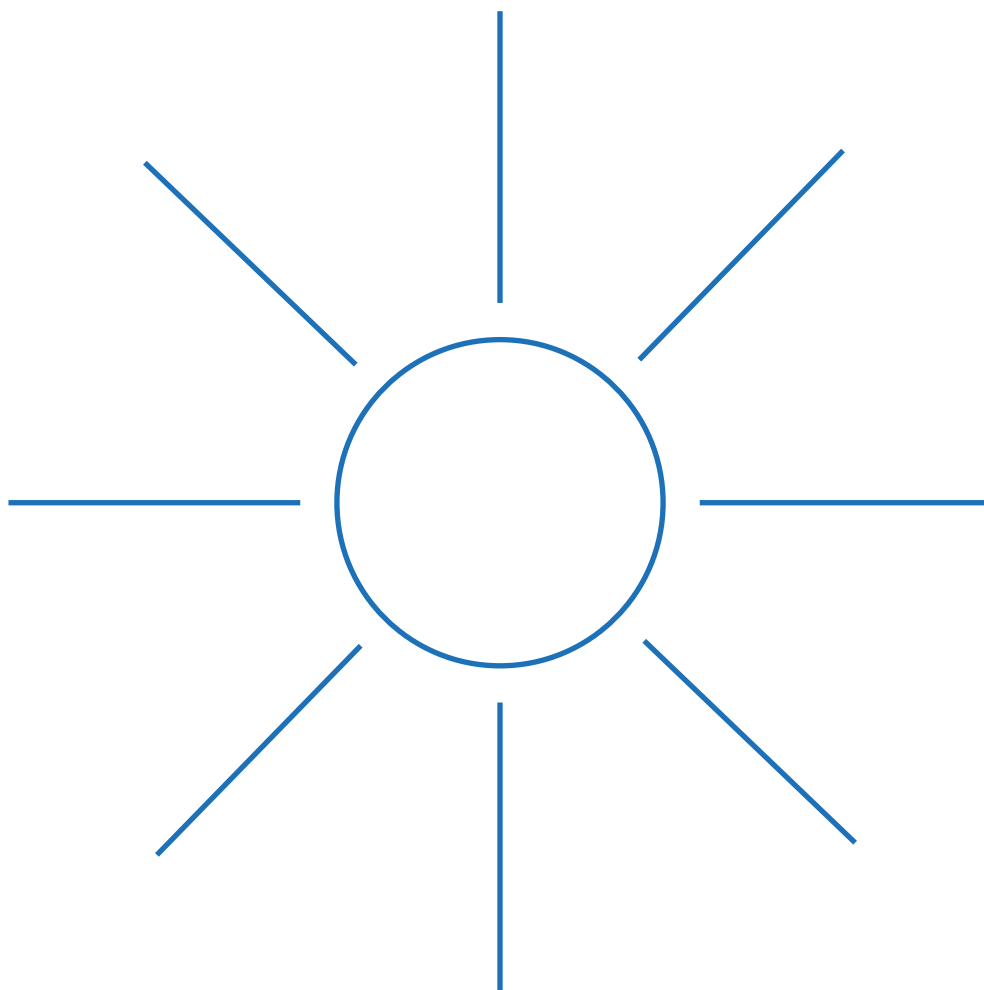
In many households, however, one egg is chosen to be kept for the whole year until the next Easter. This egg must be red and is called 'the Housekeeper'.

The custom is related to Easter and the birth of new life, but the Easter eggs tradition in this particular is in many ways quite unique for Serbia.

APPENDIX D: DEVELOPING A DESCRIPTION OF A LOCAL TRADITION

Appendix D1a Brainstorming ideas about a local festival

Work in pairs or small groups. Think of a local tradition and write its name in the circle, then brainstorm and note down the ideas and words associated with it.



APPENDIX D1B: DEVELOPING THE DESCRIPTION OF A LOCAL CUSTOM

Looking back at your ideas from the previous activity, write some questions about the custom/tradition, then write down the answers in the spaces provided.

Question 1:

Answer:

Question 2:

Answer:

Question 3:

Answer:

Question 4:

Answer:

APPENDIX D1C: DEVELOPING THE DESCRIPTION OF A LOCAL CUSTOM

Looking back at your ideas from the previous activity, write some words and sentences in response to the questions.

What is the (name of) the custom? What is its meaning and/or origin of the custom?
When and where does it take place?
What happens? / What do people do?
Additional information

APPENDIX D2: LANGUAGE FOCUS TASK REFLECTION

Listening back to your recorded dialogue, take some time to reflect on your performance. Choose a mark 1-5 (1 = unsatisfactory, 5=very successful).

1. Do I use the appropriate vocabulary?
2. Do I understand and fully answer the questions?
3. Is the customer fully informed ?
4. Do I use the phrases for linking?
5. Do I make recommendations appropriately ?

TBL⁴ TOURISM

TASK BASED LEARNING FOR TOURISM

 ANDRAGOŠKI ZAVOD
LJUDSKA UNIVERZA VELENJE



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