# Mini task 3 – restaurant conversation scaffold

Work in groups of 3 to create the script for a conversation about eating out.

Use slides 5–7 from the [‘Sentence builders and conversation scaffolds’ resource [PPTX 350 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-sentence-builders-and-conversation-scaffolds.pptx).

Include the following in your conversation:

* greeting your friend(s) and the server appropriately
* asking and responding to questions about personal preferences including one food or drink that you like, one food or drink that you do not like and one food or drink that you have not tried
* adjectives to describe the food or drink to justify your preferences, including what you think it would be like if you have not tried it
* the conjunctions *porque* (because), *pero* (but) and *y* (and)
* a comparison between items on the menu
* appropriate language to order items from a menu
* an adverb to express how frequently you drink or eat an item.

When you have finished, swap the text of your conversation with another pair or group, and use the 4-square criteria to provide peer feedback to them.

## Sample conversation starter

Student A: *¡ Hola [name], ¿cómo estás?*

Student B: *Hola [name], bien gracias. Y tú ¿qué tal?*

Student A: *Mas o menos.*

Student C: *Buenas tardes señoritas.*

Student A: *Buenas tardes señor.*

Student C: *¿Qué quiere para comer?*

Student A: *No sé. ¿Te gustan las gambas al ajillo [name]?*

Student B: *Sí, me gustan mucho, son sabrosas. ¿Y tú?*

Student A: *No me gustan nada porque son bastante picantes. Para comer me gustaría la paella, es rica.*

Student B: *Pues, nunca he probado la paella. Me parece salada. De primer plato me gustaría comer una ensalada y de segundo plato una tortilla de patatas.*

Student C: *¿Y para beber?*

Student B: *A ver, para beber me gustaría un zumo de naranja. ¿Te gusta el zumo de naranja?*

Student A: *¡No me gusta nada! Es demasiado amargo. Siempre bebo agua.*

Student C: *¿Y de primer plato señorita?*

Student A: *De primer plato, me gustaría las albóndigas.*

Student B: *Nunca he probado las albóndigas, me parecen sabrosas.*

Student A: *Las albóndigas son más ricas que la paella.*

Student B: *Sí, pero ¡la paella es más cara que las albóndigas!*

## 4-square criteria

|  |  |
| --- | --- |
| **Gender and verb**   * Has the correct article been used for each noun? (*el/la/los/las*) * Has the correct form of the verb been used? (*como/comes/comer/bebo/bebes/beber*) | **Content**  Are the following included:   * an appropriate greeting for your friend(s) and the server * an exchange of information about a food or drink you like or do not like, with reasons * a food or drink you do not know with a likely description * a comparison between at least 2 items from the menu * an order of at least 2 foods and one drink per person * conversation fillers * an adverb to express how frequently you eat or drink an item. |
| **Conjunctions**   * Does the text include all 3 conjunctions *(y*, pero, porque*)* | **Adjectives**   * Has a range of adjectives been used? * Do the adjectives agree with the nouns they describe? |

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