

Come dine with me

Functional English tasks

Name _____ Date _____



<http://www.channel4.com/programmes/come-dine-with-me>

Task

Imagine that you are inviting some of your fellow learners round to dinner at your house.

- Talk to 4 or 5 people in the room and find out what sort of food they like. You will need to make notes.
- Then plan a menu of 3 courses that would suit everyone in the class.
- Write or type up your menu in a conventional format.
(If you're not sure turn to page 4.)

Space for notes

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Rough draft

- ❖ Do you have three courses?
- ❖ Check important spellings in the dictionary.

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Final version

Write your finished menu below or type up on a separate sheet.

A large, empty grey rectangular area intended for writing the finished menu.

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Sample Menu

Homemade cauliflower and thyme soup (v)
with mini white bread loaves.

Duck liver pate
served with crisp streaky smoked bacon and a soft boiled quail egg,
finished with rocket and baby chard leaves.

Dill, lemon and fresh horseradish marinated smoked salmon
served with baby spinach leaves.

Crown of Derbyshire turkey
served with sausages wrapped in bacon, crispy roast potatoes, sausage & herb stuffing,
sweet roasted parsnips, and homemade gravy.

Slow roasted belly of pork
served with creamy mash potato, black pudding and streaky smoked bacon;
finished with a sage cream sauce.

Poached fillet of salmon
resting on dauphinois potatoes, finished with fresh watercress and garlic butter.

Mushroom & gorgonzola wellington (v)
served with sautéed new potatoes, together with a garlic & parsley cream sauce.

Homemade traditional Christmas pudding
with vanilla custard.

Chocolate truffle cake
served with vanilla cream.

Poached pears in homemade mulled wine
served with vanilla ice cream.

Come dine with me. Teaching notes and curriculum mapping

Entry Level 3 Functional Skills English mapping

Coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts. **Note that each level subsumes previous levels so do not ignore the skills in lower levels.**

Relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards.

✓ Indicates the main coverage and range skills that are (or can be) covered in this resource and/or in the suggested extension ideas and tips. However, these will vary with the student group and how the resource is used by the teacher. **Reference:** Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2.* <http://www.ofqual.gov.uk/>

Reading

Entry 3 Coverage and range Ofqual (2009)

Read and understand the purpose and content of straightforward texts that explain, inform and recount information.

- Understand the main points of texts
- Obtain specific information through detailed reading
- Use organisational features to locate information ✓
- Read and understand texts in different formats using strategies and techniques appropriate to task ✓

Writing

Write texts with some adaptation to the intended audience

- Plan, draft and organise writing ✓
- Sequence writing logically and clearly ✓
- Use basic grammar including appropriate verb-tense and subject-verb agreement
- Check work for accuracy, including spelling ✓

Speaking, listening and communication

Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges

- Follow the main points of discussions ✓
- Use techniques to clarify and confirm understanding ✓
- Give own point of view and respond appropriately to others' point of view ✓
- Use appropriate language in formal discussions/exchanges
- Make relevant contributions, allowing for and responding to others' input ✓

*This resource also covers many **adult literacy curriculum** <http://www.excellencegateway.org.uk/sflcurriculum> elements.*



Skillsworkshop tips and extension ideas.

If you have further ideas please share them by leaving a comment on the download page for this resource at www.skillsworkshop.org

- Students will need previous experience and discussion about layout and language of menus. As a group, look at some local examples. Discuss any unfamiliar vocabulary, word origins (e.g. dauphinois, sauté – French).
- What information (and how much) should you include? What text features and layout could you use? What type of language? Adjectives?
- Allow learners time to check and proofread their work – swapping work with a partner works well.
- Advise note taking during the exchanges. Encourage turn taking and appropriate methods of interruption. Learners could also plan the questions they are going to ask each other in advance.

Teaching notes

- I have used this resource successfully with new groups. It involves a combination of speaking and listening, note taking, and writing. Learners talk to several people and find out about their food likes & dislikes (plus allergies, religious considerations, etc.) before planning a menu for a dinner party.
- It can be introduced by showing a clip of the introduction to this popular Channel 4 programme (even better if you can find an episode featuring your town!) and eliciting what makes a successful dinner party (or not). Useful to introduce the idea of negotiation, and to encourage people to jot down notes to help them plan their menu.
- Finally, each learner must produce a menu presented in a conventional style. A sample menu is included that can be used as a shared reading text or as a discussion prompt. The menu must be acceptable to all the guests! The tutor can decide whether learners include more than one menu option for each course.