

Lesson 3: Setting up a food business

Level:

CEFR C1

Time:

60 minutes

Resources:

▶ Handouts

Aims:

- ▶ To encourage learners to exchange views on food, cooking and eating out
- ▶ To give learners practice in writing a neutral article
- ▶ To give learners practice in scanning a text
- ▶ To raise learners' confidence in describing things and places; giving views and opinions; explaining feelings, likes and dislikes

Exam task focus: Task 2

Procedure

1. Start the lesson by putting the following on the board – 'Some people eat to live whilst others live to eat.' Ask them to interpret it. Then write the word 'foodie' on the board and ask the learners what they think it means. Explain that a foodie is a person who really loves food, cares about what they eat and is interested in trying different types of food. Ask learners to rate from 1 – 10 whether they believe they are foodies.

2. Explain that they are going to find out more about each other's attitudes to food and eating out in a mingle activity. Explain that they need to prepare for the activity by turning the statements in the table in Activity 1A into questions. [Note that all the questions are yes / no questions and they also need to come up with some follow-up questions.] Do a couple of examples with them to ensure they know what to do. You may need to focus on some of the lexis in the activity such as, **particular about; to hang out; to watch what you eat; to steer clear of; be open to**. Check that they all have the correct questions and elicit a few of their follow-up questions then demonstrate how to do the activity. Emphasise the fact that they need to make use of their follow-up questions, move onto a different question if the answer is 'no' and speak to as many different people as possible. Conduct whole class feedback and discuss what they found out about each other's attitudes to food and eating out.

3. Show learners the image of Mansour (on the right pointing at the camera) in Activity 1B with a couple of his friends and set the context ie that he is a Syrian refugee who decided to set up his own restaurant. Explain the meaning of 'pop-up' restaurant. Elicit ideas of what they think you might need to do to set up your own food business in the UK. Note these on the board. Then tell learners to read Mansour's story and make a note of the things he did to set up his business. You could either spend

some time pre-teaching the vocabulary you predict might block their understanding eg business plan, red tape. Suggest that they try to work out what it means from looking at the context or encourage them to use a dictionary whilst they are reading. Tell learners to work individually then ask them to check their answers in pairs. Conduct whole class feedback comparing the actual answers with the things they predicted that are written on the board. As you are going through the answers, it would be useful to differentiate the things that Mansour did from the things he had to do because of legal requirements, such as have a business plan in place.

Suggested answers:

find premises; write a business plan; get funding; equip the kitchen; market the business / find someone to be in charge of marketing; understand and implement fire safety, health and safety and food preparation requirements; hire and train staff; source ingredients; register with the local council (this has to be done 28 days before opening)

‘It took me a while before I found exactly where I wanted to have my pop-up restaurant but, having said that, **finding the ideal premises** was the least of my worries. There was so much red tape to deal with compared to my country. Writing **the business plan** was probably the trickiest thing for me. It took me a lot longer than I’d envisaged. Back home I didn’t have to do this, but here you have to have one in place before you can set up business, especially if you’re looking for funding options which I was. Once I **got my loan**, which wasn’t easy, I then had to think about what I needed to use this money for. There were quite a few rather expensive initial costs which I hadn’t quite realised would set me back that much to get the business off the ground. The kitchen **needed to be fully equipped** and I had to make sure there was **enough money for marketing**. I know everyone thinks this is easy now we all rely on social media, but actually it’s not as easy as you think. We had to find someone who had a good understanding of marketing and that was tricky and I wanted someone to understand the ethos of our business. I was pleased when we found Nour. She knew all the marketing tricks and, what’s more, had once upon a time had her own restaurant so was able to help us **with fire safety, health and safety and food preparation requirements, and share her top tips on hiring staff**. We didn’t do a lot of hiring but I wanted to make sure we had a reliable and hardworking team, so I asked a couple of my friends to join me in the venture. Once we’d **registered with the environmental health team** at our local council, we then had to make sure we adhered to all the requirements and that **all the staff members were aware of these** too. Luckily, we were **able to source all our ingredients** locally so there were no issues there. When I look back, I can’t believe all we went through to be able to run our now thriving pop-up business, but one thing is for sure - it was worth it.’

4. Tell learners to work with a partner to think of the problems that Mansour faced in setting up his business. Conduct whole class feedback and ask learners what, if anything, they have learnt about setting up a business in the UK. Find out whether anyone has or knows anyone that has direct experience of doing it.

Suggested answers:

dealing with bureaucracy (red tape); writing a business plan; finding initial costs / funding; allocating a budget for marketing and knowing how to market the business

5. Establish the fact that Mansour has now started his own business and that they are going to read some reviews from Trip Advisor. Check that they know about Trip Advisor and discuss its uses. Tell

learners to read through the reviews and tick the things that are mentioned in the reviews. Then tell them to compare their answers with a partner. Conduct whole class feedback.

Answers: *the food, the staff, the atmosphere and value for money*

Note: although one review mentions the fact that the restaurant is in a shipping location, it doesn't mention the location ie in X or near the canal in the centre of town.

6. Tell learners to look at the reviews again and make notes on the positive things that are mentioned and the less positive aspects. They could do this in pairs or small groups. Conduct whole class feedback. As you are going through the feedback, focus on the language used. Explore the fact that these are informal reviews on Trip Advisor so some of the language wouldn't be appropriate in a more formal review eg 'we **figured** we would', 'the staff were **super** attentive and friendly', 'the food was **to die for**', '**buzzy** atmosphere'. Explore synonyms that would be more appropriate eg 'decided', 'really / very attentive' and 'friendly, extraordinary', 'lively'. Also focus on the informal style used in the reviews - short sentences such as 'I wasn't disappointed' and the use of hyphens to join ideas together.

Suggested answers:

Positive	Negative
<i>staff - very attentive and friendly - nothing too much trouble</i>	<i>busy - have to queue to get a table even mid-week</i>
<i>food - extraordinary, uses local, fresh ingredients; interesting combination of flavours</i>	<i>food comes out separately so can't eat together</i>
<i>buzzy atmosphere</i>	<i>drinks - overpriced</i>
<i>good value for money</i>	<i>stew - too spicy</i>

7. Tell learners to look at the exam task in Activity 3A. Suggest that they look back at the reviews in Activity 2A and advise them to highlight any language they could use in their own review eg 'X urged me to try it'. Encourage them to pick out chunks of language rather than individual words. Remind them that the style and language is informal whereas the language and style in their review should be neutral. Tell learners they can either write about an actual restaurant that they know or make up the information they include.

8. Focus on the **exam hint** and highlight the fact that in the Level 2 Writing exam, it's necessary to show evidence of planning of at least one of the tasks. Explain that they are going to practise doing this. Discuss different ways of planning, for example using a set of notes, or diagrams such as mind maps. Explain that in this lesson they are going to practise using a mind map. Encourage them to think about how they will organise their mind map and discuss how much they think they should write ie a few words not full sentences. Give them a few minutes to complete their mind map. You might want to give them a time limit to replicate the fact that, in the exam, time will be very short so they need to get used to planning tasks quickly. Suggest that they compare their plans with a partner to see whether they can offer each other some advice. Conduct whole class feedback to find out how they felt about using a mind map to plan their reviews.

9. Since there is a lot of content in the lesson, you will probably have to set the writing of the review as homework. Give learners a time limit to complete it in. Once you have looked at the reviews, it might be a nice idea to stick them around the classroom, particularly if they are all writing about actual restaurants in the area. They can then share their recommendations for local restaurants.

Notes on cultural awareness and appropriacy

Many people arrive in the UK with skills they acquired in companies in their own country and are keen to set up business in the UK. Others will have qualifications that are not recognised in this country so may be interested in starting their own business doing something totally different such as painting and decorating, dress-making or a food business. There are steps you need to follow in order to do this as it's not possible to simply start a business. Advice and guidance is available in order to get a business off the ground and this might be something you want to share with your students.

<https://www.gov.uk/set-up-business>

<https://www.food.gov.uk/business-guidance/setting-up-a-food-business>

https://www.food.gov.uk/sites/default/files/media/document/sfbb-introduction-december-2019_1.pdf

Handout activity 1

Activity 1A

Find someone who ...

Turn the statements in the first box into questions.

For example: would rather eat out than cook at home = Would you rather eat out than cook at home?



Walk around the classroom and ask **one** question to each of your classmates. Try to speak to as many people as possible. When someone answers '**Yes**', write their name in the column on the right. If they answer '**No**', ask them a different question. Think of **follow-up questions** to find out more details from your partner eg Why? (would you rather eat out than cook at home?). Try to have a **different name** in each of the **Name boxes**.

Find someone who...	Name
1. would rather eat out than cook at home	
2. is a fan of finding new and interesting places to eat	
3. knows someone who has their own food business	
4. is particular about what they eat	
5. loves hanging out in the kitchen	
6. would only consider eating in a restaurant they know	
7. believes home cooked food really is the best	
8. watches what they eat very carefully	
9. is open to trying new dishes	
10. steers clear of street food	

Activity 1B

Mansour is a refugee from Syria. Having been in the UK for a while, he decided to set up a pop-up restaurant called The Syrian Kitchen. Read his story and make a note of what he did do to set up his business.

* find premises

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‘It took me a while before I found exactly where I wanted to have my pop-up restaurant but, having said that, finding the ideal premises was the least of my worries. There was so much red tape to deal with compared to my country. Writing the business plan was probably the trickiest thing for me. It took me a lot longer than I’d envisaged. Back home I didn’t have to do this, but here you have to have one in place before you can set up business, especially if you’re looking for funding options which I was. Once I got my loan, which wasn’t easy, I then had to think about what I needed to use this money for. There were quite a few rather expensive initial costs which I hadn’t quite realised would set me back that much to get the business off the ground. The kitchen needed to be fully equipped and I had to make sure there was enough money for marketing. I know everyone thinks this is easy now we all rely on social media, but actually it’s not as easy as you think. We had to find someone who had a good understanding of marketing and that was tricky and I wanted someone to understand the ethos of our business. I was pleased when we found Nour. She knew all the marketing tricks and, what’s more, had once upon a time had her own restaurant so was able to help us with fire safety, health and safety and food preparation requirements, and share her top tips on hiring staff. We didn’t do a lot of hiring but I wanted to make sure we had a reliable and hardworking team, so I asked a couple of my friends to join me in the venture. Once we’d registered with the environmental health team at our local council, we then had to make sure we adhered to all the requirements and that all the staff members were aware of these too. Luckily, we were able to source all our ingredients locally so there were no issues there. When I look back, I can’t believe all we went through to be able to run our now thriving pop-up business, but one thing is for sure - it was worth it.’

Activity 1C

Now read the text again and discuss with a partner the challenges he faced in starting his business.

Handout activity 2

Activity 2A

Read some of the recent Trip Advisor reviews about The Syrian Kitchen. Tick the things the reviewers mention.

- ▶ the food
- ▶ the I
- ▶ the staff
- ▶ the location
- ▶ the atmosphere
- ▶ value for money

What a find! We were walking past on a Tuesday night and it was packed, but the food looked amazing so we figured we'd give it a go. Annoyingly we had to queue for 30 minutes to get a table, but it was definitely worth it. The staff were super attentive and friendly – nothing was too much trouble. The food was to die for – I strongly recommend the baked lamb – it just fell off the bone. Go on – treat yourself but do book before you go! **Renabee**

One of my friends told me about this place and urged me to try it. I wasn't disappointed. There are only a few tables because it all happens in an old shipping container but who cares when the food is this good! There was a really buzzy atmosphere. The only thing that was a little disappointing was that the food came out as it was ready so we weren't all eating at the same time, but I imagine the kitchen is tiny! **Ali_G76**

I read about this place online – apparently it was set up by a refugee from Syria. I was most impressed by the food. Apparently, he sources local, fresh ingredients and I'm sure that's one reason it tastes so good but he also uses some interesting combinations of flavours, so each dish is an interesting twist on a classic. My friend tried the stew with Aleppo Chilli Paste and he thought it was too spicy but he's not a big fan of spicy food. All things considered, we thought the food was excellent value for money but we did think the drinks were over-priced! So if you steer clear of the cocktails you can eat pretty reasonably for not too much money. **RKLondon**

Activity 2B

Make notes on the things that reviewers thought were positive about Mansour's restaurant and the things they were more critical of.

Positive	Negative

Handout activity 3

Activity 3A

Look at the task below.

Write a review about a restaurant you have recently visited for your local community magazine.

Describe your experience at the restaurant, comment on the menu, the prices and service and, finally, say why you think people should or shouldn't visit the restaurant.

Write about 250 words.

Look back at the reviews in Activity 1A. Highlight any language or ideas you could use in your review.

Activity 3B

Planning

Exam hint

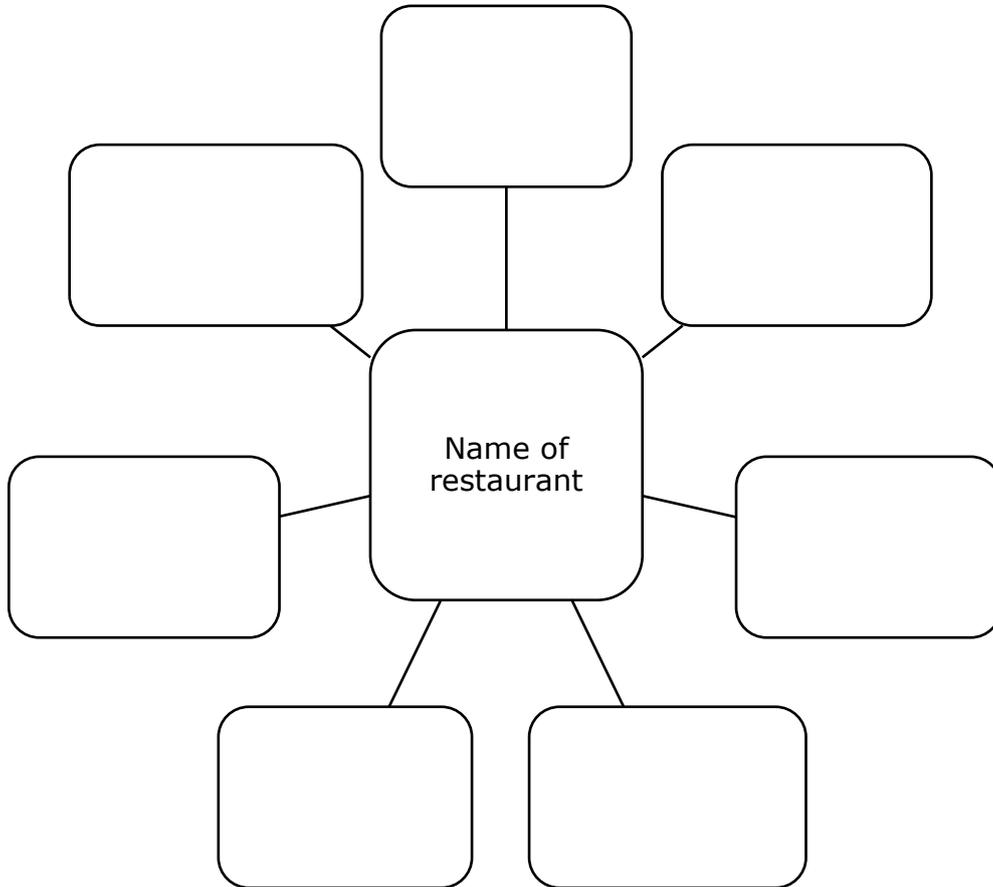
In the Level 2 Skills for Life Writing exam, you have to write a review or an article in Task 2. It is aimed at interested public and is neutral in register. The purpose of the review or article is to inform or entertain.

Examiners want to see you know how to plan your writing so you will always be asked to show your planning of at least one or more tasks but not Task 4. There will always be a section in your exam paper to plan your answer(s). If you don't plan at least one question you will lose marks.

How can you plan your answers?

Look carefully at the exam question and highlight exactly what you need to write about. Time is short in the exam so it's not a good idea to write in full sentences. Think of how you could show evidence of planning without writing your answer in full. You could start by using a mind map to brainstorm some ideas.

Brainstorm ideas for your review. Use the mind map below to help you.
Compare your mind map with your partner's.



Activity 3C

Write your review. Remember your review is neutral not informal. Also think about how to start your review to grab the readers' attention.