Nombre:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Modo:\_\_\_\_\_\_\_\_\_\_ Fecha:\_\_\_\_\_\_\_\_\_\_\_\_

**Dialogue Project – En el Restaurante**

As part of the **En el restaurant unit** you will write and perform a skit that demonstrates your mastery of the vocabulary and grammatical structures we have learned.

Your project grade will be based on the script, performance (which includes readiness, poise and memorization) and pronunciation. Choose your group members wisely! Whether you are in school or not, you are still responsible to and for your group.

**Requirements:**

1. **Group Size:** Groups will consist of 3 or 4 people. One person will play the role of the “camarero/a” (waiter/waitress) and the others will be diners (clients) at a restaurant/café.
2. **Script:** Your script must meet the specifications noted below.

* **ONE rough draft** of the script from each group
* **EACH GROUP MEMBER** will turn in a copy of the final script on presentation day.
* **See chart on other side for specifics**

1. **Materials:** Each group will create a set of menus – one for each ***cliente***. The menus should have the same design and content. The menus should be neat, colorful, and accurate – check your spelling carefully and consider making a rough draft first. Keep it simple! I expect you to mainly use the items from our vocabulary list, however, you may add a few extras if you’d like. Your menu should be written entirely in Spanish and needs to include the following information:

* Name of restaurant
* At least 4 choices for each meal (Breakfast, Lunch, Dinner). No more than one item on the menu may be duplicated. (For example, a cheeseburger is allowed for lunch and dinner, but no other meals may be repeated.)
* At least 4 drink choices
* Prices for each item

1. **Memorize your lines!**  You’ll see that you will have many resources to help you during your presentation, but plan on investing time to memorize the key vocabulary and pronunciation.
2. **Have fun, and use your class time wisely. ☺**

|  |  |  |  |
| --- | --- | --- | --- |
| **Script requirements: 13-14 must be included to achieve standard** | | | |
|  | **Camareo/a** | **Cliente** | **cliente** |
| * **A greeting from each person** |  |  |  |
| * **Ask if there is a free table** |  |  |  |
| * **Ask for menu** |  |  |  |
| * **A hungry / thirsty expression** |  |  |  |
| * **Server welcomes customers** |  |  |  |
| * **Waiter ask for drinks order** |  |  |  |
| * **Waiter asks for food order** |  |  |  |
| * **Customers order drink** |  |  |  |
| * **Server confirms drink order** |  |  |  |
| * **Customers order more than one food item each** |  |  |  |
| * **Server confirms drink order** |  |  |  |
| * **Customers discuss their orders** |  |  |  |
| * **Customers discuss their orders, mention what they likes/dislikes** |  |  |  |
| * **Customers discuss their orders, mention how often they eat/drink the foods** |  |  |  |
| * **Server tells customers to enjoy the meal** |  |  |  |
| * **Customers react to their meal** |  |  |  |
| * **Customers ask for check** |  |  |  |
| * **Server closes conversation** |  |  |  |

**Scoring:** Minimum requirements: Must include 13 or 14 elements from the list above

You will be graded as a group on your SCRIPT. Presentation and Pronunciation will be individual scores. Script – 70%, Presentation - 15%, Pronunciation – 15%

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Extends beyond standard A+ / A- | Meets standard B | Working towards meeting standard C | Needs help to work toward meeting standard D / D- | Does not meet standard I |
| Well-organized and articulated. This entire written piece is appropriate and comprehensible.  Shows subject-verb agreement, noun-adjective agreement (number and gender), makes a conscious effort to use accents, no spelling errors.  Word order is entirely correct.  Makes use of new vocabulary and structures. Attempts to use a wide range of vocabulary. Interesting, creative response.  Work includes 100% + of required elements. | Well-organized. Appropriate and comprehensible in most parts.  Communication is not affected by interference from English.  One or two grammatical errors in subject-verb agreement, noun-adjective agreement, word order or spelling. They are very minor and do not interfere with communication.  Good vocabulary. Makes use of appropriate words and some new lexical items. Generally good response.  Work includes 85-100% of required elements. | Expresses some ideas on the topic.  Elements are appropriate and comprehensible.  Contains more than a few grammatical errors.  No conscious effort to use accents.  Vocabulary is just adequate to respond. No attempt made to use a variety of expressions.  Generally understood but limited to the very basic.  Work includes 75- 84% of required elements. | Not very well-organized and ideas are poorly expressed even though it may be comprehensible.  Many errors in agreement (noun-adjective and number and gender), inappropriate verb forms used. These errors occur in structures that are basic at this level.  Communication may be hindered by lack of proper use of verb forms, spelling errors (accents lacking), and other basic errors.  Inadequate vocabulary or incorrect use of lexical items, leading to a lack of communication.  Work includes 65- 74% of required elements. | This piece is not acceptable.  Most structures are incorrect. Constant use of the infinitive form of the verb, no evidence of knowledge of conjugation.  Incomplete due to the lack of vocabulary. Answers tend to be one or two words in length.  Work includes less than 65% of required elements  Student must re-do work to earn credit. Grade will be recorded as Incomplete until minimum standard is achieved. |

**Sample Script – Comida Dialogue Project**

Use this script as a guide. On the right you will see that requirements are identified. Stage directions are written in italics. This script is written for a group of 3 students.

Diner 1: ¡Hola! ¿Cómo estás?

* A greeting from each person.

Diner 2: ¡Hola! Estoy bien.

* A hungry/thirsty expression

Diner 1: Tengo hambre.

*Diners approach table.*

Camarero: ¡Buenas tardes! Bienvenidos al Restaurante Wicks.

* Waiter welcomes the diners.

Diners 1 & 2: ¡Gracias!

*Waiter directs diner to their seats and gives them menus.*

* Waiter asks what diners would like to eat and drink.

Camarero: ¿Qué quisiera comer y beber?

Diner 1: Para comer, yo quisiera los huevos y tocino. Para

* Each diner orders 2 foods and 1 drink from the menu. Each diner uses a different “I would like” expression, as well as the verbs “comer” and “beber.”

beber, yo quisiera café.

*Waiter writes order down.*

Camarero: Ok, los huevos, tocino y café.

Diner 2: Para comer, me gustaría el cereal y leche. Para

* The waiter repeats back what each diner orders. The waiter may jot down notes as the diners speak.

Beber, me gustaría jugo de naranja.

*Waiter writes order down.*

Camarero: Ok, cereal, leche y jugo de naranga.

*Waiter gets blank/designed plates, brings to table and gives*

*to each diner.*

* Waiter tells diners to enjoy their meal.

Camarero: ¡Qué aproveche!

Diner 1: ¡Qué delicioso!

* Each diner reacts to their meal.

Diner 2: ¡Qué asco!

* A hungry/thirsty expression