

LPF Reading Exemplar

The Royal Dinner

Task Description

In this reading activity, students read a story about a cook preparing the dinner for the royal family. Students then responded to the related questions.

Preparation

Before the reading activity, the teacher guided students to share their personal experience with cooking, e.g. people they like cooking for and their favourite dish. The teacher also helped students comprehend the text more easily by revising vocabulary items related to the topic, e.g. food ingredients and action verbs used to describe cooking procedures, and then introducing unfamiliar words such as 'stir', 'peel' and 'dice'.

Learning Outcomes: ATMs 2-3

ATM 2

Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate

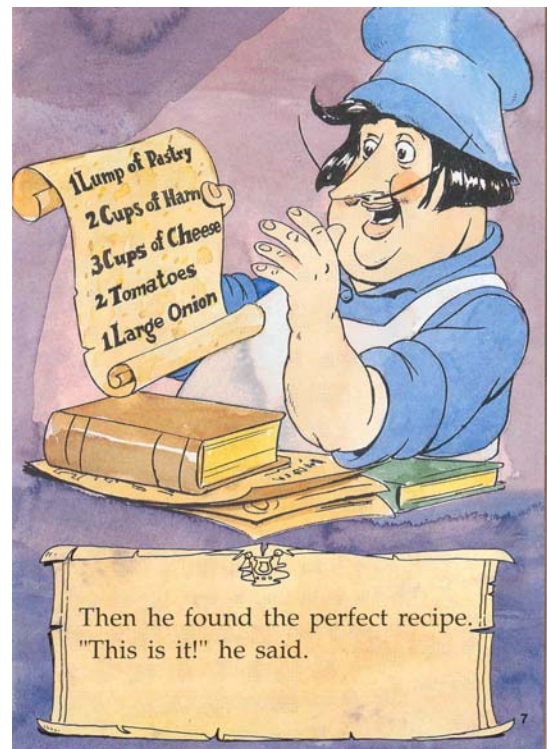
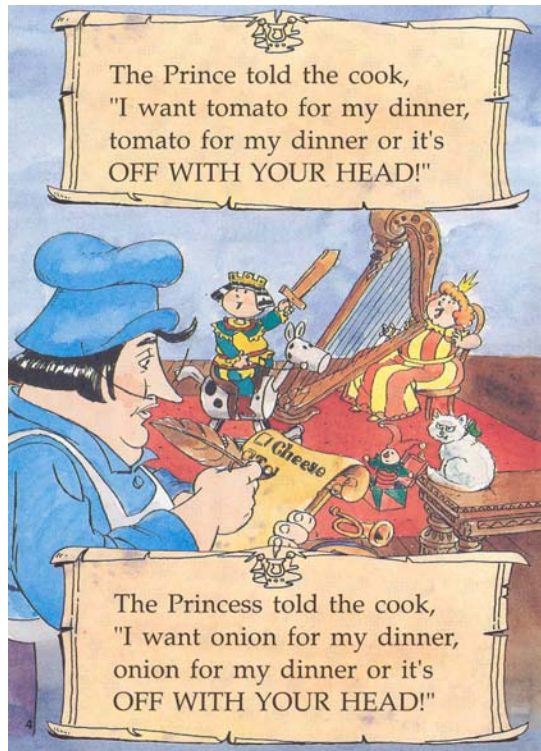
ATM 3

Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate

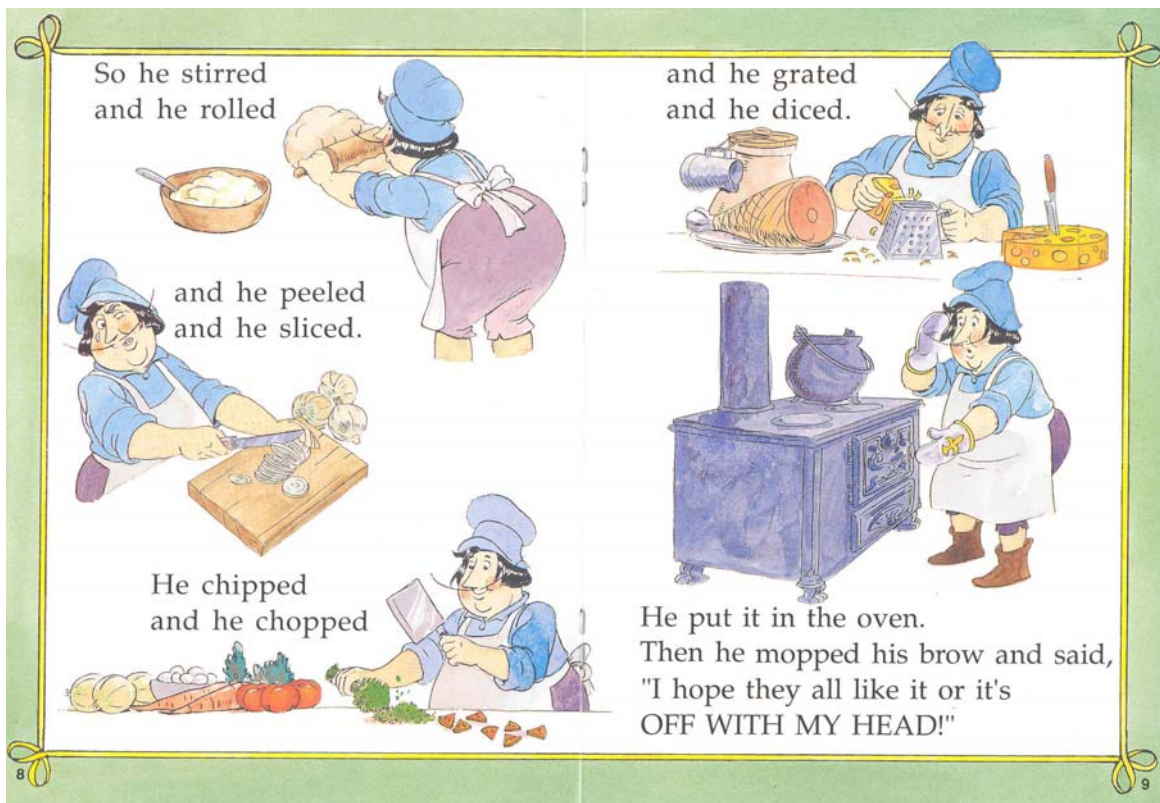
Questions	When students respond to the questions appropriately, they can:
<p>1. Read the book cover. What will the cook make for the King's family?</p> <p><u><i>A very big / delicious meal.</i></u> <u><i>(Any reasonable answers.)</i></u></p>	<p>ATM 2</p> <ul style="list-style-type: none">• make predictions about the content from the book title and illustrations on the book cover
<p>2. The cook said, 'They <i>all</i> want something different!' What did each member in the royal family want for the dinner?</p> <p><u><i>The King wanted ham, the Queen wanted cheese, the Prince wanted tomato, and the Princess wanted onion for the dinner.</i></u></p>	<p>ATM 2</p> <ul style="list-style-type: none">• locate specific information by identifying key words, e.g. 'ham', 'cheese', 'tomato', 'onion'
<p>3. Did the cook think it was easy to cook dinner for the King's family? Write down one sentence that gives you the idea.</p> <p><u><i>No. 'He puzzled and he pondered.'</i></u> / <u><i>'He looked and he read.'</i></u></p>	<p>ATM 3</p> <ul style="list-style-type: none">• infer the cook's feelings by using clues in close proximity, e.g. 'So he puzzled and he pondered.', 'He looked and he read.' to show his lack of ideas about what to cook
<p>4. What kind(s) of vegetables did the cook need? How much did he need?</p> <p><u><i>Two tomatoes and one large onion.</i></u></p>	<p>ATM 3</p> <ul style="list-style-type: none">• locate specific information by recognising the text structure of a recipe

<p>5. Read up to page 7. Would the king cut off the cook's head? Why?</p> <p><u>No. He found the perfect recipe and knew what to cook.</u></p> <p><i>(Accept any reasonable answers.)</i></p>	<p>ATM 3</p> <ul style="list-style-type: none"> • make predictions about the likely development of the text by identifying key words, e.g. 'found the perfect recipe'
<p>6. How did the cook make the dinner? Put the cooking steps in order.</p> <p><input type="checkbox"/> 3 a. He chipped and chopped the vegetables.</p> <p><input type="checkbox"/> 2 b. He peeled and sliced the onion.</p> <p><input type="checkbox"/> 5 c. He put the pastry in the oven.</p> <p><input type="checkbox"/> 1 d. He stirred and rolled the pastry.</p> <p><input type="checkbox"/> 4 e. He grated and diced the cheese.</p>	<p>ATM 2</p> <ul style="list-style-type: none"> • follow ideas by <ul style="list-style-type: none"> - identifying key words, e.g. 'stirred', 'peeled', 'chipped', 'grated', 'put it in the oven' - understanding the use of simple cohesive devices, e.g. the connective 'and' to describe each cooking step in sequence
<p>7. Did the royal family like the dinner? Write down one sentence that tells you the answer.</p> <p><u>Yes. 'It tastes delicious.'/ 'It tastes nutritious.'/ 'This is just right!'</u></p>	<p>ATM 2</p> <ul style="list-style-type: none"> • process simple sentences by identifying meaningful chunks, e.g. 'It tastes delicious!', 'It tastes nutritious.', 'This is just right!'
<p>8. Read the sentence on page 14, 'And they ate that pizza to the very last bite.' What does it tell you?</p> <p><u>The royal family liked the pizza very much.</u></p> <p><i>(Accept any reasonable answers.)</i></p>	<p>ATM 3</p> <ul style="list-style-type: none"> • work out the meaning of the expression 'the very last bite' by using semantic clues, e.g. 'It tastes delicious!', 'It tastes nutritious.', 'This is just right!'

Extract from **The Royal Dinner** by **Brenda Parkes** (pp. 4 & 7-9)



(Materials adapted from **Royal Dinner** – Text by **Brenda Parkes** and Illustrations by **John Burge** with the permission of **McGraw-Hill Education (Asia)**)



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