

## Shopping – In a Café

### Topic

In a cafe

### Learning outcomes

- Name items found in cafes
- Read and order instructions
- Review common food and drink items
- Practise ordering food and drink in a cafe

### Age group and level

Aged 13-17 and adults A1+

### Time

100- 110 minutes (This could be done over 2 lessons)

### Materials

Handout 1 – Menu vocabulary, ordering activity

If using the mingle:  
Appendix 1 Cut Ups  
Blu tac or tape to stick cards on the board

### Introduction

This lesson presents vocabulary relating to cafes. Learners should have some food vocabulary in order to do this lesson. Learners practise reading and ordering instructions and a short dialogue. They also practise a short role play.

### Procedure

- |                                 |   |
|---------------------------------|---|
| <b>1. Lead-in<br/>(10 mins)</b> | <ul style="list-style-type: none"><li>• Ask students if they ever go to cafes or fast food outlets</li><li>• Elicit names of local cafes from students.</li></ul> |
|---------------------------------|---|

	<ul style="list-style-type: none"> <li>Ask about preferences. Which cafes do they like? Why?</li> </ul>				
<b>2. Vocabulary activity (15 minutes)</b>	<ul style="list-style-type: none"> <li>Elicit names of the items found in a café.</li> <li>Draw simple pictures on a whiteboard as prompts.</li> <li>Write each item clearly on the board, eliciting suggestions for spelling.</li> <li>Ask students to read words as you point to them.</li> <li>Remove the words on the board. Give out worksheet 1 or display <b>slide 2</b>. If using the handout ask learners to write the words next to the pictures. If using the presentation elicit the names of the food and drinks.</li> </ul>				
<b>3. Alternative vocabulary activity (15 minutes)</b>	<ul style="list-style-type: none"> <li>If the vocabulary items are completely unfamiliar to the students carry out a mingle/match activity first (Appendix 1)</li> <li>Distribute cut-up word/picture cards around the class. Give the quickest students more cards.</li> <li>Ask students to mingle and find the word or picture that matches their card (and, if needed, bring it to you to check). This gives students the opportunity to consult each other, negotiate and come to an agreement without feeling self-conscious.</li> <li>Stick the image and word on the board.</li> </ul>				
<b>4. Ordering activity (10 minutes)</b> OPTIONAL	<ul style="list-style-type: none"> <li>Ask students what they need to do if they go in a café. Try to get them to describe the steps orally.</li> <li>Demonstrate by acting out the steps expected in a café.</li> <li>Ask learners to complete Task 2 on their worksheet in or display <b>slide 3</b>.</li> <li>Explain that the instructions need to be put in order – point out the number 1 and ask which one is number 2 as a whole class.</li> <li>Ask students to work in pairs to complete the activity.</li> </ul> <p><b>Answers:</b> Note some people may prefer a different order ( such as finding a table first), so accept any reasonable answers. 1. B; 2. C; 3. F; 4. E; 5. D; 6. A</p>				
<b>5. Review food and drink vocabulary (15 minutes)</b>	<ul style="list-style-type: none"> <li>Create this table on the board:</li> </ul> <table border="1" data-bbox="450 1809 1484 1944"> <tr> <td data-bbox="450 1809 967 1877">Food</td> <td data-bbox="967 1809 1484 1877">Drink</td> </tr> <tr> <td data-bbox="450 1877 967 1944"></td> <td data-bbox="967 1877 1484 1944"></td> </tr> </table>	Food	Drink		
Food	Drink				








	<ul style="list-style-type: none"> <li>Elicit a list of popular food and drinks and discuss preferences</li> <li>Learners copy the table into their notebooks. Correct and drill any new pronunciation at this point, if needed.</li> <li>Elicit prices of each item. Estimating prices will mean students review pronunciation of prices and prompt further discussion of different local cafes.</li> </ul> <p><b>Note:</b> This could be the end of lesson one.</p>
<b>6. Dialogue preparation 1 (10 minutes)</b>	<ul style="list-style-type: none"> <li>Elicit suggestions of what you might say in a café. Write suggestions on a board.</li> <li>Hand out worksheet 2 and direct learners to task 1 or display <b>slide 4</b> and ask two strong students to read the dialogue aloud.</li> <li>Look for comparisons with students' suggestions</li> <li>Ask students to answer the following comprehension questions about the dialogue: <ul style="list-style-type: none"> <li>— What does the girl want to eat? (cheese sandwich)</li> <li>— What does the girl want to drink? (coffee)</li> <li>— How much does it cost? (£2.75)</li> </ul> </li> </ul>
<b>7. Dialogue preparation 2 (10 minutes) OPTIONAL</b>	<ul style="list-style-type: none"> <li>Ask learners to complete task 2 on their worksheet or display <b>slide 5</b>.</li> </ul> <p><b>Answers: 7, 1, 5, 6, 3, 4, 2.</b> These are displayed on <b>slide 6</b>.</p>
<b>8. Dialogue (15 minutes)</b>	<ul style="list-style-type: none"> <li>Either write the dialogue on the board or display <b>slide 7</b>. <ul style="list-style-type: none"> <li>Put learners in pairs to practice the dialogue. Encourage students to vary what they ask for and how much the items cost using ideas from the table they copied in stage 5 to role play without reading from the worksheet/ slide.</li> </ul> <p><b>Alternative activity:</b> Deletion drill</p> <ul style="list-style-type: none"> <li>Write the dialogue on the board and ask pairs to practice the dialogue with each person taking the staff and customer role once. Then delete lines 1 and 4 of dialogue. Ask the pairs to repeat the dialogue and try to remember the missing lines.</li> <li>Then delete lines 3 and 5 and ask pairs to do the dialogue again.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>• Keep deleting lines until they've all been memorised. Monitor to check in case you need to give your learners more practice time.</li></ul>
<b>9. Feedback (10 minutes)</b>	<ul style="list-style-type: none"><li>• Nominate a couple of pairs to demonstrate their conversation and give whole group feedback on the task.</li></ul>

**Contributed by**

Sarah Burn. Edited by Suzanne Mordue

Appendix one – cut ups

	<b>counter</b>
	<b>till</b>
	<b>tray</b>
	<b>chair</b>
	<b>table</b>
	<b>glass</b>
	<b>cutlery</b>



**napkins**