

I'd like to buy some bread, please

LEARNING OUTCOME

learn how to buy food and drink for a picnic

WARMER

Ask students if they know what a *picnic* is. Ask students what food and drink they would buy if they had a picnic. Compare answers around the class. Ask students to look at the learning outcome. Explain that in this lesson they are going to learn how to buy food and drink for a picnic.

Everyday life

- 1 Ask students to work in pairs, look at the photograph and answer the questions.

Answers

The lady is in a bakery. She is looking at the cakes and talking to the shop assistant.

She wants to buy some bread and cakes.

Everyday vocabulary

- 2 Ask students to look at the words in the box and match them to the expressions of quantity. Encourage students to look up any unknown words in a dictionary, or ask other students. It is important that students understand the words at this stage as they will be revisiting these words later.

Answers

1 A box of: biscuits

2 A kilo of: apples

3 A packet of: biscuits, butter, crisps

4 A bottle of: cola, water

5 A loaf of: bread

6 A slice of: bread, cheese

- 3 Ask students to work in pairs and brainstorm any other words they know and add them to the correct category. Ask pairs to share their ideas with the class. Check answers and write the words on the board.

Possible answers

1 A box of: eggs, chocolates, cereal

2 A kilo of: oranges, potatoes, rice

3 A packet of: coffee, sugar

4 A bottle of: orange juice, milk, wine

5 A loaf of: –

6 A slice of: cheese, cake, pizza

Dialogue

- 4 Read the context for the situation aloud. Tell students that they are going to listen to a dialogue between Clara and a shop assistant. They should cover the dialogue on the page and listen. Tell them not to worry about understanding every word. They should listen and find out what food Clara buys. Ask students to check their answer in pairs, before checking as a class.

Answer

One loaf of bread, ten slices of cheese, a packet of butter, a kilo of apples and three packets of plain crisps.

- 5 Ask students to look at the dialogue on the page and complete gaps 1–6 with the missing sentences a–f. They check answers in pairs, then listen to the dialogue again and check.

Answers

1 c 2 b 3 a 4 f 5 e 6 d

- 6 Ask students to look at the dialogue again and to find examples of the language listed.

Answers

Language for:

asking if a customer wants to buy something else:

Would you like anything else? Anything else?

being polite: Good morning; please; Thank you; Thanks very much

EVERYDAY ENGLISH TOOLKIT

Ask students to look at the expressions and find them in the dialogue, noting who says each one: Clara or the shop assistant. Check the answers as a class. Ask students to practice saying the expressions.

Answers

How can I help you? (Shop assistant)

Have you got any cheese? (Clara)

How much would you like? (Shop assistant)

Here you are. Anything else? (Shop assistant)

Can I have a kilo of apples and three packets of crisps, please? (Clara)

What flavour crisps would you like? (Shop assistant)

How much is that? (Clara)

Over to you!

- 7 Students work in pairs and decide who will be the shop assistant and who will be the customer. Ask them to read the instructions and follow the steps. Tell the customers that they can choose whatever items they like from the lists in 2 and 3. Shop assistants can decide what the total price is. Remind students to use expressions from the Toolkit and the dialogue in 4. When students have finished ask them to swap roles and do the role-play again. Monitor and make a note of errors or good language during role-plays. Write these on the board (anonymously) for the class to correct or note in their notebooks. Some pairs could act out their dialogues in front of the class.

Extension: Students decide what they need for a birthday party for six people and repeat the role play.

Extension: Students write out their own dialogues.