

That sounds good!

LEARNING OUTCOME

learn how to order food in a café

WARMER

Ask students whether they often meet friends in cafés. Compare answers around the class.

Ask students if they have ever been to a café in England and, if so, whether it was easy to order and what the food was like.

Ask students to look at the learning outcome. Explain that in this lesson they are going to learn how to order food in a café.

Everyday life

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

Answers

The people are in a café. They are eating. Ask students what they can see in the photo and to discuss what types of food they like and what they usually eat when they go out.

Everyday vocabulary

- 2 Draw students' attention to the menu and the different categories. Check students understand each category and elicit an example for each one. Then ask students to look at the words in the box and categorise the food and drinks. Encourage students to look up any unknown words in a dictionary, or ask other students.

Answers

Main courses: chicken wrap, jacket potato with tuna mayonnaise

Vegetarian main courses: pepper and mushroom pizza, vegetable lasagne

Sides: green salad, chips

Desserts: apple crumble, chocolate brownie

Drinks: fruit smoothie, mineral water

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.

Dialogue

- 3 Read the context for the situation aloud. Tell students that they are going to listen to a dialogue between Marta and the server in a café. 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 Marta orders. Ask students to check their answer in pairs, before checking as a class.

Answers

lentil soup (with bread), green salad and water.

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

Answers

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

EVERYDAY ENGLISH TOOLKIT

Ask students to look at the expressions and find them in the dialogue, noting who says each one: the customer (Marta) or the server. Ask them to look back at the dialogue.

Ask students to think about the meaning of each expression and how they could say each thing in a different way. Check answers as a class and write some good sentences on the board for students to practice.

Answers and suggested answers

Anything else? (Server). Would you like to order something else?

Could I have a green salad, please? (Customer). I'd like a green salad.

Do you want to eat in or take away? (Server). Do you want to eat inside the restaurant or take the food away to eat somewhere else?

I'd like the vegetable lasagne, please. (Customer). Could I have the vegetable lasagne, please.

I'll have the soup, please. (Customer). I'd like the soup, please.

What would you like? (Server). What are you going to have?

Over to you!

- 5 Students work in pairs and decide who will be the server and who will be the customer. Ask them to read the instructions and follow the steps. Tell students they can order whatever they like from the menu in exercise 2. Servers can decide if anything has been sold out, and can suggest alternative dishes. Remind students to use expressions from the Toolkit and the dialogue in exercise 4. Students can then swap roles and do the roleplay 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 can write their own menus rather than using the one which is given.