

# Ordering Coffee

**1 Warm Up Work with a partner.**

- What kind of coffee do you like to drink?

**2 Conversation #1 Practise with a partner.**

**Scene: Tom is ordering at a coffee shop.**

Jenny Good morning! Can I take your order?  
 Tom Yes. Could I have a caffè latte?  
 Jenny Sure. What size would you like?  
 Tom Um...tall please. And I'll have a chocolate muffin.  
 Jenny OK. That'll be £6.30 in total.  
 Tom Here's £7.  
 Jenny And here's your change. You can pick up your order over there.



**3 Language Work Cover the conversation. Can you unscramble these questions?**

- 1) order your can take I? .....
- 2) a latte could have I caffè? .....
- 3) you size what like would? .....

**4 Language Check Practise the conversation again, using the cues below.**

**Role Play Card #1**

- a caffè mocha (s)
- a slice of apple pie
- £7.00

**Role Play Card #2**

- a caffè latte (s) & a cappuccino (t)
- a muffin
- £11.90

**Role Play Card #3**

- an espresso (double)
- a caramel slice
- £6.90

**Role Play Card #4**

- an iced coffee (g)
- a cinnamon roll
- £8.10

**5 Conversation #2 How well do you remember? Fill in the spaces.**

Jenny Good morning! .....?  
 Tom Yes. .... a caffè latte?  
 Jenny Sure. ....?  
 Tom Um...tall please. And ..... chocolate muffin.  
 Jenny OK. .... £6.30 .....  
 Tom ..... £7.  
 Jenny And ..... your change. You can pick up your order over there.

## 6

## Speaking

## Role-play with a partner.

<b>Coffee Express Menu</b>				
<b>Beverages</b>	S	T	G	<b>Food</b>
Today's Blend	3.40	4.00	4.60	Apple Pie 3.50
Iced Coffee	3.40	4.00	4.60	Muffin 2.20
Caffè Mocha	3.50	4.10	4.70	Cinnamon Roll 3.50
Caffè Latte	3.50	4.10	4.70	Chocolate Slice 3.90
Cappuccino	3.60	4.20	4.80	Caramel Slice 3.90
Espresso	2.40 (single)		3.00 (double)	
Tea	3.10	3.50	3.90	
Orange Juice	2.40	3.10	3.60	

- Use the menu above to help you order.
- Take turns playing the customer and barista.
- Try not to look at the worksheet dialogue when speaking.

## 7

## Discussion

- How often do you drink coffee?
- Do you drink at 'chain' coffee shops or cafés? Which ones do you go to, and why?
- Has coffee become more or less popular in your country recently?
- Do you drink coffee at home?
- Do you have any coffee-making machines at home?
- What is the best way to make coffee?
- Your idea!

# Optional Activity: Conversation Jumble

**Instructions:** Cut up the strips and give out one set to every pair or group of three students. Students could race to arrange the strips in the right order. Alternatively, if you are running short of time, you could give out a set of strips without cutting them up, and have students write the order.

We have two sets of cards on this page in order to reduce photocopying.

Um...tall please. And I'll have a chocolate muffin.

Here's £7.

Sure. What size would you like?

And here's your change. You can pick up your order over there.

Good morning! Can I take your order?

OK. That'll be £6.30 in total.

Yes. Could I have a caffè latte?

Um...tall please. And I'll have a chocolate muffin.

Here's £7.

Sure. What size would you like?

And here's your change. You can pick up your order over there.

Good morning! Can I take your order?

OK. That'll be £6.30 in total.

Yes. Could I have a caffè latte?

# Ordering Coffee: Teaching Notes

<b>Target Structure:</b>	Theme Lesson: Ordering food and drink
<b>Vocabulary:</b>	Restaurant / Coffee Shop
<b>Level:</b>	Elementary
<b>Time:</b>	40 minutes
<b>Preparation:</b>	None

## Suggested Teaching Method

With the recent spread of coffee shops in many cities around the world, this is a topic that many students will be able to relate to. There are many exercises to recycle the language used to order food and drinks.

- 1 Give one worksheet to each student. If you are planning to use the conversation jumble, have students cover exercise two and beyond. Students should ask the opening question to their partner. Elicit a couple of answers from the group. Don't spend too long here: there are discussion questions at the end of the worksheet.
- 2 If you are using the conversation jumble, give out the strips. Students can work in pairs or threes. Have them check their answers with another group.  
  
Students should read the conversation in exercise two in pairs, changing roles at the end. When the students read, encourage lots of intonation and eye contact.  
  
When finished, go through any vocabulary questions.
- 3 The conversation should be covered for this exercise. Students can work alone, and then check in pairs.
- 4 Students should first read the role-play cards. Check that the vocabulary / phrases are understood.  
  
Demonstrate with a confident student, and then assign new pairs. Students need to substitute the underlined vocabulary in the conversation. They should practise all four conversations, and then change roles.  
  
Note: For Tom's final line (when he pays), encourage students to choose a sensible amount. It isn't written.  
  
Encourage the students to look up as much as possible, so that it is a speaking exercise.
- 5 This is the final practice before students role-play without looking at the worksheet. Students should cover the conversation in exercise two, and fill in the blanks. Allow students to check in pairs before going through the answers with the class.
- 6 Students should read the menu first. Elicit the meanings of 'S', 'T' and 'G'. (Short / Small; Tall; Grande).  
  
Answer any vocabulary questions.  
  
Demonstrate with a confident student, following the pattern from the conversation in exercise two.  
  
Students can work in pairs, changing roles regularly. It may be a good idea for students to have a pen and paper to write down the order, and add up the total cost.  
  
To add an extra challenge, change the final line to the correct amount of change. (e.g. "And here's 55 cents in change.")
- 7 Leave plenty of time for class discussion. To maximise student talking time, it's best to put students in pairs, or small groups. Students should read all the questions first, before beginning the discussion.  
  
Encourage eye contact and follow-up questions.  
  
While the students are speaking, monitor the conversations, but try not to interrupt. When the discussion comes to a close, ask a few of the questions yourself, and go through any points of English you made a note of while monitoring.

**Answer Key****3**

- 1) Can I take your order?
- 2) Could I have a caffè latte?
- 3) What size would you like?

**5**

- Jenny Good morning! Can I take your order?  
Tom Yes. Could I have a caffè latte?  
Jenny Sure. What size would you like?  
Tom Um...tall please. And I'll have a chocolate muffin.  
Jenny OK. That'll be £6.30 in total.  
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Jenny And here's your change. You can pick up your order over there.

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