# Speaking activities

## Ordering Food in a Café | Beginner Conversation | Page 6942

Classroom practice with or without internet, followed by online practice at home. James is the customer; Anna serves in the café.

## Learning aims

Learners practise asking for a menu, ordering food and drink, expressing preferences, asking the price and asking to pay by card. Aim for understandable complete turns, attentive listening and both learners taking both roles.

## Prepare at home

Open activevocab.net/?page_id=6942. Listen to both roles and check the Start/Next controls. Print page 4 or copy the dialogue into a notebook. Prepare a simple board menu: cheese sandwich and tea - five pounds together. Keep the original price for the first round so it matches the recording.

## Choose the classroom route

**Connected classroom:** a teacher device, speakers and a shared screen are sufficient; students do not need individual phones. Use the site to model the conversation, then move to student-student speaking.
**Classroom without internet:** use the printed dialogue or board text and teacher modelling. A bag, cup or paper menu is optional. Pre-downloaded, tested audio can help if a device is available, but the activities also work without it.

## Two uses in class

**Main lesson:** follow the 45-minute sequence on page 2, then the feedback and extension on page 3.
**Extra work:** after regular classwork, use 10-15 minutes for one model round, one paired conversation and a role swap. Reuse the same dialogue on another day.

## Teaching approach

Look - Listen - Copy - Repeat - Remember. Model whole turns, give everyone speaking time and allow the written dialogue until learners are ready. Questions and replies must stay connected: “it” in “toast it” refers to the sandwich, while “that” in the price question refers to the order.

Source conversation checked 24 October 2026. This is one sample resource drawn from a website lesson, not a complete lesson package.

# With and without internet

| Time | Activity and delivery |
|---|---|
| 0-5 min | **Set the scene.** Show or draw a menu, sandwich and cup. Establish who is ordering and who is serving. Ask learners what they would buy. |
| 5-12 min | **Hear and copy.** Connected: play the computer role sentence by sentence; lead the other role yourself, then change roles to hear the remaining lines. Offline: model all 12 turns aloud from page 4. After each model, learners copy aloud. |
| 12-22 min | **Paired café.** A is James and B is Anna. Perform all 12 turns with the script visible. Swap roles and repeat. Both partners must ask questions as well as answer them. |
| 22-32 min | **Cover and remember.** Cover one line at a time, or erase selected words from the board. Pairs try the complete turn, check the script and repeat. Restore support if a learner becomes stuck. |
| 32-40 min | **Change partners.** Half the class stays seated as café staff; customers move to another partner. Perform the conversation and then swap roles. In a fixed-seat classroom, swap with the pair immediately behind. |
| 40-45 min | **Check and feedback.** Sample a few pairs. Listen for a clear order, a suitable response to milk/sugar and a clear payment question. Give one useful model to repeat; set the home task. |

## Ensure every learner speaks

For an odd number, use a group of three: customer, server and listener. The listener checks the order and price; rotate after each round. In large classes, teacher observation is sampled across pairs while everyone practices, not limited to volunteers at the front.

# Practice beyond the classroom

## Online practice at home: both roles

**Round 1 - be Anna:** select Anna and press Start. Listen to James, then say Anna's highlighted reply aloud. Press Next after speaking. Continue to the end.
**Round 2 - be James:** select James. Say James's first highlighted line before pressing Start to hear Anna. Say each next James turn, then press Next.
**Round 3 - repeat:** repeat both roles on another day. Use the text at first; look away for familiar turns when ready. Do not press Next before speaking.

## With a partner at home

After the online model, switch to the printed dialogue. A family member or classmate reads one role and the learner reads the other; swap. If the partner does not speak English, let them point to the next line while the learner practices both roles with the website. Parents can encourage a clear voice without teaching pronunciation.

## If the connection fails temporarily

Use page 4 or an exercise-book copy. Perform both roles aloud, changing voice or position for each character. Practise the order and price questions, then replay the online model when the connection returns. The printed script is the fallback; leaving a webpage open does not guarantee offline audio.

## Optional speaking extension

Only after the original conversation is secure, change *cheese sandwich* to *tomato sandwich*, or change the milk/sugar preference. Keep replies consistent with the order. If learners choose an untoasted sandwich, model an appropriate reply to the toast question. Keep extensions separate from the original recorded dialogue.

## Teacher check and next lesson

Record whether each sampled learner can (1) ask for a menu or order politely, (2) respond to a preference question, and (3) ask the price or payment question. Mark **after a model / with text / independently**. Next lesson, begin with a short paired performance and revisit one difficult turn.

**Optional evidence:** if the teacher has provided an agreed route, learners can submit a short role-play or reading video. They can perform both roles if alone. The lesson page plays audio; this guide does not activate microphone recording or live tracking.

# Ordering Food in a Café

## James: customer | Anna: café server

**James:** Could I see the menu, please?

**Anna:** Yes, here you are. Take your time.

**James:** I'd like a cheese sandwich, please.

**Anna:** Would you like me to toast it?

**James:** Yes, and a cup of tea.

**Anna:** Do you take milk and sugar?

**James:** Just a little milk, no sugar.

**Anna:** Would you like anything else?

**James:** No, thanks. How much is that?

**Anna:** That's five pounds for everything.

**James:** Can I pay by card, please?

**Anna:** Yes, then I'll bring your food.

## Listener checklist

[ ] Both speakers take their turns.
[ ] The food and drink order is clear.
[ ] The milk and sugar preference is clear.
[ ] The price and payment questions are understandable.
[ ] Both learners have tried both roles.

Teacher note: line 5 continues James's order with a cup of tea. Accept a natural pause after "Yes" and model the full turn. The role-play is not a real purchase.