

Can I have a ... , please?

Student A

Dialogue 1

You are the waiter. You speak first.

You: Good _____ . Can _____ help _____ ?

Customer: (student A)

You: Certainly.  or  ?

Customer: (student A)

You: Sure. _____ else ?

Customer: (student A)

You: _____ . _____ else ?

Customer: (student A)

You: Eat _____ or _____ _____ ?

Customer: (student A)

You: That's € _____ . Thank _____ .



Dialogue 2

You are the customer. Your partner speaks first.

Waiter: (student B)

You: Yes. Can   , please?

Waiter: (student B)

You: One  and one  , please.

Waiter: (student B)

You: Yes. Can  , please ?

Waiter: (student B)

You: No, _____ you.

Waiter: (student B)

You: _____ in, please.

Waiter: (student B)

Student B

Dialogue 1

You are the customer. Your partner speaks first.

Waiter: (student A)

You: Yes. Can  , please?

Waiter: (student A)

You: A   , please.

Waiter: (student A)

You: Yes. Can  , please ?

Waiter: (student A)

You: No, _____ .

Waiter: (student A)

You: _____ away, please.

Waiter: (student A)

Dialogue 2

You are the waiter. You speak first.

You: _____ afternoon. _____ I help _____ ?

Customer: (student A)

You:  or  ?

Customer: (student A)

You: Sure. _____ else ?

Customer: (student A)

You: _____ . Anything _____ ?

Customer: (student A)

You: _____ in or _____ away ?

Customer: (student A)

You: That's € _____ . _____ you.

Menu

Sandwiches

€2.20



€2.00



Drinks

€1.99



€3.50



€1.75



€3.00



Cakes

€ 3.50



€ 3.70







How much is ... ?

<p>Student B</p>	<p>Fold here.</p>	
<p>Student A</p>	<p>Fold here.</p>	

Answer the question.

Answer the question.

<p>1 A How much are <i>these/those</i> shoes?</p>  <p>1 B Can I have <i>a/an</i> coffee?</p> <p>START</p>	<p>5 A Ben and Jenny are <i>childs/children</i>.</p> <p>5 B How much is <i>that/this</i> blue jacket?</p> 	<p>9 A Can I have <i>a cappuccino large/a large cappuccino</i>, please?</p> <p>9 B Are these your <i>train tickets/trains ticket</i>?</p>
<p>2 A How much <i>is/are</i> this red shirt?</p> <p>2 B Can I have <i>a small salad/a salad small</i>, please?</p>	<p>6 A Can I have <i>a/an</i> orange juice and a coffee, please?</p> <p>6 B That's <i>Henry's/the</i> Henry's credit card.</p>	<p>10 A How much is <i>this/that</i> hat?</p>  <p>10 B How much are <i>these/those</i> shirts?</p> 
<p>3 A What's <i>email address Tom's/Tom's email address</i>?</p> <p>3 B Pete and Dave are <i>Australian man/men</i>.</p>	<p>7 A These are my <i>cinema tickets/cinemas tickets</i>.</p> <p>7 B <i>That's/That are</i> \$40, please, Sir.</p>	<p>11 A I <i>know not/don't know</i> your telephone number.</p> <p>11 B These shoes <i>not are/aren't</i> black, they're blue.</p>
<p>4 A Here you <i>are/have</i>. That's €20, please.</p> <p>4 B <i>Is/Are</i> these your books?</p>	<p>8 A It <i>not is/isn't</i> red, it's brown.</p> <p>8 B I'm sorry. I <i>don't know/know not</i> your name.</p>	<p>12 A <i>Can I a return ticket have/Can I have a return ticket</i>, please?</p> <p>12 B <i>Can I help you?/Can I you help?</i></p>

FINISH

Answers for A questions. Give to student B.

1 these; 2 is; 3 Tom's email address; 4 are; 5 children; 6 an; 7 cinema tickets; 8 isn't; 9 a large cappuccino; 10 this; 11 I don't know; 12 Can I have a return ticket

Answers for B questions. Give to student A.

1 a; 2 a small salad; 3 men; 4 are; 5 that; 6 Henry's; 7 That's; 8 I don't know; 9 train tickets; 10 those; 11 aren't; 12 Can I help you?

UNIT 4 Communication

Can I have a ... , please?

- Use this activity after Lesson 4.1 on page 45.

Procedure

Divide sts into pairs and give them each their worksheet. Explain that sts are going to act out two restaurant dialogues using the words and pictures on their worksheets. In dialogue 1, student A is the waiter and student B is the customer. In dialogue 2, they swap roles.

UNIT 4 Vocabulary

How much is ... ?

- Use this activity after Lesson 4.2 on page 47.

Procedure

Sts work in pairs. Give each pair a Student A card and a Student B card. They should fold their cards and stand them up so that the clothing items with price tags are facing themselves with the items without prices angled so that both they and their partner can see them. Explain to sts that they have prices for four of the items on their own card and four of the items on their partner's card. They need to ask how much the items without prices are. Remind them to use *this/these* for items near them (that is, on their own card) and *that/those* for items further away (those on their partner's card), and to pay attention to whether there is one or more than one item. They should describe each item with its name and *black* or *white*. Encourage them to check that they have heard correctly, and to say *thank you* before writing the price next to the item. For example:

A: How much are those black trousers?

B: They're forty-four pounds ninety-eight.

A: Forty-four pounds ninety-eight?

B: Yes.

A: Thank you. How much is ...?

Sts should ask and answer until they both have all of the price tags filled in. Then sts should compare pictures to check their answers.

UNIT 4 Grammar

Answer the question.

- Use this activity after Lesson 4.3 on page 49.

Procedure

Sts work in pairs, A and B. Give each pair a copy of the board, two counters and the answers to their partner's questions.

Explain that sts are going to play a game that revises the language from the unit plus the verb *to be*. Show that there are two questions in each square – one for student A, one for student B.

Sts toss a coin to see who starts. Then they take it in turns to move across the board one square at a time, answering the questions. If they answer incorrectly, they miss a turn. The first student in each pair to reach the end of the board wins.