

# 4

## Coffee – and bar snacks

### AIMS OF THE UNIT

- ▶ Ordering drinks and snacks
- ▶ Paying the bill
- ▶ Counting from one hundred
- ▶ Obtaining information

### GRAMMAR

- ▶ Direct and indirect pronouns
- ▶ Verbs with irregular first person forms (**dar**, **hacer**, **saber** and **conocer**)
- ▶ Differences between **saber** and **conocer**

## Exploiting the course material

**Conversations 1** You could take orders for different sorts of coffee as quickly as possible from the class as a whole. Encourage them to call out the answers to questions like **¿Cuántos solos?** This would be an ideal activity for a class coffee break.

### Exercise 1

Encourage students to complete Exercise 1 in pairs, out loud. Then in groups of 5 let them practise the dialogue, preferably without referring to the text.

**Conversations 2** In groups of three, ask students to make out their own menus with drinks and snacks and to price them. Encourage them to include items they have eaten or drunk in Spain, as well as those which occur in the book.

Students decide on their roles. Customers order a couple of items and the waiter calculates their bill.

### Exercise 4

Ask students to write down a number between 100 and 10,000. Moving around the class, students ask each other **¿Qué número tienes?** The object of the game is to find the person with the number closest to yours. If the group is very large, divide it into two halves.

**Conversations 3** Now that students know more food and drink items, write up on the board several categories such as: **carnes**, **bebidas**, **cafés**, **fruta**, **helados** and so on. Without looking at their books, students see how many items they can remember and classify them according to the categories.

### Further activities

As a revision activity, ask students to write down as many food items as they can remember in one minute. The person who has most items wins and could be given a small prize (of a food item which the class has to name!). The activity can be extended by comparing who wrote what and writing a full list on the board.

At the end of the lesson, play a version of 'My mother went to the (super)market'. This time the items bought will be food and drink.

At the class before the half-term or Christmas break, a small café could be set up with props such as table napkins, glasses, cutlery, food and drink. Get students to prepare menus, in Spanish, the week before and to ascertain who will be responsible for bringing which items. On the evening, choose three or four students to be waiters or waitresses, and the rest, customers. Students roleplay a café situation before beginning the real activity of eating and drinking.

### **Exploiting material from the *Breakthrough Spanish Activity Book***

Practise numbers further by asking students to write down the name and price of an item costing over £100. Students exchange papers and give the price of the item in Spanish. To make this activity more challenging, ask students to calculate the price in euros by giving them the current exchange rate.

If you have access to a mail-order catalogue, a similar activity could be carried out by cutting out certain items and circulating them among students. At the same time, students might also learn the names of items in a certain lexical field (clothes, household goods, computer items, according to interest).

#### **Exercise 7**

Ask students to fill in a similar menu to that of the Galeón with food items typically eaten in the student's country of origin. Encourage them to use a dictionary for this activity.

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### **Answers to exercises on the worksheets**

#### **PAGE 21: EXERCISE 1**

i. The climate is extreme and many regions are arid.    ii. 12% of the working population.    iii. On the coast, Valencia and Andalucía.    iv. It occupies the third position in the world.

#### **PAGE 22: EXERCISE 1**

- i. un euro, diez céntimos
- ii. dos euros, veinticinco céntimos
- iii. un euro, cuarenta céntimos
- iv. dos euros, cuarenta y cinco céntimos
- v. noventa céntimos
- vi. dos euros, setenta céntimos

#### **PAGE 22: EXERCISE 2**

Este año voy a Méjico. Lo conozco bien porque soy del sur de Estados Unidos. Hago una visita una o dos veces al año. Entiendo y hablo bien el español, lo estudio desde hace seis años. También doy clases de español a los hermanos de un amigo. No sé si soy buen profesor pero los chicos están contentos ...

#### **PAGE 22: EXERCISE 3**

a v, b i, c iv, d ii, e iii.

## Exercise 1

Here is a short passage about agriculture in Spain.

España es un país tradicionalmente agrícola, pero la agricultura no es fácil porque el clima es extremo y muchas regiones son áridas. Muchos españoles trabajan en el campo, el 12% de la población activa. Los cereales son muy importantes sobre todo en el centro, y se cultivan flores y frutas (principalmente naranjas y limones) en la costa, en Valencia y en Andalucía. Otra producción importante es el vino y España ocupa la tercera posición en el ranking mundial por el volumen de producción.

### New Vocabulary

**por** – for, with regard to

- i. Why is agriculture not easy in Spain? (2 reasons) \_\_\_\_\_  
\_\_\_\_\_
- ii. How many agricultural workers are there? \_\_\_\_\_
- iii. Where are flowers and fruit grown? \_\_\_\_\_
- iv. In terms of world ranking, how important is Spain in the production of wine?  
\_\_\_\_\_

## Exercise 2

Look at this menu and choose a drink, a tapa and an ice-cream. Write down your order, using full sentences. Calculate what you have spent. There are no answers to this exercise.

### POSADA LA VILLA

establecimiento típico madrileño  
casa fundada en 1567

#### *Bebidas*

Café solo	1,00
Café con leche	1,25
Zumo de naranja	1,95
Cerveza (caña)	0,75
Cerveza (botellín)	0,95
Helados	2,20
vainilla	
limón	
fresa	
chocolate	
café	
Tapas/raciones	
jamón serrano	2,65
ensaladilla	0,90
calamares	1,10
queso	1,45

### Exercise 1

Look at this price list in a fruit and vegetable shop and then write out each price in full.

<b>EL KILO ...</b>	<b>EUROS</b>
<i>Naranjas</i>	1,10
<i>Peras</i>	2,25
<i>Plátanos</i>	1,40
<i>Manzanas (golden)</i>	2,45
<i>Cebollas</i>	0,90
<i>Tomates</i>	2,70

i. **Naranjas:** Las naranjas están a un euro, diez céntimos el kilo

\_\_\_\_\_

ii. **Peras** \_\_\_\_\_

iii. **Plátanos** \_\_\_\_\_

iv. **Manzanas** \_\_\_\_\_

v. **Cebollas** \_\_\_\_\_

vi. **Tomates** \_\_\_\_\_

### Exercise 2

Pete, from Texas (Tejas), explains why he goes to Mexico each year. Some of the verbs are missing though.

Choose the correct one from the list below and fill in each blank.

Este año \_\_\_\_\_ a Méjico. Lo \_\_\_\_\_ bien porque \_\_\_\_\_ del sur de Estados Unidos. \_\_\_\_\_ una visita una o dos veces al año. \_\_\_\_\_ y hablo bien el español, lo \_\_\_\_\_ desde hace seis años. También \_\_\_\_\_ clases de español a los hermanos de un amigo. No \_\_\_\_\_ si soy buen profesor pero los chicos están contentos ...

sé voy hago estudio soy entiendo conozco doy

### Exercise 3

Read the remarks in column A and choose the correct response in column B.

- |  |                                      |
|--|--------------------------------------|
| a. ¿Conoces a mi hijo Luis?              | i. Y usted ¿en qué idioma les habla? |
| b. Mis hijos hablan inglés y español.    | ii. Sí, lo sé. Trabaja allí, ¿no?    |
| c. Le debo dos millones de euros.        | iii. No, come en el colegio.         |
| d. ¿Sabes que Antonio está en el Brasil? | iv. ¡Imposible!                      |
| e. ¿Le das la comida en casa?            | v. Sí, lo conozco muy bien.          |

**Activity 1**

You are a customer at the Posada la Villa. Here is the menu.

<b>POSADA LA VILLA</b>	
establecimiento típico madrileño casa fundada en 1567	
<i>Bebidas</i>	
Café solo	1,00
Café con leche	1,25
Zumo de naranja	1,95
Cerveza (caña)	0,75
Cerveza (botellín)	0,95
Helados	2,20
vainilla	
limón	
fresa	
chocolate	
café	
Tapas/raciones	
jamón serrano	2,65
ensaladilla	0,90
calamares	1,10
queso	1,45

Order a drink and a snack.

Ask for the bill.

**Activity 2**

Read out the following numbers in Spanish to your partner. Don't let him or her see the written version. Then check to see if they have been correctly transcribed.

259  
752  
1,000  
5,400  
7,531  
890,000

Then your partner will read out some other numbers for you to note down.

**Activity 1**

You are the waiter at the Posada la Villa. Here is the menu.

<b>POSADA LA VILLA</b>	
establecimiento típico madrileño casa fundada en 1567	
<i>Bebidas</i>	
Café solo	1,00
Café con leche	1,25
Zumo de naranja	1,95
Cerveza (caña)	0,75
Cerveza (botellín)	0,95
Helados	2,20
vainilla	
limón	
fresa	
chocolate	
café	
Tapas/raciones	
jamón serrano	2,65
ensaladilla	0,90
calamares	1,10
queso	1,45

Write down the customer's order, repeating what she/he says as you write.

When he or she asks for the bill, say how much it is.

**Activity 2**

Your partner will read out six numbers in Spanish. Write them down in numerical form. Then check to see if you were right.

Now you do the same with the following numbers.

340  
865  
1,500  
3,450  
8,924  
900,286