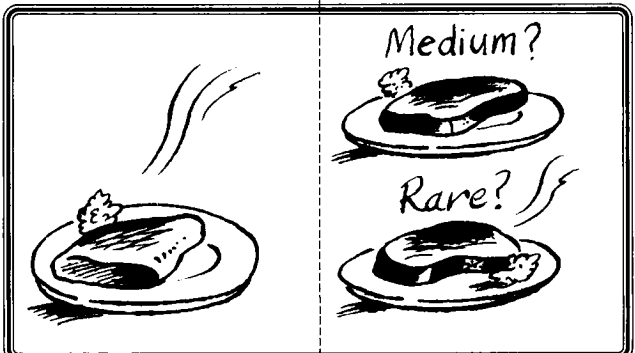
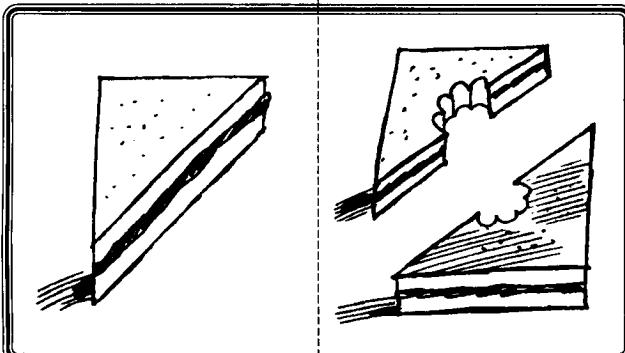
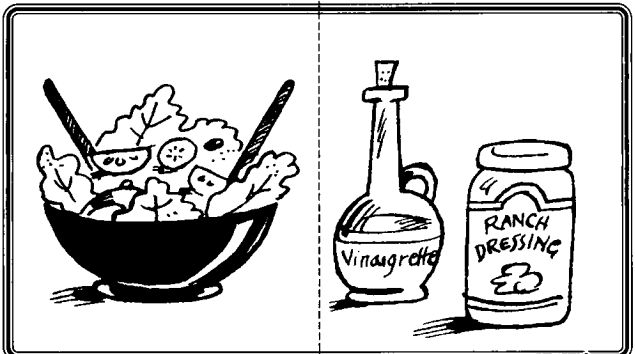
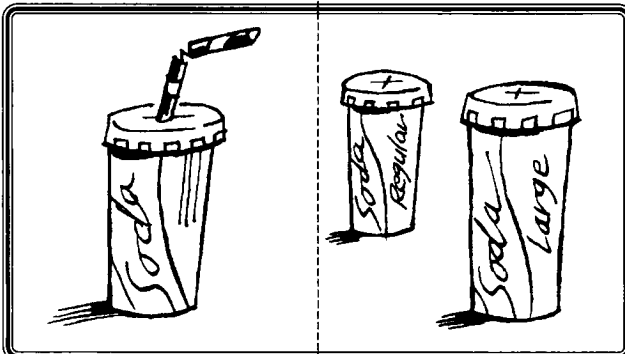
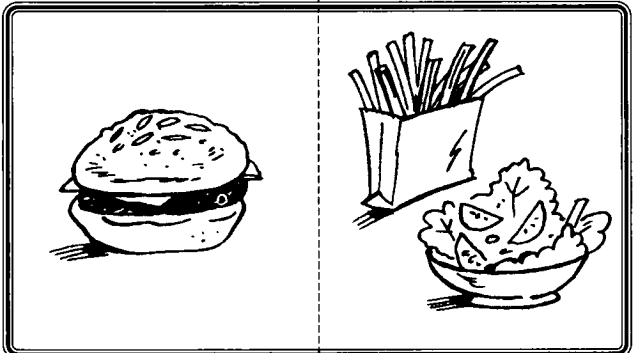
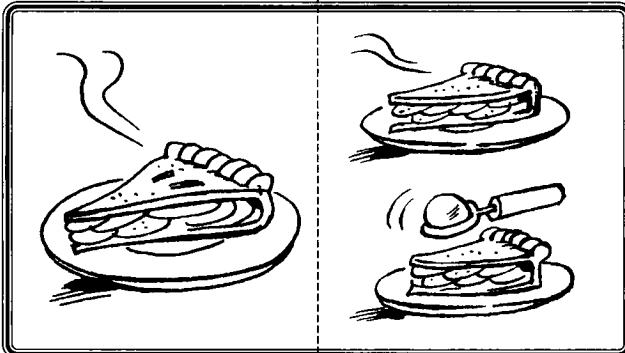
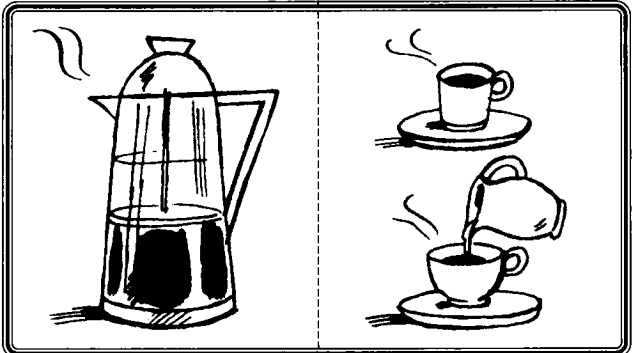
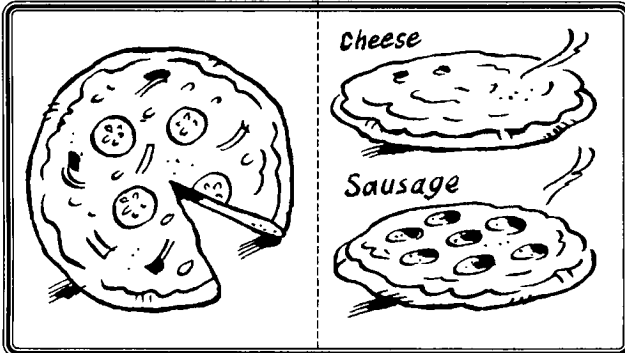
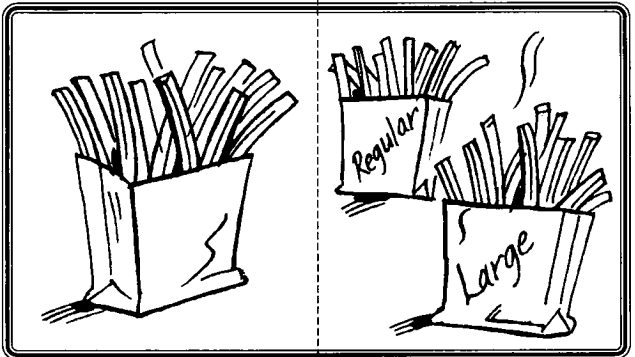
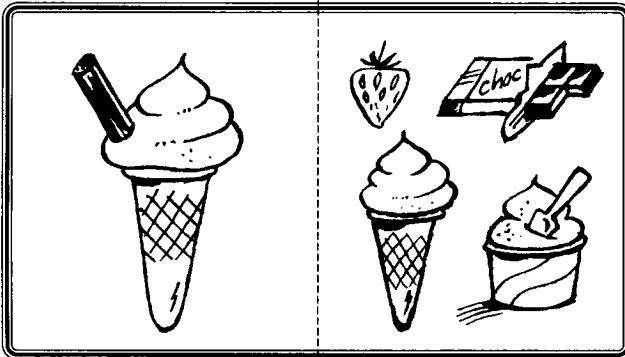


I'd Like Some Ice Cream,

fold



fold



I'd Like Some Ice Cream, Please

Worksheet

5

ACTIVITY

Whole class: speaking

Mixer (For detailed instructions and advice on using mixers, see Notes for Teachers at the beginning of the Resource Pack.)

AIM

To speak to as many partners as possible, asking what people would like and making polite requests.

GRAMMAR AND FUNCTIONS

Offers and requests

Would like

Asking and saying how much things cost

VOCABULARY

Food and drink

PREPARATION

Make one copy of the worksheet for each group of up to ten students. Cut the worksheet into cards, being careful to cut and fold as indicated. You will need to keep one card for yourself to demonstrate the activity.

TIME

15 minutes

PROCEDURE

- As this is a controlled practice activity, it is essential that the students are familiar with the vocabulary before doing the mixer. It is a good idea to use the pictures on the mixer cards to review or pre-teach the vocabulary the students will need for this activity:

Food and Drink	Choice of size, flavor, etc.
<i>some ice cream</i>	<i>(in) cone or cup?</i> <i>strawberry or chocolate?</i>
<i>some French fries</i>	<i>regular or large?</i>
<i>a pizza</i>	<i>cheese or sausage?</i>
<i>some coffee or</i> <i>a cup of coffee</i>	<i>with cream?</i>
<i>some apple pie or</i> <i>a piece of apple pie</i>	<i>plain or a la mode? (with ice cream)</i>
<i>a burger</i>	<i>with fries or salad?</i>
<i>a soda</i>	<i>regular or large?</i>
<i>a salad</i>	<i>with vinaigrette or other dressing?</i>
<i>a sandwich</i>	<i>(with) white or whole-wheat bread?</i>
<i>a steak</i>	<i>rare, medium, or well-done?</i>

- If there are more than ten students in the class, divide them into groups. Give one folded picture card to each student in the class. Keep one for yourself.
- Make sure each student knows how to say the food or drink shown in the picture on his/her card. In particular, make sure they know which article to use (*a, an, or some*).

- Tell the students that they are going to ask for the food or drink shown on their cards. Write an example dialogue on the board, indicating what the students should say.

For example:

Student A: *Can I help you?*

Student B: *I'd like some ice cream, please.*

Student A: *Would you like strawberry or chocolate?*

Student B: *Chocolate, please.*

Student A: *A cone or a cup?*

Student B: *A cone, please.*

- Demonstrate the activity with individual students, using the card you kept for yourself. Tell the students to hold their cards so that the picture showing the food or drink is facing them and the picture showing the choice of size, flavor, etc is facing their partner. Ask several pairs of students to demonstrate the activity to the whole class, using their pictures as cues.
- Now ask the students to go around the group making requests and offering choices with as many different partners as possible, using their picture cards as cues. In this part of the activity, the students request the same food or drink, but offer different sizes, flavors, etc.
- When the students have finished, ask them to exchange cards and to go around the class again, this time holding their cards the other way around so that the picture showing the food or drink is facing their partner and the picture showing the choice of size, flavor, etc is facing themselves. In this part of the activity, the students ask for different food or drink each time they change partners.
- The students continue making requests and offering choices in this way until they have spoken to as many different partners as possible.

OPTION

You can extend the dialogue so that the students practice asking and saying how much things cost. Before they start the activity, ask them to write the price of the food or drink on the part of the card showing the choice of size, flavor, etc. When you have checked to see that they have put an appropriate price on their cards, follow the procedure as above, adding the following lines to the sample dialogue:

Student A: *Here you are.*

Student B: *Thank you. How much is that?*

Student A: *That's \$1.95. (A dollar ninety five.)*

Alternatively, the students can practice this three-line dialogue in a separate mixer. Cut off the part of the cards showing the choice of size, flavor, etc and use the pictures of food and drink as mixer cards. Ask the students to write the price of the food or drink shown on their cards on the blank side. Follow the procedure for a mixer with students holding the cards with the pictures of food and drink facing them and the price facing their partner for the first part of the activity, and then holding the cards the other way around for the second part of the activity.