

Going for chips

Topic: Ordering takeaway food (fish and chips)

Level: Sfl E2/ SQA Access 3 / CEFR A2

Time: 2 hours (with extension tasks)

Aims

- To provide listening practice while watching a video called 'Going for chips'
- To develop learners' vocabulary to talk about ordering and having a takeaway fish and chip meal
- To develop learners' ability to write a short text using the present simple tense
- To provide speaking practice by taking part in a role-play activity at a chip shop

Introduction

This lesson is based on a short video about a family who has a takeaway meal from the chip shop every Friday. Learners will develop their knowledge about fish and chips and how, for many people, a takeaway meal is an enjoyable treat. They will be able to practise their speaking skills by taking part in a role-play at the fish and chip shop. Particular focus is also given to vocabulary and revision of the present simple tense.

Preparation

Learner worksheets 1 to 7: One copy per learner.

Resources: Includes Resource A, B and Cooler. Colour print the resources on card and laminate in order to be reusable.

Resource A:

Print and cut up one copy per pair of learners. It would be useful to enlarge and print an extra 'teacher's set' to use during feedback for Task 3, so you can stick the cards onto the board.

Resource B:

Print and cut up one copy per pair of learners.

Cooler:

Customer cards: Print and cut up one copy per 8 learners.

Menu: Print one copy per pair of learners.

Procedure

Task 1 - Warmer (5 mins)

- Hand out **Worksheet 1** to each learner and tell them to look at the pictures. Ask them to discuss the pictures in pairs and say what they think the lesson is about.
- Elicit the essential vocabulary related to fish and chips that learners will need for subsequent tasks, including:

Fish and chips (fish 'n' chips), salt and vinegar, two portions of chips, sausages, a pot of mushy peas

Lesson plan – Going for chips

- Write these words on the board (along with any other useful vocabulary elicited) and encourage learners to match them to the pictures on Worksheet 1. Allow learners time to copy all emergent key vocabulary onto the spaces provided under each picture on Worksheet 1.
- Check pronunciation and word stress.
- Elicit that the topic of the lesson is ‘fish and chips’ and briefly discuss this with them. Ask questions such as ‘Do you visit fish and chip shops?’, ‘Is this kind of food healthy or not?’, etc.

Task 2 – Vocabulary (10 minutes)

- Hand out **Worksheet 2**. Tell learners that shortly, they will watch a video which shows a family having fish and chips for dinner. Explain that the pictures on the worksheet come from the video and tell them to write the correct phrase under each picture.
- Encourage the learners to work individually before checking their answers in pairs.
- Monitor and elicit group feedback of the correct answers.

Task 3 – Watch the video (5 minutes)

- Hand out the cards from **Resource A** (one set of cut up cards per pair).
- Tell learners to work in pairs and put the cards into the order they would expect for a family having a fish and chip takeaway.
- Prepare to play the video called ‘Going for chips’.
- Tell learners to watch the video and decide if they have put their pictures in the correct order.
- Before you elicit group feedback, tell learners to discuss their answers in pairs.
- During feedback, ask learners to number the pictures on Worksheet 2 according to the correct order on the video.
- Elicit any other vocabulary that learners might want to use at a chip shop (see the menu in the **Cooler** task for suggestions – e.g. beans, curry sauce, vegetarian sausage, etc). Use Google images to illustrate any difficult words.
- Discuss the word ‘treat’ and fact that something is not a treat if it is done too often.

Differentiation

- Some learners may want to watch the video twice. Tell more able learners to note down any new vocabulary as they watch a second time.

Task 4 – Information gap activity (10 mins)

- Put learners into pairs and allocate ‘Learner A’ and ‘Learner B’. Give each learner the appropriate text (A or B) from **Resource B**.
- Explain that Learner A must read their text to Learner B in order for them to complete the gaps with the correct words.
- Explain that the process is then reversed and Learner B must read their text to Learner A in order for them to complete their text.
- Tell learners they must not show their paper to their partner and they can only share information through speaking and listening.
- Monitor and provide content-based feedback if learners require it.
- Establish correct answers by asking individual learners to read full sentences aloud.

Task 5 – Grammar focus (10 mins)

- Write the first two sentences of the transcript (i.e. *This is my family. Every Friday we have chips for our dinner because we are too lazy to cook.*) Elicit the verbs.
- Underline 'is', 'have' and 'are' and elicit the main uses of the present simple tense to talk about facts, routines and habits.
- Hand out **Worksheet 3** and tell learners to fill in the gaps with the correct verb. Check understanding of the term 'subject' and 'verb' and ask learners to look at how the verbs change depending on the subject. Learners should work individually before checking their answers in pairs.
- Monitor and provide content-based feedback if learners require it.
- Elicit present simple rules based on the verbs used in Task 5: The third person singular rule (Rule 1) and what happens to the irregular verb *be* after 'we' and 'this' (Rules 2 and 3).

Differentiation

- Less able learners can use the transcript (**Worksheet 7**) for extra support.
- Early finishers could try to think of more examples of verbs within sentences and add them to the rules e.g: After *he, she* and *it*, the verb *do/go* become *does/goes*. (Learners to add example sentences)
- Signpost learners to this information, which includes how to form questions:
<http://learnenglish.britishcouncil.org/en/english-grammar/verbs/present-tense/present-simple>

Task 6 - Present simple writing practice - writing a short text (20 mins)

- Hand out **Worksheet 4** and tell learners to work in pairs to write a short text about their Friday night routine.
- Explain that learners should write using the present simple tense and use as many of the verbs from Task 4 as possible.
- Remind learners that their verbs will change depending on whether they are in the 1st person or not, and use some examples from Worksheet 3 to re-emphasise this.
- When they have finished, ask learners to add up how many verbs they used and write a total at the bottom of their work.
- Tell learners to stick their stories on the wall around the classroom. Encourage learners to read all the stories, guess who wrote each one and decide on the best. Base this decision on number of verbs used and creative style.
- Provide feedback on any common errors.

Task 7 (part 1) – Speaking - at a chip shop (10 mins)

- Hand out one copy of **Worksheet 5** to each learner and explain that they should rewrite the words to make sentences or questions that they might hear at a fish and chip shop. Do one example together.
- Encourage learners to work individually before checking their answers in pairs.
- Monitor and provide content-based feedback if learners require it.
- Establish correct answers as a class and drill for accurate pronunciation and intonation.

Task 8 (part 2) – Speaking - at a chip shop (10 mins)

- Hand out **Worksheet 6** to each learner and explain that they need to write the sentences/ questions from **Worksheet 5** onto **Worksheet 6** to complete the dialogue. Do one example together. Make sure learners know the meaning of ‘shop assistant’ and ‘customer’ and check pronunciation.
- Encourage the learners to work individually before checking their answers in pairs.
- Monitor and provide content-based feedback if learners require it.
- Establish correct answers as a class.
- Now tell learners to read the conversation aloud with a partner.
- Monitor and feedback on any common pronunciation errors.

Cooler – Role-play (15 mins)

Set up the classroom so that chip shop dialogues can take place.

- Divide the class into two so that you have ‘shop assistants’ and ‘customers’ and tell learners that they are going to take part in conversations they may hear at a fish and chip shop.
- Use the **Cooler** resource and hand out one Customer card to each ‘customer’ and one menu to each ‘shop assistant’. Clarify any unfamiliar vocabulary as required.
- Explain that ‘customers’ must use the information on their card so that they each have a different order to place. Explain that ‘shop assistants’ must use their menu to serve the ‘customers’ by finding out what they want and adding up the cost of their order. Demonstrate with a more able learner.
- Begin the task: shop assistants remain seated and customers move around the classroom, participating in various conversations with various shop assistants.
- As ‘customers’ become more confident, they can choose to stop using their card and simply order anything of their choice from the menu.
- **Tip:** Highlight that ‘customers’ should not to show their card to the ‘shop assistants’ and that they must communicate by speaking and listening, using Worksheet 6 to help them if necessary.

Extension activities / Homework

- As a follow-up, tell learners to write out a typical conversation they may have in a different type of takeaway restaurant.

Lesson plan – Going for chips

Answers
Worksheet 1 (Warmer)

- a. fish and chips
- b. salt and vinegar
- c. two portions of chips
- d. sausages
- e. mushy peas

Worksheet 2
Task 1 (Vocabulary)

- a. set the table
- b. put the food into a bag
- c. have chips for dinner
- d. get in the car
- e. drive home
- f. wrap the food in paper
- g. pour the drinks
- h. very tired
- i. drive to the chip shop
- j. order the food

Resource A
Task 2 (Watch the video)

Suggested order: b, a, i, h, f, g, j, e, d, c

Worksheets 5 and 6

Shop assistant: Hi, What can I get you?

Customer: Hello, I'd like two portions of fish and chips and a sausage, please.

Shop assistant: Would you like salt and vinegar with that? (Task 5 d)

Customer: Yes, please. But only on the chips.

Shop assistant: Is there anything else? (Task 5 c)

Customer: Yes, a pot of mushy peas, please.

Shop assistant: Ok. Is that everything? (Task 5 f)

Customer: Yes, that's all, thanks.

Shop assistant: Great. That'll be £8.15, please. (Task 5 e)

Customer: There you go.

Shop assistant: Thanks, enjoy your meal! (Task 5 b)

Customer: Thanks very much. See you!

Worksheet 3
Task 3 (Grammar)

1. is
2. have, are
3. work, are
4. gets, drives
5. orders
6. like
7. wraps, puts
8. gets back, drives
9. set, pour
10. enjoy

Worksheet 5
Task 5 (part 1)

- a. Hi. What can I get you?
- b. Thanks, enjoy your meal!
- c. Is there anything else?
- d. Would you like salt and vinegar with that?
- e. Great. That'll be £8.15, please.
- f. Ok. Is that everything?