

Language

Core language

<i>un agua mineral</i>	a mineral water
<i>un chocolate caliente</i>	a hot chocolate
<i>un café solo</i>	a (black) coffee
<i>un café con leche</i>	a coffee with milk
<i>un batido</i>	a milkshake
<i>una taza de té</i>	a cup of tea
<i>una limonada</i>	a lemonade
<i>una coca-cola</i>	a cola

<i>una bolsa de patatas fritas</i>	a packet of crisps
<i>una ración de patatas fritas</i>	a portion of chips
<i>una pizza</i>	a pizza

<i>Comió ...</i>	He/she ate ...
<i>Bebió ...</i>	He/she drank ...

<i>un helado de chocolate/fresa/vainilla</i>	a chocolate/strawberry/vanilla ice cream
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<i>No entiendo</i>	I don't understand
<i>¿Puede repetir, por favor?</i>	Can you repeat, please?

<i>¡Que aproveche!</i>	Enjoy your meal!
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Additional language for this unit

<i>un sándwich tostado</i>	a toasted sandwich
<i>una tortilla</i>	a potato omelette
<i>un perrito caliente</i>	a hot dog
<i>una ensalada mixta</i>	a mixed salad
<i>una horchata</i>	a milky almond drink

<i>turrón/caramelo/piña/pistacho/almendra</i>	nougat/caramel/pineapple/pistachio/almond
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Additional language for teachers

<i>¿Qué comiste/bebiste ayer?</i>	What did you have to eat/drink yesterday?
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<i>¿Qué comió/bebió ayer?</i>	What did he/she eat/drink yesterday?
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<i>los helados (m plural)</i>	the ice creams
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<i>las tapas (f plural)</i>	the snacks
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<i>las bebidas (f plural)</i>	the drinks
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<i>¿Qué hay en la carta?</i>	What is on the menu?
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<i>un vaso</i>	a glass
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<i>un litro</i>	a litre
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<i>una cuchara de sopa</i>	a soup spoon
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<i>una cucharilla</i>	a teaspoon
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<i>al gusto</i>	according to taste
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<i>Tomar frío</i>	Eat/drink chilled
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<i>En inglés se dice ...</i>	In English we say ...
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Unit 21 Crear una cafetería (Creating a café)

About the unit

In this unit children learn to ask for drinks, snacks and ice creams. They extend their knowledge of the preterite tense by saying what others have eaten or drunk. They revise use of the euro with simple prices. They follow a recipe for a milkshake and justify their favourite choice of recipe. They discuss learning strategies and use dictionaries to support their understanding of texts.

Where the unit fits in

In this unit children have the opportunity to revise some numbers and extend previously learnt language associated with food and drink (see Units 10 and 13) and buying something (see Unit 6). They extend their use of the preterite tense (see Unit 13). They learn a song and perform in a play to practise the language learnt.

Prior learning

It is helpful if children already know:

- the names of some snacks and drinks
- numbers 1–20
- *comi, bebi*
- how to say they would like something
- *por favor*
- how to ask how much something is
- text features of a recipe.

correspondence to work out the pronunciation of new words; *ai*; revision of *ll, o, c, ch* and silent *h* and *ó*

Resources

- Picture or short video clip of a Spanish café
- Café menus (authentic or invented)
- Dictionaries
- Small and large word cards of drinks, snacks and ice creams
- Pictures of individual children
- Images or picture flashcards to illustrate snacks, drinks and ice creams in 'The Café Song'
- Text strips for 'The Café Song' (in envelopes)

- Images of Spanish markets, supermarkets and food shops
- Map of Spain
- Internet access for researching regional specialities
- Picture flashcards or images of some ice cream flavours
- Milkshake recipe
- Pictures or props to illustrate the milkshake recipe
- Ingredients and equipment for making a milkshake
- Template for tasting review grid
- Props for an end-of-unit performance
- Large sheets of paper for creating posters

New language

- Quantities (of food and drink)
- Transactional language for a café
- Seeking clarification of meaning
- Preterite tense: third person singular (*comió; bebió*)
- Phonic focus: using knowledge of phoneme–grapheme

Links with other subjects

Primary framework for literacy: devise a performance, considering how to adapt it for a specific audience (year 6)

Design and technology: follow safe procedures for food safety and hygiene

Geography: describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world

Music: sing songs in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression

PSHCE: know that differences and similarities between people arise from a number of factors, including cultural factors

Expectations

At the end of this unit

most children will:

ask for certain drinks and snacks; understand sums of money; know how to say what a friend has eaten and drunk; understand and use a range of vocabulary relating to a café scene; sing a song from memory on a related topic; devise and perform a short sketch using structures learnt in the unit

some children will not have made so much progress and will:

listen and respond to the names of drinks and snacks; respond with *sí* or *no*, gestures or short answers to questions about drinks and snacks or money; refer to text or visual clues when singing a song

some children will have progressed further and will:

show confident recall of known language and structures



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Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn</p>		<p>Children</p>	
<p>Section 1. Café Conundrum</p> <ul style="list-style-type: none"> to read and understand the main points and some detail from a short written passage (L6.1) to recognise patterns in the foreign language (KAL) to discuss language learning and reflect on and share ideas and experiences (LLS) 	<ul style="list-style-type: none"> Show children a picture or short video clip of a Spanish café. Discuss and ask them to tell you what they can see in the picture. Have any of the children ever been to a Spanish café in Spain, in a Spanish-speaking country or in England? What did they have to eat or drink? Play Café Conundrum. Give pairs of children a menu from a Spanish café (see example at the end of this unit). Invite them to write the words that they know or can guess the meaning of in a column headed 'known'. They put unknown words into a second column headed 'unknown'. Ask them which strategies they would use to work out the meanings of the unknown words, for example comparing them with English or other languages or using knowledge of other words or phrases that might be similar. Children then use a dictionary to find or check the meanings of the new words and write these down. This could also be played as a team speed challenge game. Some children may prefer to use a bilingual word bank instead of a dictionary. Others may be able to use an online dictionary. Take feedback from the class. Encourage the children to use their knowledge of phoneme-grapheme correspondence to work out how to pronounce the new words they find. Give children individual word cards for the café items. Still in pairs, they decide on categories and sort the cards. For example, they may decide to sort them into foods and drinks, into masculine and feminine nouns or according to the letters the words begin with. Ask children to share their groups with the rest of the class. The other children then guess what the categories are. For the next part of the game, read out a selection of café items. Ask children to listen carefully and arrange the corresponding word cards into the correct order. Individual children read these back to the class for checking. Ask children to mix up their word cards. Play Speed Sort. Call out a category, eg <i>Quiero las bebidas por favor</i> (I would like the drinks please). Give children 60 seconds to group the drinks together. Repeat for <i>las tapas</i> (snacks) and <i>los helados</i> (ice creams). As a follow-up, call out a category and children have to say three examples from that category. Extension: Children use a dictionary to find the Spanish words for other items available in a café. 	<ul style="list-style-type: none"> find the meaning of unknown language on the basis of existing knowledge or by looking in a dictionary select and sort words into appropriate categories listen carefully and arrange word cards in an appropriate sequence 	<ul style="list-style-type: none"> Children needing extra support will find it helpful to have an illustrated list of café items and word cards. Follow-up: Throughout the week, children play Bingo with café items. Follow-up: Play Phoneme Lotto. Give children cards with six graphemes, such as <i>ci</i>, <i>z</i>, <i>a</i>, <i>ñ</i>, <i>h</i> and <i>ch</i>. Call out a snack or drink and children cross off one corresponding sound on their card. As a variation, these cards could have pictures on the reverse. In this version of the game, which is more challenging, you call out a phoneme and the children cross off an item that contains that sound. This could be played in pairs for support. Follow-up: Children create labelled pictures of snacks, drinks and ice creams for display. Follow-up: Play Speed Sort using phonemes as the category. Follow-up: If the school has a partner school in a Spanish-speaking country, exchange lunch menus.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 2. 'The Café Song'

- to understand the main points and simple opinions in a spoken story, song or passage (O6.1)
 - to match sound to sentences and paragraphs (L6.3)
 - to compare attitudes towards aspects of everyday life (IU6.1)
 - to use context and previous knowledge to help understanding (LLS)
- Remind children how to describe what they have eaten and drunk using the preterite tense (see Unit 13, Section 1) by asking *¿Qué comiste ayer?* (What did you eat yesterday?) Model the response using a picture or action, eg *Comí un bocadillo* (I ate a sandwich). Ask the question again and encourage children to join in with the answer. Repeat the activity several times, varying the food item. When appropriate, extend this activity to include the question *¿Qué bebiste ayer?* (What did you drink yesterday?) to elicit the response *Bebí leche* (I drank some milk), etc.
 - Display a series of pictures of individual children and items of food and drink. Draw arrows to link each child with an item of food or drink and introduce the question *¿Qué comió ayer?* (What did he/she eat yesterday?) Model the reply *Comió un pastel* (He/she ate a cake). Ask children to chorus your response. Repeat with further examples and encourage children to respond independently.
 - Read or sing *La canción de la cafetería* ('The Café Song') (see 'Points to note'). Use images and gestures to support children's understanding of key points. They listen again and record snacks and drinks that they hear and the cost of the bill. They feed back and as they say each item (in English or Spanish), display an image or flashcard on the board and say the Spanish.
 - Play games to practise the items from the song and additional items from Section 1, eg mouth an item and children read your lips to guess the words. Show images of the items or flashcards, revealing them slowly for children to say what they are. Play games to reinforce knowledge of vocabulary and correct pronunciation, eg *Repetid si es verdad* (Repeat if it's True), where you point to and name a picture and children repeat only if the name is correct.
 - Children work in groups. Give them an envelope containing strips of paper for each line of the song. They distribute the strips evenly, so that each child has three or four lines. Sing the song again and children wave their strip in the air when they hear that line of the song.
 - Next, groups attempt to put all the strips in the correct order. They then listen to the song again to check the order and join in with singing.
 - As a group, children select from their song strips the phrases they think would be useful if they were in a café in a Spanish-speaking country. Children feed back and discuss as a class. As a class, practise the phrases that children have highlighted. Ask children to identify the conventions of politeness in the song, and discuss.
 - Discuss the types of drinks and snacks mentioned in the song. Would we find similar items in an English café? What is the role of the café in English and Spanish culture?
- identify some snacks and drinks from a list and pronounce these with reasonable accuracy
 - talk about the significance of cafés in people's lives
 - use the preterite tense to talk about what a friend has eaten or drunk
 - recall and sing with confidence a song with several verses
- Grammar point: The formation of the preterite tense is described in more detail in Unit 13, Section 1.
 - 'The Café Song' is sung to the tune of 'Oh My Darling Clementine'. Explain to children that the (*usted*) *desea* form of 'you' is used here for politeness.
 - La canción de la cafetería* ('The Café Song')
Camarero, camarero
Tengo hambre, tengo sed
Me gustaría un bocadillo
De tortilla, por favor.
Un chocolate caliente
Y una limonada
Y jamón con patatas fritas
Nada más, gracias.
Camarero, camarero
La cuenta, por favor
La comida es deliciosa
Y no puedo comer más.
Son treinta y cinco, treinta y cinco,
treinta y cinco euros
Gracias por su visita
Hasta la vista, adiós.
(Waiter, Waiter
I'm hungry and thirsty
I'd like a tortilla sandwich, please.
A hot chocolate
And a lemonade
And ham with chips
Nothing else, thanks.
Waiter, Waiter
The bill, please
The food is delicious
And I can't eat any more.
That's 35, 35
35 euros
Thanks for your visit
See you soon, goodbye.)
 - If using the interactive whiteboard, insert the text of the song with the relevant pictures to accompany each verse. If possible, add a sound file of the tune. If the tune is played on a digital keyboard, the saved file can be imported into the whiteboard (provided it is saved as the right file type).
 - Follow-up: Throughout the week, children practise answering the question *¿Qué comió/bebió ayer?*
 - Follow-up: Throughout the week, practise singing 'The Café Song'.

Learning objectives

Children should learn

Section 3. What's on the menu?

- to read and understand the main points and some detail from a short written passage (L6.1)
- to compare attitudes towards aspects of daily life (IU6.1)
- to recognise and understand some of the differences between people (IU6.2)
- to recognise patterns in the foreign language (KAL)

Possible teaching activities

- Sing 'The Café Song'.
- Display the table shown below on the board to show children how to build the sentences used in the last section. Can children spot any patterns? Give them a pronoun in English, eg 'he', and ask them to build a sentence adding a food item, eg *Comió una manzana*. Explain that personal pronouns are not usually used in Spanish. Ask children if they can guess why this might be.

	<i>comer</i> (to eat)	<i>cantar</i> (to sing)
Yo	<i>comí</i>	<i>canté</i>
Tú	<i>comiste</i>	<i>cantaste</i>
Él	<i>comió</i>	<i>cantó</i>
Ella	<i>comió</i>	<i>cantó</i>

- Ask the question *¿Qué comiste ayer?* Encourage children to reply in a sentence, eg *Comí unas patatas fritas* (I ate some crisps). Ask the question *¿Qué comió ayer?* (What did he/she eat yesterday?) and model the reply *Comió unas patatas fritas* (He/she ate some crisps). Check for understanding.
- Extension: Ask children to build sentences with other familiar verbs ending in *-er*, such as *beber*, and those ending in *-ar*, such as *jugar*, *bailar*, *cantar*. Practise asking and answering questions using these verbs, eg *¿Qué hiciste ayer?* *Jugué al fútbol*. (What did you do yesterday? I played football.) Remind children of the phrases they encountered in Unit 19 (*Jugué*, *Bailé*, *Trabajé*, etc).
- Discuss local and regional food with children. What is their experience of this? Encourage them to share their experiences of buying food, the type of food they buy, whether they think any of these items are typical for their local area. Do the seasons affect what we eat? Where do families go to buy their food? Does that have any impact on local or regional food producers? You may also want to discuss the environmental impact of importing food here.
- Display images of Spanish markets and supermarkets, as well as other food shops, eg *una pescadería* (fishmonger's), *una pastelería* (cake shop), *una carnicería* (butcher's).
- Tell them about food and shopping habits in Spain (see 'Points to note') and compare with those in the local area. Make links with Unit 6 if appropriate.
- Show children a map of Spain. Explain that Spain is split into different regions. You may also want to discuss regions of England at this point, with regard, for example, to cities, accents, landscape, football and local specialities. Has anyone in the class ever been to Spain? Where? Highlight four regions in Spain, eg *Cataluña*, *Andalucía*, *Galicia*, *País Vasco*. Point out some of the main cities of each area, eg *Barcelona*, *Sevilla*, *Vigo* and *Bilbao*. You may also want to point out other geographical features. Ask children to tell you what they think the weather would be like in each region (you may want to use the weather rhyme from Unit 7 to revise the weather phrases).
- Divide children into groups. Give each group a short text about typical food found in one of the regions in Spain (see 'Points to note'). Using a dictionary, children find out as much information as possible about the regional specialities. Children could also use the internet to find pictures of the regional dishes. They will need to make notes in order to be able to feed back in English and Spanish to the class.
- In their groups, children make a poster or menu showing the specialities of their Spanish region.
- Extension: If available, show a filmed extract of people at cafés or cooking in a Spanish-speaking country.

Learning outcomes

Children

- appreciate some similarities and differences between cultures and culinary traditions

Points to note

- Images of markets can be found on the internet.
- In Spain, there are many local markets selling local and regional produce, eg seasonal fruit and vegetables, cured hams and meats, cheese and live animals. For many people, they are as much a normal part of the weekly shop as going to the supermarket. Many people also choose to buy some foods from a specialist shop, eg *una panadería* (bakery). This is often the case in both large and small towns.
- Here is an example of a text about regional Spanish food:

Las especialidades de Galicia (Specialties of Galicia)

El norte de España es famoso por los platos de pescado y los mariscos. Algunas especialidades son: la merluza a la gallega, el pulpo a la gallega, el churrasco y la empanada. La merluza a la gallega es merluza cocida al vapor en una salsa de pimentón. Pulpo a la gallega es pulpo cocido con patatas, sal y pimentón. El churrasco es carne a la plancha en una salsa picante. La empanada es una especie de torta salada rellena de carne o pescado y cocinada al horno. El plato más característico son los mariscos.

(The north of Spain is famous for fish and seafood dishes. Some specialities are: Gallega-style hake (steamed, with paprika sauce), octopus (boiled with potatoes, salt and paprika), steak (barbecued with spicy sauce) and pie (a sort of salty tart filled with meat or fish and baked in the oven). The most typical dish is seafood.)

Specialities of the other three regions given are as follows:

País Vasco: Changuro (stuffed king crab), *bacalao al pil-pil* (cod fried in garlic), *angulas a la vizcaína* (eels Basque style), *calamares en su tinta* (squid in ink).

Andalucía: tocino de cielo (literally 'bacon from heaven' – a blancmange-type pudding made with egg yolks and syrup), *pinchitos* (Moroccan-style kebabs), *gazpacho* (chilled vegetable soup), *chorizo* (spicy paprika sausage), *riñones al jerez* (kidneys cooked in sherry).

Cataluña: civet (wild boar stew), *escalivada* (peppers, tomatoes, aubergines and onions roasted in olive oil), *pato con peras* (duck with pears), *zarzuela* (seafood stew).

- Follow-up: Throughout the week, ask confident children the question *¿Qué comiste ayer?* After the child has replied, ask the class to respond to the question *¿Qué comió?*
- Follow-up: Throughout the week, make sure that children have time to finish their posters.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 4. Choosing an ice cream

- to understand the main points and simple opinions in a spoken story, song or passage (O6.1)
 - to perform to an audience (O6.2)
 - to use spoken language confidently to initiate and sustain conversations and to tell stories (O6.4)
 - to read and understand the main points and some detail from a short written passage (L6.1)
 - to devise questions for authentic use (KAL)
 - to ask for repetition and clarification (LLS)
- Display on the board picture flashcards or images of a selection of snacks, drinks and ice creams. Cover each with a number between one and 20. Choose a volunteer to pick a number in Spanish. The child has one guess at what is hidden behind that number (and must say the word correctly). Reveal the item. If the child was correct, the class win a point. If the child was wrong, cover up the picture with the number again and you win the point. Continue until all the items have been revealed, and count the points in Spanish. Invite the class to share tips on how to memorise language. Ensure that some of the items are covered by lower numbers so that all children can participate.
 - Display picture flashcards or images of some ice cream flavours. Say the names and children repeat, eg *un helado de coco/limón/chocolate/turrón/fresa/caramelo/piña/pistacho/vainilla/almendra* (a coconut/lemon/chocolate/nougat/strawberry/toffee/pineapple/pistachio/vanilla/almond ice cream). Write up the names of the flavours. Leave the ice creams and vocabulary on display for the next activity and add some prices in euros. Draw attention to the *ll* sound in *vainilla* and ask the children to think of similar words, eg *me llamo, allí, Sevilla, amarillo, caballo*. Remind them of the effect of the acute accent in *limón* and *turrón* and explain that the *ai* in *vainilla* sounds like the English word 'eye'. This is also an opportunity to revise *o, h, c* and *ch*.
 - Play a circle game with the ice cream flavours: the first child says a flavour, eg *Quiero un helado de turrón* (I'd like a nougat ice cream), and children add to the list of ice creams as it moves round the circle.
 - Extension: Show a filmed clip of people buying ice creams in a Spanish-speaking country.
 - Display a simple dialogue on the board. Take the role of the ice cream vendor and invite a child to read the part of the customer.
 - Invite another pair of children to come out and model the dialogue. Children will enjoy making the dialogues humorous when playing the vendor by reeling off long lists of ice cream flavours.
 - Ask children to work in pairs to practise the dialogue.
 - As a class, discuss strategies for coping when you don't understand someone speaking. Extend the dialogue by including phrases for asking for clarification, eg *No entiendo / ¿Puede repetir, por favor?* (I don't understand / Can you repeat please?)

- develop a role play
- participate in a conversation
- talk about prices in euros

- A suggested dialogue:
A: *Buenos días, señor.*
B: *Buenos días. ¿Qué quieres?*
A: *Quiero un helado, por favor.*
B: *¿De qué sabor? Hay de fresa, chocolate, turrón, limón, coco ... etc*
A: *Un helado de chocolate, por favor.*
B: *Aquí tienes.*
A: *Gracias. ¿Cuánto es?*
B: *Dos euros.*
A: *Aquí tiene. Adiós.*
- Make children's dialogues more authentic by providing some plastic euro coins.
- Follow-up: Throughout the week, sing 'The Café Song'.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 5. Making a milkshake

- to use spoken language confidently to initiate and sustain conversations and to tell stories (O6.4)
- to read and understand the main points and some detail from a short written passage (L6.1)
- to identify different text types and read short, authentic texts for enjoyment and information (L6.2)
- to write sentences on a range of topics using a model (L6.4)
- to use knowledge of words, text and structure to build simple spoken and written passages (KAL)
- to apply a range of linguistic knowledge to create simple, written production (LLS)

- Invite the class to sing 'The Café Song'.
- Show a recipe for a milkshake for one person (see 'Points to note'). Read it aloud with visual support, or demonstrate how to make it.
- Practise the new language. Say *En inglés se dice 'milk' pero en español se dice 'leche'* (In English we say 'milk' but in Spanish we say 'leche'). Repeat with the other ingredients and utensils and encourage children to finish the sentences.
- Explain to children that they will be setting up their own milkshake shops. They work in groups to decide on a flavour from the range of options available and, using the template recipe, work out quantities sufficient for the number of people in their group. Then they write a shopping list.
- They then order their ingredients by reading out their shopping list to the class.
- Children write a recipe for their own milkshake using their shopping list and the example recipe, and decide on a name for their milkshake using the flavour and adjectives in Spanish, eg *Fresa fantástica*.
- Children make their milkshakes in groups.
- Organise a taster session in which children can taste each other's milkshakes. Each child has a copy of a tasting review grid that they complete, as follows:

Milkshake	Opinion
<i>Fresa fantástica</i>	<i>Es delicioso / excelente / muy bueno / bueno / regular / raro / horrible.</i> (It's delicious / excellent / very good / OK / so-so / unusual / horrible.)

- Children give feedback for each group in turn, eg *Me gusta mucho el batido Fresa fantástica porque es delicioso* (I really like the *Fresa fantástica* milkshake because it's delicious).

- express an opinion using a complex sentence
- follow a simple recipe

- The ingredients for the milkshakes will need to be bought in advance. Ensure that there is a range of flavours from which children can choose.
- It would be helpful to discuss with children the features of an instructional text and strategies for understanding these before looking at the recipe.
- A suggested text for a milkshake recipe (alternative ingredients can be substituted):

Batido de chocolate para una persona:

Ingredientes:

2 cucharas de sopa de chocolate en polvo

2 cucharillas de azúcar extrafino

25cl de leche

2 cucharadas de helado de vainilla

Preparación:

Toma un vaso grande. Mezcla la leche, el chocolate y el helado. Entonces añade el azúcar

¡Tomar frío! ¡Que aproveche!

(Chocolate milkshake for one person)

Ingredients:

2 soup spoons of chocolate powder

2 teaspoons of caster sugar

25cl of milk

2 scoops of vanilla ice cream

Instructions:

Take a large glass. Mix the milk, the chocolate and the ice cream and then add the sugar.

Drink cold! Enjoy!

- Alternatively, you could use a recipe for the Spanish drinks *zumos de naranja natural* (fresh orange juice) or *zumos de limón natural* (fresh lemon juice). A suggested recipe:

Zumo de naranja/limón natural

Fresh orange/lemon juice

Ingredientes:

Una naranja / un limón

Agua (o gaseosa) (un vaso por persona)

Azúcar extrafino (al gusto)

Preparación:

Exprime la naranja / el limón

Mezcla el zumo con el agua (o gaseosa)

Añade el azúcar extrafino (al gusto).

(Ingredients:

An orange / a lemon

Water (or fizzy water) (one glass per person)

Caster sugar (according to taste)

Instructions:

Squeeze the orange/lemon

Mix the juice with water (or fizzy water)

Add caster sugar (according to taste).)

- Follow-up: Children design posters to advertise their milkshakes.
- Throughout the week: Use the milkshake theme for maths warm-up activities involving measures.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 6. Café theatre

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| <ul style="list-style-type: none"> to understand the main points and simple opinions in a story, song or passage (O6.1) to perform to an audience (O6.2) to read and understand the main points and some detail from a short written passage (L6.1) to match sounds to sentences and paragraphs (L6.3) to plan and prepare – analyse what needs to be done to carry out a task (LLS) | <ul style="list-style-type: none"> Give children a simple play script (see 'Points to note'). They read it silently and then re-read it. Explain that they have to look at the language to work out the mood of the play and that they should highlight any unusual parts. Draw their attention to the title <i>El camarero muy raro</i> ('The Very Odd Waiter'). Ask children to suggest the type of play this is and to explain the gist of the story. Model the play, taking both roles or using a Spanish-speaking child or adult if available. Divide the class in half. One half will be the waiter and the other the customer. The two halves of the class read out the play. Practise any pronunciation that needs attention. Ask two confident children to read out the play again. Discuss with the class the importance of voice tone and expression. Children read the play in pairs. Invite two or three groups to perform to the class. They may like to use props for support. Discuss with the class the best features of the performances and how they could be improved. Encourage them to consider whether the humour of the piece was portrayed and, if not, how this could be done. Model changing elements of the play script before inviting children, either individually or in pairs, to create their own script based on this model, using a range of vocabulary for food and drinks. Explain that children will have the opportunity to perform their play. Some children may prefer to join with another pair and take a smaller speaking part. Extension: Children extend the play script by including a phrase in the preterite tense, eg <i>¡Hay un error! Pedí ...</i> (There's a mistake! I ordered ...) | <ul style="list-style-type: none"> read aloud from a text perform a play with confidence | <ul style="list-style-type: none"> A suggested play script (although an alternative can be substituted):
<i>El camarero muy raro</i>
A: <i>Buenos días señorita.</i>
B: <i>Buenos días, señor. La carta, por favor.</i>
A: <i>Aquí tiene. ¿Qué desea?</i>
B: <i>Quiero un café con leche, un bocadillo de queso, una bolsa de patatas fritas y un helado de vainilla.</i>
A: <i>Aquí tiene un café de queso, un bocadillo de café, una bolsa de vainilla y un helado de patatas fritas. ¡Nam Nam!</i>
B: <i>¡Puaj! ¿Cuánto es?</i>
A: <i>¡Sesenta euros!</i>
B: <i>¿Sesenta euros?</i>
(<i>'The Very Odd Waiter'</i>)
A: <i>Hello miss.</i>
B: <i>Hello, sir. The menu please.</i>
A: <i>Here you are. What would you like?</i>
B: <i>I'd like a coffee with milk, a cheese sandwich, a packet of crisps and a vanilla ice cream.</i>
A: <i>Here you are. A cheese coffee, a coffee sandwich, a packet of vanilla and a crisps ice cream. Yum, yum!</i>
B: <i>Yuck! How much is it?</i>
A: <i>Sixty euros!</i>
B: <i>Sixty euros?</i> Links to literacy work: The first activity links to work on transforming narrative writing into a script and performing it as a short dramatised scene (year 6). The second and following activities (including the extension activity) link to drama work on developing scripts based on improvisation (year 4) and performing scripted scenes making use of dramatic conventions (year 5). |
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End-of-unit activities

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| <ul style="list-style-type: none"> to apply the knowledge, skills and understanding in this unit | <ul style="list-style-type: none"> Children perform their plays to the class. Allow some children to read aloud from the text. Film the performances so that they can be played back to the class later. | <ul style="list-style-type: none"> develop a sketch or role play and perform this to the class | <ul style="list-style-type: none"> It may be appropriate to use a hall or large space for these performances. Encourage children to bring in appropriate props to add fun and interest to their plays. If the school has a Spanish-speaking partner school, send them a copy of the recording. If possible, the children could perform their plays in an assembly for the whole school community. Teachers from destination secondary schools could be encouraged to watch the performances. Follow-up: If the school is using the European Language Portfolio (ELP), children could include copies of their recording as evidence of their progress. See the CILT primary languages website for more details of the ELP: www.primarylanguages.org.uk. Links with literacy work: These two activities link to work on performing a scripted scene making use of dramatic conventions (year 5). |
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La carta

Bocadillos

Bocadillo de queso	7,00 €
Bocadillo de jamón	7,50 €
Bocadillo de atún	8,00 €
Bocadillo de tortilla	7,00 €
Perrito caliente	6,00 €
Sándwich tostado de jamón	6,50 €

Tapas

Patatas bravas	4,90 €
Una bolsa de patatas fritas	1,50 €
Chorizo	4,50 €
Calamares fritos	5,90 €
Ensalada de aceitunas	3,50 €
Pimientos rellenos	4,50 €
Gazpacho	3,50 €

Tortillas

Tortilla de patata	8,00 €
Tortilla de jamón	8,00 €
Tortilla de champiñones	7,00 €

Paellas

Paella marinera (con mariscos)	7,00 €
Paella valenciana (con pollo y mariscos)	9,50 €

Raciones

Gambas a la plancha	8,50 €
Gambas al ajillo	8,50 €
Patatas fritas	3,50 €

Helados

Helado de ... coco/limón/chocolate/turrón/fresa/piña/caramelo/ pistacho/vainilla/almendra	
Una bola	1,50 €
Dos bolas	3,00 €
Tres bolas	4,00 €

Bebidas frías

Agua mineral	2,50 €
Zumo de naranja natural	2,50 €
Zumo de limón natural	3,00 €
Horchata	3,50 €

Bebidas calientes

Té	3,00 €
Café sólo	2,50 €
Café con leche	3,00 €
Chocolate caliente	3,00 €
Chocolate y churros	5,00 €

Refrescos

Limonada	2,00 €
Naranjada	2,00 €
Cola	3,00 €

Menu

Sandwiches

Cheese sandwich	7,00 €
Ham sandwich	7,50 €
Tuna sandwich	8,00 €
Omelette sandwich	7,00 €
Hot dog	6,00 €
Toasted ham sandwich	6,50 €

Snacks

Fried potatoes with tomato sauce	4,90 €
Packet of crisps	1,50 €
Spicy pork sausage	4,50 €
Fried squid	5,90 €
Salad with olives	3,50 €
Stuffed peppers	4,50 €
Gazpacho (cold soup)	3,50 €

Omelettes

Potato omelette	8,00 €
Ham omelette	8,00 €
Mushroom omelette	7,00 €

Paellas

Seafood paella (with shellfish)	7,00 €
Valencian paella (with chicken and shellfish)	9,50 €

Portions

Grilled prawns	8,50 €
Prawns with garlic	8,50 €
Chips	3,50 €

Ice creams

Coconut/lemon/chocolate/nougat/strawberry/pineapple/caramel/ pistachio/vainilla/almond	
One scoop	1,50 €
Two scoops	3,00 €
Three scoops	4,00 €

Cold drinks

Mineral water	2,50 €
Fresh orange juice	2,50 €
Fresh lemon juice	3,00 €
Milky almond drink	3,50 €

Hot drinks

Tea	3,00 €
Black coffee	2,50 €
Coffee with milk	3,00 €
Hot chocolate	3,00 €
Chocolate and fritters	5,00 €

Soft drinks

Lemonade	2,00 €
Orangeade	2,00 €
Cola	3,00 €