

# The Lazy Egg Café

A1

## Lesson Objectives

**Cultural content:** Breakfast in the UK, eating at a café

**Vocabulary: Breakfast:** cereal, muesli, yoghurt, grapefruit, toast, jam, bacon and eggs, tea, coffee, orange juice. **Pizza:** tuna, tomatoes, pineapple, ham, spinach, mushrooms, sweetcorn, olives, chicken

**Skills:** Ordering food and drink in a café, asking someone what they would like to eat and drink

**Remember! Print or photocopy the worksheets for your students.**

## SCREEN 1

3 mins

### THE MOST IMPORTANT MEAL OF THE DAY?

**Photos:** In the photo on the left, the girl is drinking a takeaway coffee on the bus. This is a common breakfast for people in a hurry. The boy (top centre) is eating toast and drinking juice while at his laptop. The family (centre bottom) are eating bread with cold meat and cheese, fruit and croissants with jam and drinking juice and coffee. Although croissants have become popular in Britain, it is unusual for British people to eat cold meat and cheese at breakfast time. The woman (photo on the right) is eating a full 'English breakfast'. This usually consists of bacon and eggs, sausage, tomatoes or mushrooms with fried bread or toast.

- 1 Students look at the photos on the whiteboard. Play the accompanying 'breakfast sounds' to add to the atmosphere.
- 2 Ask warm-up questions: *What is the boy/girl/lady/family eating/drinking? Which meal is it? Is breakfast the most important meal of the day for you?*

## SCREEN 2

7 mins

### WHAT'S FOR BREAKFAST?

- 1 Hand out the worksheet. Students write in the names of the breakfast items under each picture.
- 2 Students check their answers on the whiteboard, using the drop-down menu and the audio. A tick or a cross will appear as each answer is selected.  
**Answers:** 1 – tea, 2 – coffee, 3 – orange juice, 4 – muesli and yoghurt, 5 – grapefruit, 6 – cereal, 7 – porridge, 8 – toast and jam, 9 – bacon and eggs
- 3 Students work in pairs and tell each other what they have for breakfast.

## SCREEN 3

6 mins

### 'BACON AND EGGS, PLEASE'

- 1 Play Audio 1. Students listen to customers ordering breakfast at the Lazy Egg Café and tick the items that are ordered on their worksheets.
- 2 Complete the table on the whiteboard to check the answers. A tick or a cross will appear as each item is selected.
- 3 Ask: *Which was the item that was not available?* Listen again if necessary.  
**Answers:** Adam – bacon and eggs, jam and toast, tea; Jade and Rashid – porridge, coffee, bacon and eggs, orange juice; Maisie and Ben – muesli and yoghurt, toast and jam, tea, coffee. Bacon and eggs were not available by the end of the morning.
- 4 Ask students to recall the different ways the customers gave their orders (*Coffee, please; I'd like coffee; I'll have coffee*). Make sure they are clear about the difference between *I like* and *I'd like*.

#### TRANSCRIPT Audio 1: 'Bacon and eggs, please'

**Waitress:** Hello, what would you like?

**Adam:** I'd like bacon and eggs and lots of toast and jam, please.

**Waitress:** Would you like anything to drink?

**Adam:** A cup of tea, please

**Waitress:** Great. It'll be about ten minutes.

**Waitress:** Hi guys, what would you like?

**Jade:** I'd like some porridge, please, and a cup of coffee with milk.

**Rashid:** I'll have porridge too, and then bacon and eggs and some toast and jam, please. I'm really hungry!

**Waitress:** Anything to drink?

**Rashid:** A glass of orange juice.

**Waitress:** Thanks.

**Waitress:** Sorry to keep you waiting. What would you like?

**Ben:** I'd like muesli and yoghurt, please. Oh and a cup of coffee.

- Maisie:** *And I'll have bacon and eggs.*
- Waitress:** *I'm very sorry. We've had so many customers this morning! We don't have any more bacon and eggs. Do you want something else?*
- Maisie:** *No bacon and eggs! I can't believe it. Um... well, I'll have some toast and jam then.*
- Waitress:** *And to drink?*
- Maisie:** *A cup of tea.*
- Waitress:** *Thanks. Sorry, again!*

## SCREEN 4


**6 mins**

### PIZZA TOPPINGS

- As a class, match the labels to the photos of pizza toppings on the whiteboard. Click the audio buttons to hear each word spoken.
- As a memory test, turn off the whiteboard and have students complete the labelling activity on the worksheet.
- Check their answers on the whiteboard when everyone has finished.
 

**Answers:** 1 – cheese, 2 – tomatoes, 3 – mushrooms, 4 – ham, 5 – chicken, 6 – spinach, 7 – tuna, 8 – sweetcorn, 9 – olives, 10 – pineapple

## SCREEN 5

**4 mins**

### THE PERFECT PIZZA

- Play Audio 2. Students listen to what Joe and Kate want on their pizzas.
- Drag and drop the ingredients onto the pizza bases according to the students' instructions. A tick or a cross will appear. Note that Joe names a topping that he *doesn't* want (**no** olives).
 

**Answers:** Joe – cheese, tomatoes, mushrooms; Kate – cheese, tomatoes, ham, pineapple

#### TRANSCRIPT Audio 2: The perfect pizza

- Joe:** *Hi, I'd like cheese, tomatoes and mushrooms on my pizza, please, but no olives. I hate them!*
- Kate:** *I'd like cheese, tomatoes, ham and pineapple, please.*
- Joe:** *Pineapple? You're weird!*

## SCREEN 6

**3 mins**

### THE PERFECT PIZZA

- Play Audio 3. Students listen to what Sal and Nadish want on their pizzas.
- Drag and drop the ingredients onto the pizza bases according to the students' instructions. A tick or a cross will appear.
 

**Answers:** Sal – tomatoes, chicken, mushrooms, spinach; Nadish – tomatoes, cheese, tuna, sweetcorn, olives, spinach

#### TRANSCRIPT Audio 3: The perfect pizza

- Sal:** *I'd like tomatoes, chicken, mushrooms and spinach, please. No cheese. Definitely no cheese!*
- Nadish:** *Hmm, I'd like tomatoes, cheese, tuna, sweetcorn and olives. Oh, and some spinach – I'm trying to be healthy!*

## SCREEN 7

**5 mins**

### YOUR PIZZA!

- Two students come to the front of the class to play the roles of waiter and customer. The customer chooses toppings for his/her pizza and the waiter drags the ingredients onto the pizza base on the whiteboard.
- The rest of the class votes if they would like to eat the pizza or not. Repeat the activity with more pairs if time allows.

## SCREEN 8

**5 mins**

### HOW TO... ORDER FOOD

- Students look at the sentences on the whiteboard and in pairs decide which are said by the waiter and which are said by the customer.
- Check the answers by dragging the sentences to the correct box.
- Play Audio 4 to hear the full conversation. If time allows, students write out the sentences in the correct order and practice the conversation in pairs.

**Answers:** See transcript

#### TRANSCRIPT Audio 4: How to... order food

- Waiter:** *Hello. What would you like?*
- Customer:** *I'd like some toast and jam, please.*
- Waiter:** *Would you like anything to drink?*
- Customer:** *Do you have any orange juice?*
- Waiter:** *No, we don't have any more orange juice.*
- Customer:** *Then I'll have a cup of tea, please*
- Waiter:** *Would you like anything else?*
- Customer:** *No thank you.*

## SCREEN 9


**6 mins**

### AT THE LAZY EGG CAFÉ

One student is a customer in a café and orders breakfast or lunch, the other is the waiter who takes the order. They can use the menus on the whiteboard as a prompt for the role-play.

### EARLY FINISHER / HOMEWORK

Ask students to design a menu for their own café. They can re-use some of the vocabulary from this lesson. To extend their vocabulary, ask them to use a dictionary to find at least five new items of food or drink to include.