

Tenemos tapas

Many learners are very keen to be able to ask for **tapas** and drinks. And, since the growth of **tapas** bars in the UK, they may well be familiar with a lot of the vocabulary – and eager to share it. The activity described here exploits their experience and aims to ensure that all learners are able to ask for just what they want as well as understand some of the questions they’re likely to hear.

Getting ready

Introduce the topic by asking learners who have been to Spain – or to a **tapas** bar in this country - what they ordered to eat and drink when they were there. That way you can start building on what they know already. Then display the pictures on page 2, revealing them a row at a time and inviting suggestions as to what the pictures represent, before showing the vocabulary.

For the activity, print page 2 onto card and cut into individual pictures, cutting out the vocabulary so that learners have to rely on memory. You’ll need one set of cards for each small group of learners.

Getting them talking

1. Learners work in pairs or small groups, with a set of cards face down on the table. They take turns to turn one over and either order it or ask if it’s available – the choice is up to them, e.g.

Me da unas anchoas, por favor or **¿Tiene jamón serrano?**

2. Still in pairs, learners focus on recognising when something isn’t available. This time, the cards are spread out on the table, face up. Learners take turns to take one away. Partners identify what’s missing and say, **Lo siento, no tenemos ...**
3. When learners are thoroughly familiar with the vocabulary, they could enact a tapas bar scenario in groups of four or five. Ask the strongest members of the group to be the waiter and give each of the others (i.e. the customers) a food/drink card. The rest of the cards go in a pile face down on the table. Customers must order their item from the waiter, who is going to vary the conversation, randomly saying either

Gracias (accepting the order)

or

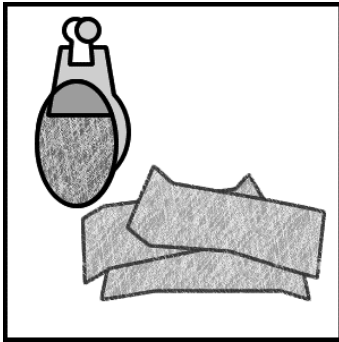
Lo siento, no tenemos + the item ordered

or

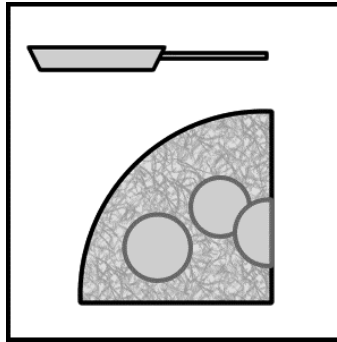
¿Algo más?

A customer hearing **¿Algo más?** must pick another card and order that item too, saying, e.g. **Sí, me da unas patatas fritas.**

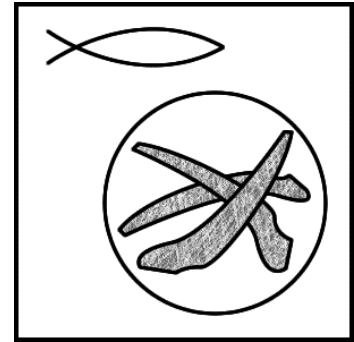
With each of these activities, it’s the repetition that breeds familiarity. The members of the group are hearing other learners ordering too and the vocabulary is reinforced.



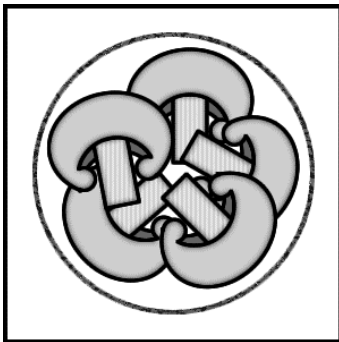
una tapa de jamón serrano



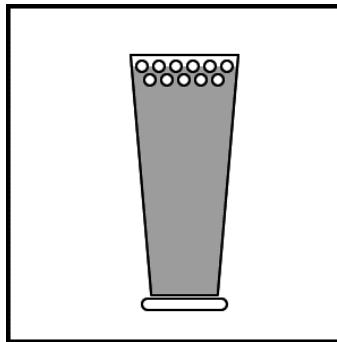
una ración de tortilla



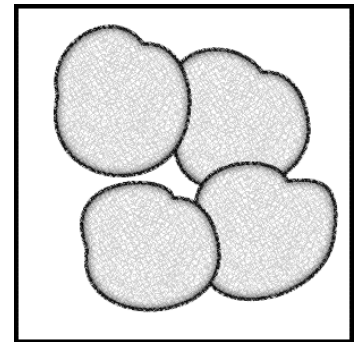
unas anchoas



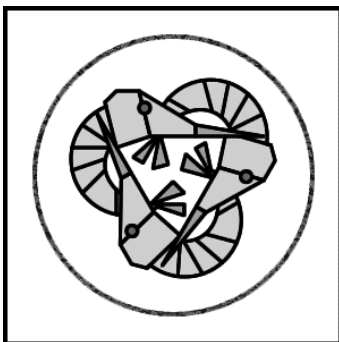
unos champiñones



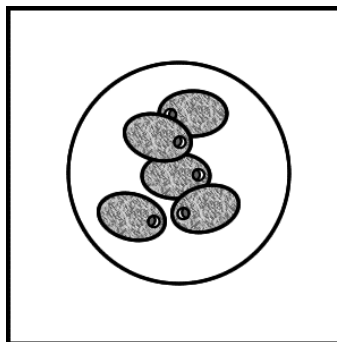
una caña



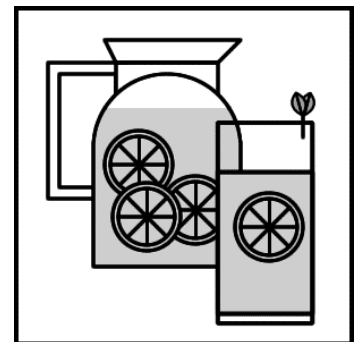
unas patatas fritas



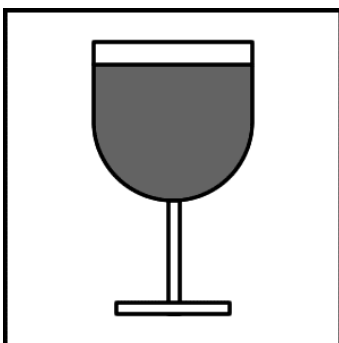
unas gambas



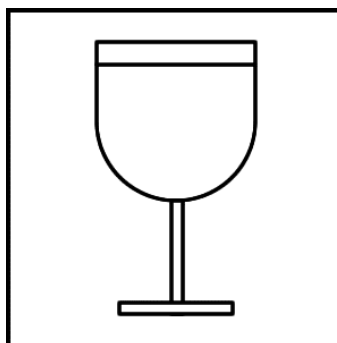
unas aceitunas



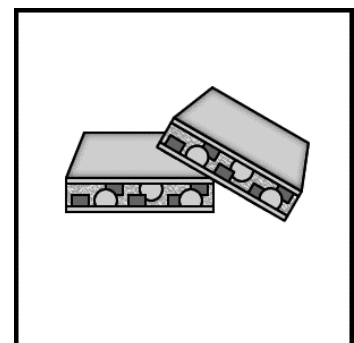
una jarra de sangría



un vaso de vino tinto



un vaso de vino blanco



una empanada de atún