

WHAT DO YOU WANT FOR BREAKFAST?

by Piotr Mozgawa, Aleksandra Gonet and Bartosz Prokop

Maria Curie-Skłodowska University

Lublin, Poland

pmozgawa @ gmail.com

Aims:

- to practise listening comprehension while watching a video
- to familiarize Ss with the traditional English breakfast
- to revise imperatives

Objectives:

- Ss characterize a typical English breakfast
- Ss learn new vocabulary connected with food and utensils
- Ss listen for general understanding
- Ss practise imperatives when talking about food
- Ss talk about their eating habits
- Ss understand and use new vocabulary items

Language material:

grammar: imperatives

vocabulary: names of food products (e.g. *rice, grilled fish, sausages, steak, tomato soup, roast chicken*), fruit and vegetables (e.g. *strawberries, tomatoes, lettuce, grapes, pineapple*) and utensils (e.g. *knife, frying pan, chopping board, spatula*)

Materials and teaching aids:

Video: <http://www.youtube.com/watch?v=3YsF2Hur3VU>

handout prepared by the teacher, blackboard, OHP (or 1 computer), dictionary

Procedure	Timing (min)	Aids/materials	Form of work	Task objectives
Pre- stage				

Lead-In: Students look at the pictures of different food products and answer teacher's questions. The teacher writes difficult words on the blackboard.	6	Handout, blackboard	Whole class	To familiarize students with the topic and predict new vocabulary
Students read a short text about English Breakfast and label the pictures of the ingredients of English Breakfast.	5	Handout, dictionary	Whole class	To familiarize students with the traditional English Breakfast and practise new words
While- stage				
Students watch the video: <i>Full English Breakfast Recipe</i> and decide whether the statements given are true or false	7	Video, Handout	Pair work	To practise listening comprehension, listening for details
Students watch the video again with the sound muted and number the steps of the recipe in the correct order.	8	Video, Handout	Whole class	To practise the general comprehension of the video
Post- stage				
Students are divided into three groups. The teacher distributes the lists of kitchen utensils and asks students to find the utensils that are necessary to prepare English Breakfast. In the case of any problems they look up a word in a dictionary.	6	Handout	Group work	To practise vocabulary
The teacher explains how to make imperatives in English and gives examples from the video	2	Blackboard	Whole class	To revise imperatives
Students complete matching exercise. They are asked to match the two parts of the statements (imperatives).	3	Handout	Individual work	To practise imperatives
Speaking: Students tell each other how to prepare any meal. They use the word bank from the handout.	5	Handout	Pair work	To practise new vocabulary and imperative statements orally
Assigning and explaining the homework	2	Handout		To consolidate the material

HANDOUT

EXERCISE 1

Look at the pictures given and answer the question below:

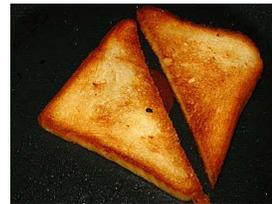
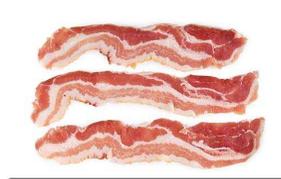
- Which of the foods/drinks do you like/not like?
- When do you eat breakfast/lunch/dinner?
- Which of the foods/drinks do you usually have for breakfast?
- What kind of utensils do you use when preparing your meal?

EXERCISE 2

Read the text and label the pictures.

The traditional English breakfast consists of eggs, a few rashers of bacon, sausages, fried bread, baked beans and mushrooms. Even though not many people will eat this for breakfast today, it is always served in hotels and guest houses around Britain.

The traditional English breakfast is called the 'Full English' and sometimes referred to as 'The Full English Fry-up'.



EXERCISE 3

Watch the film *Full English Breakfast Recipe* and decide whether the statements are true (T) or false (F).

1. For each serving you will need 2 ham sausages.
2. You will also need two dices of bacon.
3. Prepare two eggs and some mushrooms.
4. Baked beans and some sunflower oil are what you need to prepare English Breakfast
5. You might also want ketchup or soya sauce.

EXERCISE 4

Watch the film again with the sound muted and number the steps of the recipe in the right order.

STEP : *Wash and slice the mushrooms. Add them to some preheated vegetable oil in a separate frying pan. Then toss them and hold on a gentle heat for about 5 minutes. After that, consign them into a warm plate until the rest of the fry-up is finished.*

STEP : *While you keep on eye all that is sizzling and bubbling, replenish the other frying pan with oil and put it on a medium heat in readiness for the eggs. Keep turning the bacon and stirring the beans, then crack one egg and two into the empty frying pan. Transfer it to the hottest plate on a stove if necessary. Keep stirring the beans and we are nearly done. The final touch is to get your spatula and splash hot oil over the eggs until the yolks go opaque. This is a sure sign that they look properly and*

STEP : *Add it all to the plate with the mushrooms on and get ready for the Full English experience. Try a little tomato ketchup or brown sauce for the finishing touch to the perfect fried breakfast.*

STEP : *For each serving you will need: 2 pork sausages, 2 rashers back bacon, 2 eggs, 100 g (3.5 oz) mushrooms, 150 g (5.3 oz) baked beans, vegetable oil and some ketchup or brown sauce. You will also need these utensils: a knife, a chopping board, a stirring spoon, a spatula, a small saucepan and 2 frying pans.*

STEP : *When the sausages have been frying for 8 minutes add the rashers to the same pan and turn them every minute or two. As soon as your bacon is on the way, baked beans go on the stove. They require a gentle heat and plenty of stirring.*

STEP : *Quality is crucial here. Go for ones with the high percentage of pork and natural ingredients. Fry the sausages for about 12 minutes and with regular turning. They make a lovely reassuring sizzle as they fry.*

EXERCISE 5

Which utensils are necessary to prepare English Breakfast? Choose from the list below:

Knife, scoop, frying pan, spoon, plate, colander, spatula, chopping board, egg beater, stirring spoon, rolling pin, fork, saucepan, grater, corkscrew

EXERCISE 6

Match the two parts of the sentences.

1. *Wash and slice...*
2. *Add them...*
3. *Toss them...*
4. *Replenish...*
5. *Put it...*
6. *Crack...*
7. *Splash...*
8. *Get ready...*
9. *Turn the bacon rashers...*
10. *Fry ...*

- A. ... *the sausages for about 12 minutes and with regular turning.*
- B. ... *the mushrooms.*
- C. ... *every minute or two.*
- D. ... *the other frying pan with oil.*
- E. ... *on a medium heat in readiness for the eggs.*
- F. ... *for the Full English experience.*
- G. ... *crack one egg into the empty frying pan.*
- H. ... *hot oil over the eggs until the yolks go opaque.*
- I. ... *to the plate with the mushrooms.*
- J. ... *and hold on a gentle heat for about 5 minutes.*

EXERCISE 7

Speaking: Work in pairs. Tell your partner how to prepare your favourite meal.

PLANNING A TRIP:

THE CARNIVAL IN RIO DE JANEIRO 2009 & THE CARNIVAL OF VENICE 2009

by **Mariola Lutkiewicz and Katarzyna Łój**

Maria Curie-Skłodowska University,

Lublin, Poland

m.lutkiewicz @ wp.pl

I. Pre-Internet work.

1. Show students different carnival photos (Appendix 1).
Make them describe the photos and tell what the presented photos have in common.
2. Ask students whether they recognize the carnivals and what they know about them.
Ask students:
 - Have you ever taken part in any carnival?
 - Do you think it's a good way to celebrate?
 - Would you like to go to the Carnival in Rio de Janeiro or the Carnival of Venice?

II. Internet work.

1. The class is divided into two groups:
 - Students who prepare a trip to the Carnival in Rio de Janeiro go to <http://www.carnivalservice.com/> website.
 - Students who prepare a trip to the Carnival of Venice go to <http://www.carnevale.venezia.it/> website.
2. Check that students in each group divided the tasks fairly.
Divide groups into pairs and each pair must find particular piece of information about the carnival.

- Rio Carnival Group:

- carnival dates:
click <http://www.carnivalservice.com/rio-carnival-dates.php>
- sambodrome location and transport connection:
click <http://www.carnivalservice.com/sambadrome.php>
- costumes:
click <http://www.carnivalservice.com/costumes-samba-school-parade.php>
- parading theme(s):
click <http://www.carnivalservice.com/rio-carnival-costumes.php>
- carnival programme:
click <http://www.carnivalservice.com/rio-carnival-samba-parade-order.php>
- accommodation:
click <http://www.carnivalservice.com/staying-in-rio.php>

- Venice Carnival Group:

- carnival dates:
click <http://www.carnevale.venezia.it/calendar.html>
- carnival location and transport connection:
click <http://www.carnevale.venezia.it/info-venice.html>
- costumes:
click <http://www.carnevale.venezia.it/calendar.html>
- parading theme:
click <http://www.carnevale.venezia.it>
- carnival programme:
click <http://www.carnevale.venezia.it/calendar.html>
- accommodation:

click <http://www.carnevale.venezia.it/info-venice.html>

III. Post-Internet work.

1. Students talk about their research in groups. Distribute each pair the following table which helps them to gather information (Appendix 2).
2. Check that each group has chosen a person who would present a trip to the particular carnival.
3. The representative of each group presents the trip to the other group.
Students from the other group fill in the same table as before with the information they hear about the other carnival.
4. Decide with the whole class which carnival is more interesting and you and your students would like to go to.

Homework.

Write a short review of what you have seen during one of the carnivals.

Describe the event and give your opinion.

Student worksheet

The Carnival in Rio de Janeiro 2009	
date	When does the carnival start/end? Day, month, duration...
location	Where exactly will the event take place? Street, district ...
transport connection	How can you get to the carnival? What means of transport will you use?
parading theme(s)	Do/does the parade(s) have any theme?
programme	What would you like to see? Do you need any tickets?
costumes	Would you like to wear them? What kind of costumes? Where can you get them?

accommodation	Where would you like to stay?
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The Carnival of Venice 2009

date	When does the carnival start/end? Day, month, duration ...
location	Where exactly will the event take place? Street, district ...
transport connection	How can you get to the carnival? What means of transport will you use?
parading theme(s)	Do/does the parade(s) have any theme?
programme	What would you like to see? Do you need any tickets?
costumes	Would you like to wear them? What kind of costumes? Where can you get them?
accommodation	Where would you like to stay?