

Unit 6

Would you like some toast?

Topic/function

Talking about food

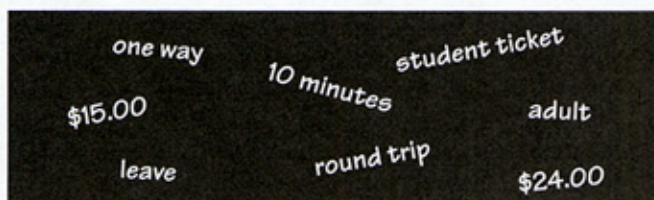
Materials

If you can, bring packets of breakfast things into class, e.g. a box of cereal, a loaf of bread, some jam and butter, a carton of juice, etc. Otherwise, find pictures of these, plus pictures of a toaster, cereal bowl, teapot, coffee pot, etc. from lifestyle magazines, or draw simple pictures of them yourself onto card, to make flashcards.

Review

Buying tickets

Write the following words randomly on the board:



Put students in pairs and ask them to make a short conversation at a train station ticket office, using at least three of the words on the board. Set a time limit, e.g. two minutes. Clap your hands to start the activity, and clap again when the time is up. Students should then change partners and have another two-minute conversation with a new partner. Do this a few times until students can complete a conversation within the time limit.

Warming up

See Teacher's Guide page 5 for **Warming up** procedure. Introduce the topic of breakfast time. Ask some students around the class what they eat for breakfast. Does anyone skip breakfast? Eat it on the way to the school? Always eat it with their family? Have the same thing every day? Tell the class about your breakfasts.

Open your books

See Teacher's Guide page 6 for **Open your books** procedure. Tell the students to look at the picture on Student Book page 22 and read the caption and question. Elicit possible answers. Ask *Where is Emi?* (Coming into the kitchen). Explain that Emi arrived in Canada yesterday and this is her first day with the homestay family. Ask *What do you think she will have for breakfast?* Tell them to look at the picture for ideas.

WORD CHECK!

See Teacher's Guide page 6 for **WORD CHECK!** procedure. Use your realia, magazine pictures, or flashcards to remind students of the English (rather than *katakana*) pronunciations of the words on the list. Drill them with the group. Play the audio and tell the students to check the words they hear. Have them check together in pairs before playing the audio again and eliciting the answers. Read the words aloud one by one and ask students to raise their hand when they hear a word they checked.

toast coffee cereal

LISTENING

See Teacher's Guide page 6 for **LISTENING** procedure. Have the students read the questions before listening so that they know what to listen for. Pre-teach *do the dishes* (= wash the dishes). Tell the class that they will hear four short conversations.

- 1 toast
- 2 juice
- 3 cereal with milk

If your class is strong, you might be able to discuss cultural issues here – the fact that Mrs. Gray is going to work, and that Marie and Emi are expected to help with the household chores. This can come as a surprise to some Japanese students on homestay visits, because guests are not usually expected to help with chores in Japan.

Optional Activity

Listening for detail

Write these questions on the board:

- 1 What does Mrs. Gray ask Emi?
- 2 Does Mrs. Gray give Emi the juice? What does she say?
- 3 Does Marie give Emi the milk? What does she say?
- 4 Does Emi have any more toast or juice?

Play the conversations again, pausing after each one, and ask students to write down their answers. Tell your class that this is normal behavior for a host family and that they are being kind, by treating Emi as one of the family (*Help yourself; Please do the dishes with Marie.*), and not being rude as it might appear to your students!

- 1 Did you sleep well?
- 2 No. Help yourself.
- 3 No. Help yourself.
- 4 No, she doesn't.

LOOK AND LEARN

See Teacher's Guide page 6 for LOOK AND LEARN procedure. Explain any new vocabulary, e.g. pancakes. Model each question and answer and encourage the students to repeat them until they are confident. Listen for any problems with pronunciation and encourage the students to practice to get it right at this stage.

Optional Activity

What is your favorite breakfast?

Dictate the following questions to the class:

- What is your favorite breakfast?*
- What do you like to drink?*
- What time do you usually have breakfast?*
- Who makes your breakfast?*
- Who washes the dishes after breakfast?*

Tell the class to walk around. They should interview at least two other people who they don't usually talk to in the class. Monitor from a distance, making a mental note of any mistakes you want to give feedback on. Ask for some of the more interesting answers you heard at the end for the whole class to hear.

CONVERSATION

See Teacher's Guide page 7 for CONVERSATION procedure. Monitor as the students complete the task. Have the students check in pairs and then use the audio to model the conversation one line at a time. Students listen and repeat with their books closed.

1 toast 2 juice 3 tea

OVER TO YOU!

See Teacher's Guide page 7 for OVER TO YOU! procedure. Tell the students to look at the prompts and check that they are familiar with all the vocabulary (make sure that you model the pronunciation of *yogurt*). Encourage them to use the *Read, look up, and speak* technique described on Teacher's Guide page 15.

ACTIVITY

See Teacher's Guide page 7 for ACTIVITY procedure. New partners. Student A turns to Student Book page 56 and looks at activity 6. Student B stays on page 23. Tell students to read the instructions. Give the class a few minutes to read and understand the task. Student B should not look at Student A's page, which has the words given for the food items. Student A should start. When you set up this type of activity, be prepared for a few moments of uncomfortable silence as the students prepare themselves. Don't jump in too soon to help – give them a chance to use their English. You can still monitor from a distance but be on hand to help when anyone is really struggling.

Give feedback on any common mistakes at the end and congratulate those who managed to make a whole conversation in English.

Optional Activity

Breakfast time!

Photocopiable pages K and L, Teacher's Guide pages 75–76

Copy the cards before the lesson and cut them up. Put the Student B lists to one side and the Student A picture cards in a bag or box. Assuming there are 16 students in your class, have half the group as homestay students (Student B) and the other half as the host family (Student A). Give the Student Bs one list card each, which says what they would like for breakfast. Let the Student As pick three breakfast pictures out of the bag. Move the Student As to one side of the room (the kitchen), so it is clear who is a part of a host family and who is a homestay student.