

## Unit 4: Foods and beverages

### Day One: Talking about food items

#### Objective

Students will be able to read and understand information about foods and beverages for breakfast and lunch.

#### Setting the Stage

Teacher has a variety of colored newspaper ads from local supermarkets taped to the front of the room.

#### Input (10 minutes)

Teacher shows many pages of colored newspaper advertisements from a local supermarket chain. The names of various items have been typed in the TL (target language) and pasted onto the corresponding pictures. Samples can be collected online.

Teacher also provides menus from restaurants and pastes the name of items (typed in the TL) under the corresponding illustrations. Samples can be found online.

Teacher reads the names of each food item as he/she points to the item and students pantomime whether the item is a drink or a food.

Teacher tells students what he/she usually eats for breakfast. Teacher provides a visual for each item. Teacher asks students to raise their hand if they they eat the same foods for breakfast. Teacher asks students to indicate whether they like or dislike these foods by showing a thumbs-up or thumbs-down.

#### Guided Practice (25 minutes)

Teacher and students will create a story together about a situation in which a mother prepares and sets out a series of foods for breakfast.

The teacher asks students whether they want these items in their story or not: sausages, steak, bacon, cheese, fresh yoghurt, eggs, apple juice, orange juice, lemonade, tea, coffee, bread, muffins, cereals, bananas, milk, water. As the class builds the story, the teacher writes new vocabulary and English translation on the board or on blank Overhead Transparencies. This assures that the students have instant recognition and comprehension of the new vocabulary in their story.

***NOTE: As the class builds the story, the teacher constantly asks WHO-WHAT-WHERE-WHEN-WHY questions about each element of the story. The teacher encourages all the students to participate in answering these questions.***

The class decides what the father in the story chooses to eat. He makes comments about some foods and the amount of food Mother has served as he sits down at the table. The teacher offers choices about what those comments are and the students choose what the father says.

The teacher introduces one of the children in the family. The class chooses the name and age of this child. This child tells the mother that there's too much food and that he/she is in a hurry to get to school. This child sits down at the table. The teacher introduces second child who also sits down at the table with the father. The child also compliments the mother for the excellent breakfast. The teacher offers several choices of compliments and the students choose which compliment the child will give. The teacher introduces that the members of the family ask for various foods and drink placed on the table and one other member will offer the food. This introduces the vocabulary of asking for and offering. The class chooses which foods/drink each member of the family requests.

The mother asks each member of the family what their favorite food is. The class decides what the family members say. The mother then makes a joke that she'll serve their favorite food for the next breakfast.

### Independent Practice (15 minutes)

Teacher has prepared a text (one to two paragraphs long) that describes a similar story about a family breakfast. The students, in pairs, work to decipher the story. Individually, the students illustrate the story in a comic-strip or film-strip format. The students write a short caption for each slide of the strip. The students show and read their comic or film strip to several classmates.

### Closure (5 minutes)

One or two volunteer students stand in front of room and share their comic/film strip with the entire class.

### Homework

Students are to write five true/false statements about the class story they created.

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