

Breakfast – Activities – Teacher’s Notes

These pictures are just to get the students thinking about what breakfast means in different parts of the world and discuss their preferences and experiences of different breakfasts.



N. American/European



Russian



Chinese



Continental - European



N. America/European



Mexican



N. American



French



South Indian



Moroccan



Japanese



N. American



Argentinian – “Medialunas”



Congolese



“Full English” – UK

Breakfast Survey

Language:

- 🔊 present simple questions with auxiliary verbs 'do' or 'be'
- 🔊 short answer forms with auxiliary verbs
- 🔊 comparative & superlative forms
- 🔊 food and drink vocabulary

Revise the present simple questions form with auxiliary verbs 'do' or 'be' and short answer forms with auxiliary verbs. Start by asking students yes/no questions and encouraging them to answer with the short answer form. Then ask them to make their own yes/no questions

In pairs or small groups students prepare five survey yes/no questions about breakfast using the questionnaire form.

Each student then interviews six other students filling in their forms as they go. The interviewees must answer using the short forms *yes, I do/no, I don't* or *yes, I am/no, I'm not*

When they've completed the forms, the students get back into their pairs/small groups.

Explain that they are going to compare their results using comparative or superlatives. Revise the basic comparative and superlative forms giving examples such as:

*Most students have juice for breakfast.
Toast is more popular than cereal
None of the students have a cooked breakfast*

Making breakfast - mime

Language:

- 🔊 breakfast vocabulary – verb and nouns
- 🔊 present continuous form

In pairs or small groups students have 5 minutes to come up with as many nouns as they can that are associated with breakfast. Thinking about what things they need to prepare and eat breakfast. For example:

knife, bread, butter, plate etc.

Then for each noun ask the students to find at least one suitable verb they could use it with and write it next to the noun on the board. For example:

Noun: *knife*  Verb: *spread, cut, chop, peel*

Divide the class into two teams. One by one students will to choose a verb and noun without telling anyone else and mime it to both teams, the teams each have to write a sentence using the present continuous form to describe what the mimic is doing, for example:

He is spreading butter on his bread.

The first team who can say the sentence using the correct verb and noun in the correct present continuous form wins 2 points

Breakfast Bar menu

Language:

- 🌀 food and drink vocabulary

The students imagine they are in charge of the restaurant on a cruise ship. They decide they want to offer guests a different breakfast experience each morning so they come up with the following themes:

- 🌀 Breakfast of Champions – *the perfect start to the day for fitness freaks*
- 🌀 Tropical Breakfast – *fresh and fruity flavours to bring you morning sunshine!*
- 🌀 BreakFEAST – *a breakfast fit for a king or queen*
- 🌀 Slimfast – *fresh, healthy and light, the perfect morning meal for staying slim*
- 🌀 Farmers breakfast – *a traditional cooked breakfast fresh from the farm*
- 🌀 Damage Limitation Breakfast – *after a hard night's partying this will revive your spirits and get you back on track*
- 🌀 Globetrotters Breakfast – *a selection of flavours from around the world to get your day off to a delicious start*

In pairs/small groups they will be given one theme and they need to come up with a selection of different foods to be offered at the breakfast bar which they think would be appropriate for the theme. Make sure they offer at least 5 different options (for example something cooked, a cereal, fruit, a savoury option, a special drink) – They should give each menu entry a name plus a description. For example:

Tropical Fruit Salad - An exotic cocktail of tantalising tropical fruits...

Once they've agreed on their menu they write up their menu board on a piece of paper. Encourage them to make it easy to read and as attractive as possible.

When everyone has finished writing their menu they will share them with the rest of the class. Everyone will then write down their first choice (not including their own menu!) on a piece of paper and hand it in to the teacher. Once all the votes are in the teacher will count up to see which menu was the favourite.

Optional Follow up activity for Breakfast Bar Menu

The breakfast menus can then be used for a role play activity to practice requests and offers with one student being the waiter/waitress and another being the customer ordering their breakfast.