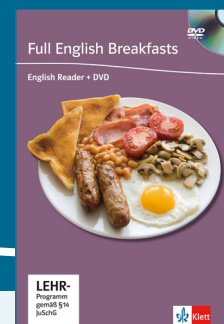


Zusatzaufgaben und Kopiervorlagen

Full English Breakfasts (978-3-12-580003-8)



About the DVD Reader Series

The DVD Readers are a series of non-fiction graded readers with supporting DVD material. Based on popular TV factual series and documentary films, they present students with engaging content that covers a range of curriculum content areas.

The reader itself tells the story of the episode or film in graded language, providing students with background information and context, as well as language support, before they watch the clips that follow each chapter. The DVD clips are taken from the original TV show or film and expose students to authentic English, supported by a simplified voiceover and subtitle option, and provide an excellent opportunity for audio-visual comprehension practice.

The DVD Readers are suitable for students to use autonomously or in class.



Autonomous reading

Each student chooses a title that appeals to them personally and reads at home, watching the DVD clips after finishing each chapter and completing the activities. The teacher provides an answer key for checking.

Autonomous & class reading

Choose a reader that will interest your students. Read the Preview page and watch the first clip in class, then set a class reading schedule. For example, students read a chapter for homework, then watch the DVD in class together, completing the activities.

Class/teacher-led reading

You will usually need two 45-minute classes to comfortably complete a chapter. Use the Word Bank page to introduce the new vocabulary before students read the chapter independently. Set a time limit. (Early finishers could read one of the Fact File pages.) Students watch the DVD clips together, answer the activities and discuss the chapter as a class.

Structure of a DVD Reader

The structure of each DVD Reader is carefully conceived so that students gain optimum benefit from their reading and watching experience.

Preview (pages 4–5)

Students should read the Preview page before beginning the reader. This section provides background information to the TV show or film and presents the overall themes, the main characters and locations. After reading, students watch a short introductory DVD clip. The clip is accompanied by a while-watching comprehension question.

Chapters

Each reader is divided into four chapters. The function of each chapter is: to provide students with extensive reading practice, to enrich their understanding of the topic by giving extension material, and to act as comprehension support to students before they watch the corresponding DVD clips.

After reading each chapter, students watch one longer or two short clips from the DVD.

Fact Files

Each DVD Reader contains two magazine-style Fact Files, with further cross-curricular or cross-cultural information on the topic. Each Fact File has a discussion question which can be used by the teacher in class. After reading the Fact Files, students answer the corresponding comprehension questions in the Self-Study Activities.

Watching the DVD clips

The DVD clips are usually between two and three minutes long and link directly with the chapter that the students have just read. They contain a simplified voiceover containing structures and vocabulary familiar to students as well as the authentic English dialogue. The DVD menu contains a subtitle option for each clip.

We recommend playing each clip three times, twice with subtitles as students familiarise themselves with the content, and once without, depending on the confidence and overall level of the class.

Students should complete the DVD activities in the reader, as they watch the clips. The first activity is a while-watching activity; the second activity poses a slightly higher level of challenge, requiring closer attention to the content of the DVD. The section is usually rounded off by a freer activity which encourages students to think about what they have learnt and relate it to their own experience.

Please note: As the clips contain real English, the dialogue may sometimes be fast and colloquial. Students do not have to understand every word that is being spoken and the accompanying activities are designed so that students focus on the salient points within the clip.

Word Bank

Each chapter is preceded by a Word Bank which presents the content vocabulary that will appear in the chapter that follows and on the DVD voiceover. Students should familiarise themselves with the new words, using a dictionary if necessary to check meaning, before reading the chapter.

In later chapters, Vocabulary Review activities are provided. These act as a refresher and focus on vocabulary from the preceding Word Banks and chapters. To ensure proper understanding there is an English-German wordlist at the back of the book.

Conversational Language (page 48)

The DVD clips provide a great opportunity to expose students to chunks of colloquial language in context. The final clip on the DVD pulls out a selection of conversational language from the preceding clips. Students watch the clips, then complete the activities.

Additional Activities

After completing the reader and watching the DVD clips, the students can complete the following activities. These provide further activities on the story as a whole, as well as exploiting the two Fact Files and presenting a short writing task.

Full English Breakfasts: Additional Activities

Look at Chapters 1 – 4 again and answer the questions.

1. Match Goldie's words (a–e) to the items at the right (i–v).

- | | |
|--|----------------------------------|
| a) 'It's usually beans, tomatoes, bacon, eggs and toast.' | i) Goldie's breakfast |
| b) 'It's like a five star hotel.' | ii) an egg from an ordinary farm |
| c) 'It's like I'm their DJ and they're my noisiest crowd.' | iii) Alistair's pig farm |
| d) 'Yours are great but mine are terrible!' | iv) sausages |
| e) 'It's got a really bad taste.' | v) the chickens |

2. Read the Fact File on pages 24 – 25. Are these sentences true or false? Correct the false sentences.

True

False

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | a) Congee comes from China and is made of rice. |
| <input type="checkbox"/> | <input type="checkbox"/> | b) Sandwiches are a very popular breakfast in Korea. |
| <input type="checkbox"/> | <input type="checkbox"/> | c) In parts of Germany, people eat two breakfasts. |
| <input type="checkbox"/> | <input type="checkbox"/> | d) John Harvey Kellogg was a chef. |
| <input type="checkbox"/> | <input type="checkbox"/> | e) In the tenth and eleventh centuries, some churches said that people shouldn't eat breakfast. |
| <input type="checkbox"/> | <input type="checkbox"/> | f) In France, people have bread and jam for lunch. shouldn't eat breakfast. |

3. Look at the boxes on pages 13, 21, 31 and 33. Tick the correct answers. Sometimes more than one answer is correct.

a) Pigs can:

- ☐ i) learn to follow instructions
- ☐ ii) sweat
- ☐ iii) swim

b) Pigs like:

- ☐ i) eating meat
- ☐ ii) sleeping alone
- ☐ iii) being in mud

c) If you want your own hens, you need:

- ☐ i) a cockerel
- ☐ ii) a box for their eggs
- ☐ iii) a bowl of earth

d) Hens like:

- ☐ i) a perch at night
- ☐ ii) foxes
- ☐ iii) worms

e) Organic food is grown

- ☐ i) with chemicals
- ☐ ii) with manure
- ☐ iii) in different fields every year

f) If you eat local food, you:

- ☐ i) help the environment
- ☐ ii) have fresher meals
- ☐ iii) use a lot of petrol

4. Read the fact file on pages 44 – 45. Complete the sentences with the correct words.

- a) *More* / *Less* than half of Britain's food is produced in Britain.
- b) People *have* / *haven't* made a lot of money from farming in the last twenty years.
- c) Farms in Britain are usually *bigger* / *smaller* than farms in other parts of Europe.
- d) A lot of fruit is grown in *Kent* / *Scotland*.
- e) The *ice cream* / *steak* from the West Country is very popular.
- f) Barley is used to make *beer* / *whisky*.
- g) You can find a lot of *sheep* / *leeks* on the hills of Wales.
- h) *Wheat* / *Steak* grows well in the in east of England.

5. Writing

- 1) You are Goldie. Write a blog about your experiences while making this TV programme.
Write about the places, the people and the animals.
What did you like / dislike? What new things did you learn?

.....

.....

.....

.....

.....

- 2) What is a traditional breakfast in your country? How do you make it? Write the recipe.

.....

.....

.....

.....

.....

Full English Breakfasts: Answer Key

Preview



DVD Activities: Clip 1 / page 5

Possible answers: egg, tomato, sausage, baked beans, mushrooms, bacon, potato, toast

Chapter 1



DVD Activities: Clip 2 / page 14

1.
 - a) True
 - b) False (He always eats breakfast.)
 - c) True
 - d) False (He loved it.)
 - e) False (He grew up in a city.)
 - f) True
 - g) True
2.
 - a) breakfast b) toast c) porridge d) chef
 - e) packets f) quality g) changes
3. Students' own answers.



DVD Activities: Clip 3 / page 15

1.
 - a) hasn't b) 1500 c) big d) homes e) strong
 - f) don't eat g) wants
2.
 - a) ii b) iv c) i d) v e) iii

Chapter 2

Word Bank: page 17

Vocabulary Review

1.
 - a) cockerel b) chef c) ingredient d) cage
 - e) graffiti f) bacon g) jam
2.
 - a) boil b) fat c) fresh d) lay e) butcher
 - f) peck g) heart attack
3.
 - a) cereal b) traditional



DVD Activities: Clip 4 / page 22 – 23

1.
 - a) True
 - b) True
 - c) False (There are white eggs and brown eggs, and some eggs can be red and brown, green or blue.)
 - d) False (They can't become baby chickens. You need a cockerel to make baby chickens.)
 - e) False (They'll be in the shops in four days.)
 - f) True
2.
 - a) G b) C c) C d) G e) C f) G
3.
 - a) i b) ii c) i d) ii e) i
4. Students' own answers.

Chapter 3

Word Bank: page 27

Vocabulary Review

1. a) pork b) vegetarian c) hot dog d) farmer
e) leek f) supermarket g) pepper
2. Possible answers:
a) bacon, crisps, cereal
b) apple, toast, cereal
c) vegetables, fruit, milk
d) Indian food, black pepper, chilli pepper
e) (in Britain) fish and chips, roast beef, birthday cake
3. a) iv b) iii c) i d) vi e) v f) ii

**DVD Activities: Clip 5 / page 34**

1. The correct order is: c, b, a and d.
2. a) ii and iii b) i c) iii

**DVD Activities: Clip 6 / page 35**

1. a) pork b) yes c) white pepper
d) They sometime go BANG when they are cooking because they have water in them
e) no f) six sausages g) amazing
2. a) False (He wears it so his hair can't fall into the food.)
b) True
c) False (They're his favourite sausages.)
d) True
e) False (There is only good meat in his sausages, but cheaper sausages have skin in them.)
f) True
g) True
3. Students' own answers.

Chapter 4

Word Bank: page 37

Vocabulary Review

1. a) iii b) ii c) i
2. birds: cockerel, duck
jobs: butcher, chef
meat: bacon, duck, pork, sausage
vegetarian ingredients: beans, leek, mushroom, pepper
3. a) average b) grill, frying pan c) fresh
d) organic e) cage f) porridge, cereal

**DVD Activities: Clip 7 / page 42**

1. a) iv b) i c) v d) iii e) ii
2. a) ordinary chickens' eggs, free range organic chickens' eggs and ducks' eggs b) the ordinary chicken's egg c) He learns that free-range and organic food tastes better. d) a little oil e) yes
3. Students' own answers.

**DVD Activities: Clip 8 / page 43**

1. a) confident b) quickly c) forgets d) likes e) Goldie
2. a) ii b) iv c) i d) v e) iii

Additional Activities**Activities**

1. a) i b) iii c) v d) iv e) ii
2. a) True
b) False (Rice, vegetables and soup are popular for breakfast in Korea.)
c) True
d) False (He was a doctor.)
e) False (This was true in the twelve and thirteenth centuries.)
f) False (They have bread and jam for breakfast.)
3. a) i and iii b) iii c) ii and iii d) i and iii
e) ii and iii f) i and ii
4. a) More b) haven't c) bigger d) Kent
e) ice cream f) whisky g) sheep h) Wheat

Writing

- 1 & 2 Students' own answers.

Conversational Language**DVD Activities: Clip 9 / page 48**

1. a) iii b) i c) ii d) iv
2. a) Bring it on! b) Get in there! c) Shut up!
d) It's been a pleasure, mate.