Paul Makes Breakfast

Beginner Reading | Technology-supported and no-internet delivery

Look - Listen - Copy - Repeat - Remember

Use whole sentences to build spoken English. Learners listen to a clear model, copy it aloud, repeat and gradually speak with less support. Teach language through the story; keep grammar explanations brief and optional for the teacher.

Lesson at a glance

Time: Lesson 1: 60 minutes. Optional Lesson 2: 60 minutes.
Class: Beginner learners; adapt grouping to age and class size.
Content: 15 short sentences about preparing and sharing breakfast.
Delivery: Choose page 2 OR page 3 for the same first lesson. Page 4 extends either route.

By the end, learners should be able to

1. Identify key breakfast items and actions from the story.
2. Copy at least five complete sentences with understandable pronunciation.
3. Put four breakfast events in order and retell them with support.
4. Ask and answer a simple breakfast question with a partner.

Language to model

Items: eggs, pan, toast, butter, table, plates.
Actions: prepares, breaks, cooks, spreads, brings, finish.
Useful whole sentences: “Paul prepares breakfast for his wife.” “He cooks eggs in a pan.” “They sit down to eat together.”

Preparation common to both classrooms

Read the complete text on page 5. Choose four sentences for the exit check. Prepare six simple pictures or board sketches: eggs, pan, toast, butter, table and empty plates. Assign pairs; in large classes, use groups of four with rotating speaker and listener roles. No food, heat or cooking equipment is needed.

Source lesson: activevocab.net/?page_id=5133
Text checked 24 October 2026. This is one sample document in a collection drawn from different lessons.

Classroom with technology

Equipment: internet, a teacher device, a screen or projector and speakers. Students can share the teacher display; individual phones are not required.

Before class: Open page 5133, test the audio and volume, and check the Start/Next control. Preview the full story. Keep page 5 printed as a fallback. Use the established audio speed; do not change it for this lesson.

Time	Teacher action and student practice
0-5 min	**Look and predict.** Show the breakfast picture. Ask “What can you see?” Accept single words; model “eggs”, “toast” and “butter”. Do not demand unknown vocabulary.
5-10 min	**Hear the story.** Teacher operates Start/Next through all 15 sentences. Learners listen and follow the pictures and text. Ask: “Who makes breakfast?” and “What do they eat?”
10-25 min	**Listen, copy, repeat.** Play one sentence. Pause for everyone to copy aloud. Replay and repeat. Work in three groups of five sentences; change between whole-class, half-class and paired responses. Invite a few individual examples. Prioritise clear meaning over perfect imitation.
25-35 min	**Pair reading.** Partner A reads one sentence; B copies it. Swap roles after five sentences, then swap again. Keep the text visible. Each learner should speak; the teacher checks a different pair each round.
35-45 min	**Order and retell.** Display four prompts: eggs, toast, table, empty plates. Pairs put the events in order and say a story sentence for each. Hide one prompt at a time only when learners are ready.
45-55 min	**Make it useful.** Model “What do you eat for breakfast?” / “I eat eggs and toast.” Pairs ask and answer, then swap. Accept another familiar food. Confident learners add “with my family”.
55-60 min	**Exit check.** Each learner says one chosen story sentence and answers the breakfast question. Sample individuals across the room; record who needs a model or text support. Set the home practice on page 4.

Classroom without internet

Equipment: board, chalk or pens, exercise books and the teacher copy of page 5. A printer, projector, speakers and student devices are optional.

Before class: Print the story, or copy it into your teaching notebook. If no copies are possible, write five sentences on the board at a time. Prepare simple sketches. Read the text aloud beforehand so your spoken model is clear and confident. Internet is not needed during this lesson.

Time	Teacher action and student practice
0-5 min	**Look and predict.** Draw eggs, toast and a pan. Ask “What can you see?” Model the three words and have students point to each drawing.
5-10 min	**Hear the story.** Read all 15 sentences aloud at a natural, clear pace, using gestures and sketches. Learners listen first. Ask who makes breakfast and what the couple eats.
10-25 min	**Listen, copy, repeat.** Model each complete sentence; students copy it aloud, then repeat once more. Teach five sentences at a time. Briefly cover or erase selected words to encourage memory. Learners may copy the three groups into books, but keep writing brief so most time is spent speaking.
25-35 min	**Pair reading.** Use printed text, the board or exercise books. A reads and B copies; swap after five sentences. In groups of four, two speak while two follow and help, then exchange roles.
35-45 min	**Order and retell.** Draw four prompts out of order: empty plates, eggs, table, toast. Pairs decide the sequence, then say one complete sentence per prompt. Use the exact story wording where possible.
45-55 min	**Make it useful.** Write “What do you eat for breakfast?” / “I eat eggs and toast.” Model both aloud. Pairs ask and answer; swap roles. Let learners use familiar food words instead of inventing a new sentence structure.
55-60 min	**Exit check.** Ask learners to say one story sentence and answer the breakfast question. Let learners use a picture or their book if needed. Record support levels and set the offline home practice.

Optional offline audio: If lesson recordings have been downloaded and tested beforehand, play them from the teacher device. This is an optional aid; the teacher-led route above works without any device.

Build confidence through reuse

Optional Lesson 2: another 60 minutes

Time	Teacher action and student practice
0-10 min	**Recall.** Use the six picture prompts. Pairs remember the food and actions, then say three complete story sentences.
10-25 min	**Repeat with a purpose.** Revisit all 15 sentences using site audio or teacher modelling. Focus on four sentences learners found difficult. Invite learners to show meaning through gestures.
25-40 min	**Partner retelling.** One learner uses picture prompts to tell four events. The partner follows the story and helps with a missing word. Swap. Stronger learners try without written text; support others with the complete sentences.
40-50 min	**Breakfast conversations.** Model “What do you eat for breakfast?” and “Who makes breakfast at home?” Provide “I eat ...” and “My mum/dad makes breakfast.” Learners practise with two partners; allow other family members or “I do”.
50-60 min	**Recheck and reflect.** Repeat the exit check with the same support criteria. Learners name a sentence they can now say confidently. Assign another short speaking practice rather than extra copying.

Simple teacher assessment

For each sampled learner, record: **with a model / with text or picture / independently**. Check (a) one complete story sentence, (b) four events in sequence and (c) asking and answering the breakfast question. Note the date and a next step, such as “repeat sentences 6-8 with a partner”. This paper check does not require website tracking.

Home practice: choose the accessible route

With internet: Listen and copy the story aloud three times across short sessions, then read it aloud three times. Spread the practice over several days. If agreed with the teacher, submit a short reading video.
Without internet: Use page 5 or the exercise-book copy. Read aloud in three short sessions; retell four sentences from the picture prompts. A parent can listen without correcting English. Share a brief reading with the teacher next lesson.

Extra-work option: When regular classwork is finished, use 10-15 minutes: one Listen-Copy round, paired reading of five sentences, then a breakfast question each. Resume the full lesson another day if it is being used as the main curriculum.

Paul Makes Breakfast

Beginner Reading | Exact lesson text from page 5133

01. Paul prepares breakfast for his wife.

02. He breaks two eggs for breakfast.

03. His wife is beside him.

04. He cooks eggs in a pan.

05. She watches him make their breakfast.

06. Paul makes toast to eat too.

07. He spreads butter on the toast.

08. The butter melts on warm toast.

09. He brings breakfast to the table.

10. They sit down to eat together.

11. They enjoy their eggs and toast.

12. His wife likes the warm food.

13. Paul enjoys breakfast with his wife.

14. They finish all their food.

15. Their plates are now empty.

Four prompts for supported retelling

Eggs in a pan - toast and butter - breakfast at the table - empty plates. Use the story sentences above; learners do not need to invent a different story.

Teacher model for personal practice: “What do you eat for breakfast?” / “I eat eggs and toast.” These are extension prompts, not extra lines from the story.