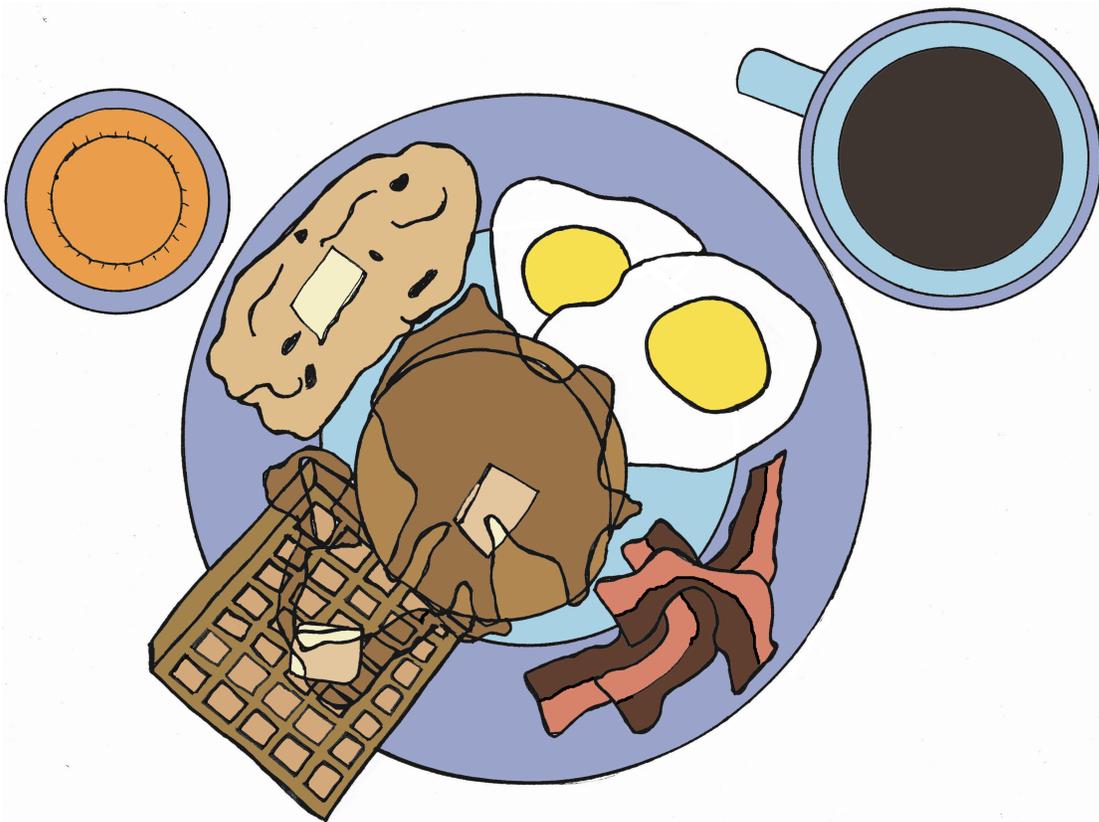


Tun iwá máytkwatat?

A function-based language teaching unit
for the breakfast table



Language functions:

- 1) Greetings
- 2) Ask simple questions
- 3) Express preferences, Likes/dislikes
- 4) Expressing Yes/No
- 5) Express numbers and quantity
- 6) Ask for specific items



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Illustrated by: Jaeci Hall
Yakima Ichishkiin language by Virginia Beavert



Introduction to the English Pilot Edition of “What’s for Breakfast?”

Use and source

This teaching unit has been developed by the Northwest Indian Language Institute (NILI) for the benefit of Native communities for use in their language teaching programs. It is free of charge and may be shared with all. It is our hope that when sharing it with others, the Northwest Indian Language Institute is cited as the source.

Purpose

This conversational unit is based on the notion that language is functional. We speak to each other for practical reasons (functions of language). It is hoped that in communities where English is the main language used, people will take parts of their days and/or lives when they speak English and turn them into “Native Language Only” domains.

Caution about using English as a language model

The unit has been written in English because it is a language we all share and understand. Unfortunately English differs greatly from languages spoken in Native communities. We caution users of this unit to be very careful when interpreting the English phrases and forms into their own languages. It is important to respect what is authentic conversational speech in your communities.

The word “interpret” instead of “translate” is used as a reminder to avoid literally translating the English.

Translation of certain sections

- Because English was used as the model for reading activities, some sections will be of no use unless they are written in your language. These sections are highlighted in the English pilot edition.
- In some activities you can choose to translate questions about a dialogue or reading into your language or leave them in English. If they are left in English, the students have a simpler task– try to understand the reading. If the questions are translated into your language, students must understand the reading and the questions.
- If the unit and all instructions are ‘interpreted’ into your language, this becomes an immersion language teaching unit or a higher level non–immersion unit.

"Things to consider" sections

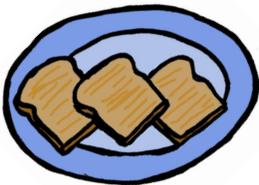
How we communicate in one culture may not exist in another, or perhaps is impolite in another culture. For this reason there are sections where the user is asked to consider if the vocabulary and phrasing is appropriate for his/her language.

Comic strip bubbles

The formatting of the text in the comic bubbles comes from a software program called "Comic Life." The user may find it difficult to change these into his/her own language. For that reason, a copy has been prepared with no text at all leaving room for handwriting your language text.

Listening sections

There are several listening activities suggested in this unit. They are an important part of any language teaching unit. Recording speakers having a conversation with the vocabulary have left these sections blank because they represent activities the teacher should create and function that is being taught. Students should listen to the conversation and respond to questions checking for comprehension of what they have understood. Refer to the reading exercise on page 16 for an example.

**Some key points in presenting dialogues:**

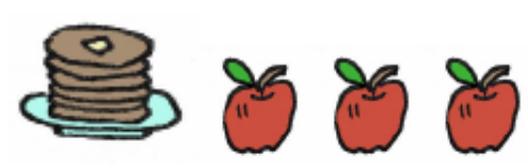
Bringing External Situations into the ELT Classrooms Through Dialogues, Ismail Çakir, Turkey,
Printed in "Humanising language Teaching" Year 11; Issue 1; February 2009, ISSN 1755-9715

Before presenting the dialogue

1. "Teach new words and structures (vocabulary and grammar)."
2. "Set the scene for the dialogue." (Use stick figure drawings or what you may have in pictures.)

While presenting the dialogue

3. "Read the dialogue at normal speed, once or twice, indicating the different speakers as you read. As you read different exchanges, you may change your voice, change your position, use facial expressions and gestures or point to the figures, pictures or drawings."





Setting the Stage – Look at the dialogue presented on page 3. Without looking at the vocabulary list answer the following questions orally, in pairs, or in writing as an individual. Share your answers with the whole group.

Shíman íchi pawá píkchaashpa? _____

Múpaynk iwá tkw'ípa? _____

Mínán pawá? _____

Tun myánash itkwátasha? _____

Tun nam chíit ák'inusha? _____

Túyay íchi myánash itkwápwiluuksha niipt a'á'a'a? _____

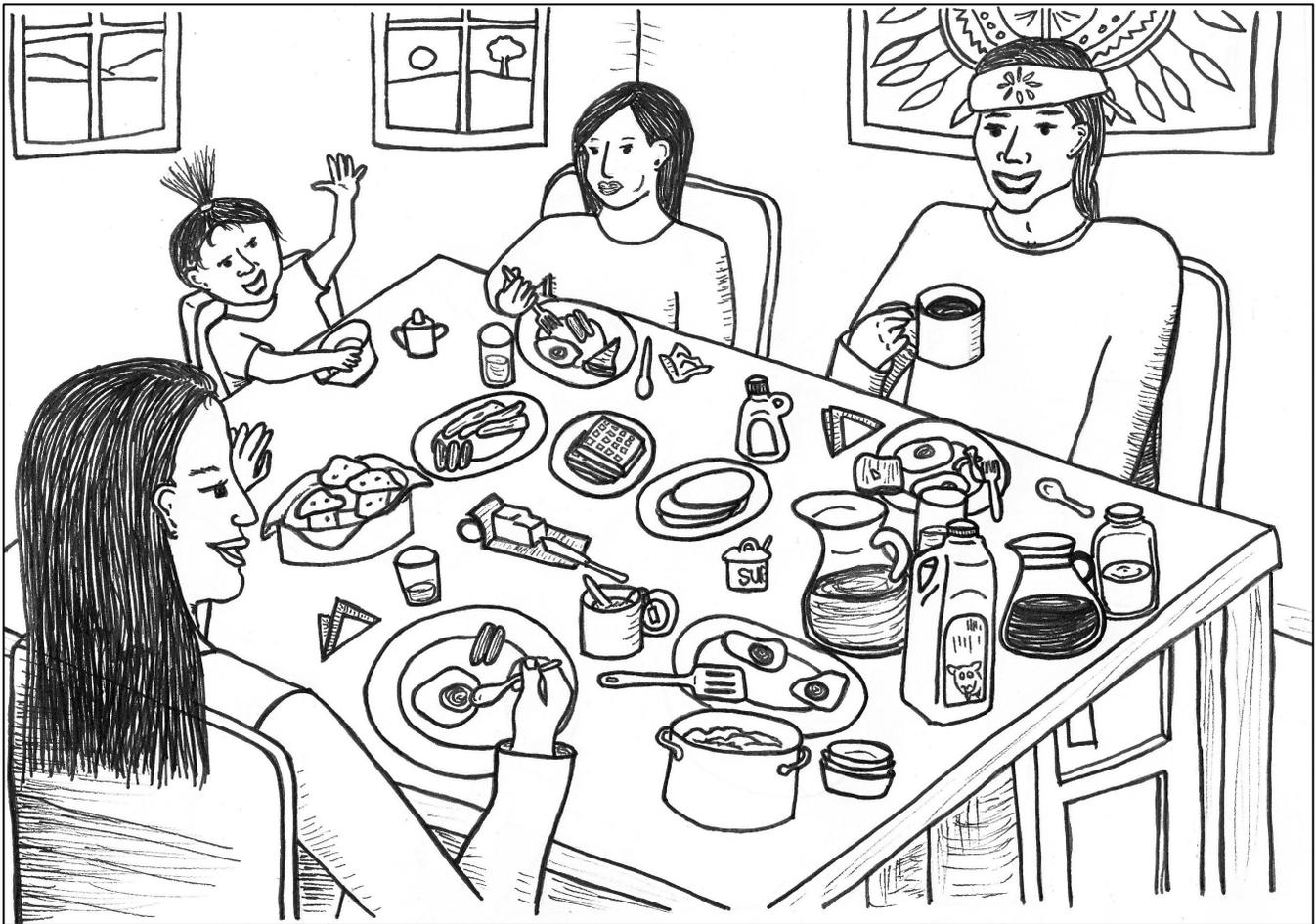
Vocabulary – Space is provided for you to interpret these words into your language.

tamám	eggs	shix	good
kushúu	bacon	niipt	two
áytalu	oatmeal (grain food)	Íchi mash wa	here's your...
ts'i sapl'í	sweet bread	chaw	no
wáapíls/wápíls	waffles	uu	or
páankiiks/pánkiiks	pancakes	sháxt'kí	slice
támaki sapl'í	toast	mí	how many
sapl'í	bread	Tun ichi iwa?	what (is this)
saaláp / saláp	syrup	máytkwatat	breakfast
núsux	salmon	pnúsha	sleeping
wíwnu	huckleberry	ts'ii	sweet
chiish	water	mátsk'i	morning
ts'i chiish	juice	íchi íkuuk	today
ulinshishmí	(of) orange	tkwátasha	eating
lálu'	milk		
kúpi	coffee		
tii	tea		
shúuka	sugar		
its'íkt	sweetener (artificial)		
tikáy	dish		
sutl'wanpáwaas	cup		
súxaas	spoon		
xapí'mí	knife		
pinasapakw'istikáwaas	napkin		
paqw'aakáwaas	fork		
kayx sutl'wanpáwaas	glass		
palikásas	saucer		



Supplemental Vocabulary Activity:

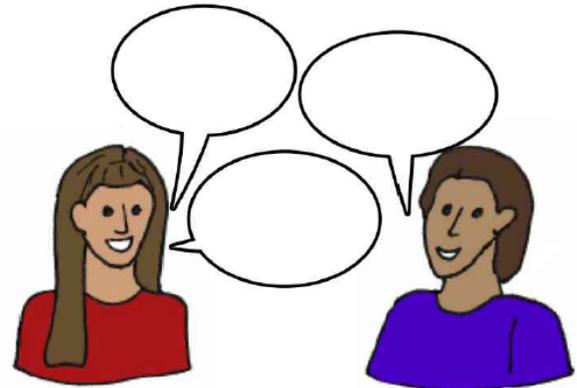
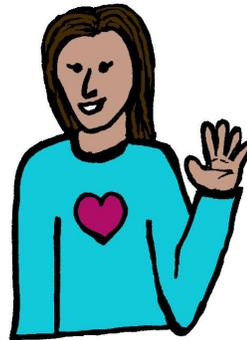
- Numbered Family at the Table



Suggested activities for using this picture:

1. Name everything you can in this picture.
2. Ask 'true or false' questions about this picture.
3. Ask 'how many are there' questions. (i.e. cups of juice, people...)
4. Ask Yes/No Questions about this picture.
Example: Is the mother eating oatmeal?
5. Ask what people are doing.
Example: What is the father doing? What is the mother eating?
6. Ask 'who' questions.
Example: Who is eating? Who is eating eggs? Who is drinking juice?
7. Ask students to describe what people are eating.
8. Ask students to work in pairs to say everything they are able to about the picture.
9. Ask students to imagine what the people are saying to each other.

Function #1 – Greetings



Fill in speech bubbles with greetings from your language.



Something to Consider:

Different Native languages utilize different methods of greeting a person. Some do not use greetings. Do you use greetings in your language? What are the greetings in your language? Are some greetings more reflective of old language? Are some greetings borrowed from English? Are there greetings that are favored by younger speakers? Do people use different greetings when talking to different people (i.e. elders, children, strangers, family members)?

Let's get talking!

- Greet a partner
- Class discussion– What are all the ways people greet one another?

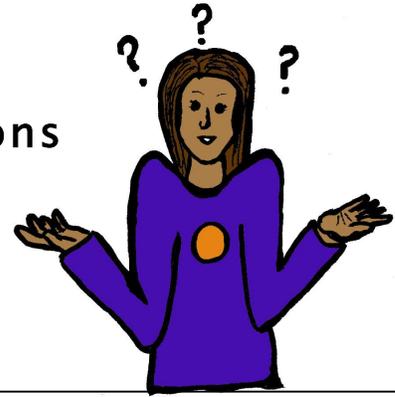


Listen to:

This is an activity for the teacher to develop. Record speakers using this element of language to create a listening activity for your students.



Function #2 – Asking Simple Questions



Vocabulary:

shin – who

mun – when

mi† – how many?

tun – what

túyay – why

miñán – where at

mish – general word for yes/no questions, how, what

Grammar:

In English, the word order is reversed in a sentence to ask questions that are answered by “yes” or “no”.

Example: You are going to eat.

Are you going to eat?

A question word starts the sentence of "information questions" (i.e. who, what, ...).



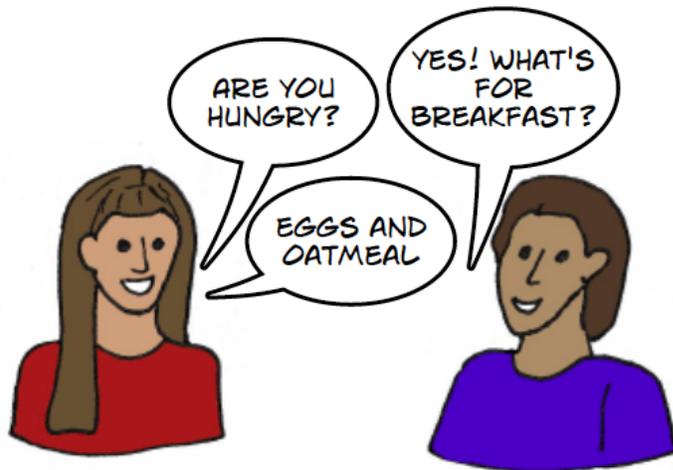
Something to Consider:

In many Native languages question phrases can be quite grammatically advanced. Are there simple questions in your language? How might this pose challenges to your teachers and students and how might these be problems be addressed?

Read the following description of a family eating breakfast. Answer the questions below.

Tíinma pamáytkwatasha. Roger itkwátasha kushúu, tamám, ku sapl̄l. Shawna itkwátasha áyталu ku ts'ii chiish ichíisha. Brenda i'tk'ixsha t'a†áa sapl̄l ku sálap. Itkwátasha niipt ku ichíisha lálu. Chaw i'anáwisha Elsie. Ichíisha ts'ii chiish.

1. Shin itkwátasha kushúu? _____
2. Tun ichíisha Shawna? _____
3. Mi† t'a†áa sapl̄l itkwátasha Brenda? _____
4. Túyay t'a†áa sapl̄l itkwátasha Brenda? _____
5. Shin chaw i'anáwisha? _____
6. Tun itkwátasha Shawna? _____



Your Turn!

Practice this mini dialogue. Read the dialogue in pairs to practice pronunciation. Now personalize the dialogue and read it again in pairs. Prepare personalized dialogues as a skit to present to others.

Answer the following questions with a yes/no answer:

Tamám nam átk'ixsha? _____

Átkwataxaam támaki saplíl? _____

Mish nam áchiixa kúpi? _____

Now ask these questions to a partner.

Let's get talking!

- Ask people in class what they had for breakfast.
- Look at picture on page 4 of family eating breakfast. Ask a partner as many questions as you can.



Listen to:

This is an activity for the teacher to develop. Record speakers using this element of language to create a listening activity for your students.



Supplemental Activities:



- What's on Your Plate?
- Lost and Found – Where's my Breakfast?
 - Happy Twins
 - Cropped Text
 - Go Fish
 - Breakfast Survey
- Information Gap – What's for Breakfast?
 - Who Ate the Eggs?

Function #3– Expressing Preferences, Likes/Dislikes



<p>Vocabulary: Mish nam átk'ixsha ____? Would you like ____? Átk'ixshaash ____. I would like ____.</p>	<p>Grammar: Politeness</p>
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Something to Consider:
 How are preferences expressed in your language? Does it matter who is talking or to whom they are talking? Is politeness important in your language?

Look at the pictures, and then write a statement saying what food you would like or prefer.










Talking Cards:

- Pick 3–4 talking cards. With a partner ask one another if they like the items on the cards they picked.
- Pick 6 talking cards. Take turns with a partner. Show 2 cards at a time and ask a partner which one they prefer.



Supplemental Activities: in Appendix 1.

- Breakfast Survey
- What I Want



Listen to:
This is an activity for the teacher to develop. Record speakers using this element of language to create a listening activity for your students.





Looking at the images above answer the following questions with a "Yes" or "No":

1. Mish itk'ixsha tákaki saplíl Tom? _____
2. Mish itk'ixsha ts'ii chiish ulinshishmí Sara? _____
3. Mish itk'ixsha kushúu Allen? _____
4. Mish itk'ixsha núsux Emily? _____

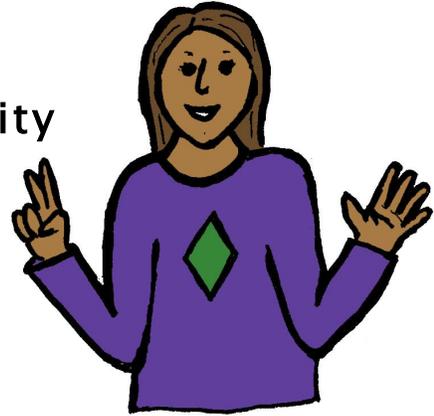
Your Turn!
Practice this mini dialogue. Read the dialogue in pairs to practice pronunciation. Now personalize the dialogue and read it again in pairs. Prepare personalized dialogues as a skit to present to others.

Function #4 - Negation/affirmation

<p>Vocabulary: ii Yes chaw No</p>	<p>Grammar: Ii, átk'ixshaash tamám. Yes, I like eggs. Chaw nash átk'ixsha tamám. I don't like eggs. Ii, itkwátasha. Yes, he is eating Chaw itkwátasha. He is not eating.</p>
--	---



Function #5 – Expressing Quantity



Vocabulary:

Inanimate numbers

naḵsh	one	naḵsh sutʔwanpáwaas kúpi	one cup of coffee
niipt	two	naḵsh kayḵ sutʔwanpáwaas lálu	one glass of milk
mítaat	three	k'úulɩ tikáy	bowl
píniipt	four	kushúu	bacon
páḵaat	five		

Grammar:

_____ (number) 'of them'

Two of them

Adding '-s/-es' to plural objects

one cat

one kiss

two cats

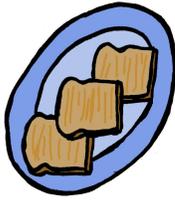
two kisses



Your Turn!

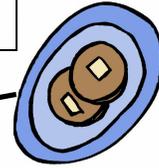
Practice this mini dialogue. Read the dialogue in pairs to practice pronunciation. Now personalize the dialogue and read it again in pairs. Prepare personalized dialogues as a skit to present to others.

Match the drawings of food to the number that indicates the amount of food on the plate.



naxsh

e.g.



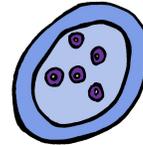
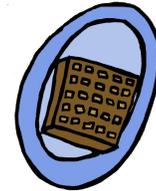
niipt

mítaat

píniipt

páxaat

ptáxninsh



Let's get talking!

Ask people in class:

1. Míᑦ nam t'aáa saplíl átk'ixsha?
2. Míᑦ nam kayx sut'wanpáwaas lálu chíixa?
3. Míᑦ nam tk'útk'uni t'aáa saplíl átk'ixsha?
4. Míᑦ nam tamám átk'ixsha?
5. Míᑦ nam kúpi chíixa?



Listen to:

This is an activity for the teacher to develop. Record speakers using this element of language to create a listening activity for your students.



Supplemental Activities:



- Breakfast surveys – quantified

Talking Cards

- Go Fish
- Ordering breakfast – In a small group each person picks out from breakfast talking cards what they want for breakfast. People take turns telling a 'waiter' what items and how many their group wants. For example: 'Two coffees, three pancakes, one orange juice and two syrups'

Function #6– Ask for specific items



<p>Vocabulary: átk'ixshaash I need, I want, I prefer Áluk'lukw'ashaash I am craving Mish nam pánitaxnay___? Would you give me _____?</p>	<p>Grammar: Command form– pánim _____. Give me _____. Pánitaam _____. You will give me ____.</p>
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 **Something to Consider:**
 How does a younger person ask for something from an elder? How does an elder ask for something from a younger person?

<p>Let's get talking!</p> <ul style="list-style-type: none"> • Use breakfast food props or talking cards to ask for specific foods. • Ask a partner to give you 5 breakfast items. 	<p>Listen to: <i>This is an activity for the teacher to develop. Record speakers using this element of language to create a listening activity for your students.</i></p> 
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Talking cards:

- With the talking card serving set, ask a partner for different items. How would you phrase it in your language? For example: 'I need a fork.' 'I don't have a fork.' 'Give me a fork.' 'Pass me a fork.'
- Go Fish
- You're at a family-style breakfast. Ask people to pass you certain items.
 - Variation: Make this into a group game. The goal is to have the most 'items' or talking cards at the end.

Reading Activity

Julie, Delano and Dale are ordering breakfast. Read or listen carefully to what they ask for and answer the questions below.

Waiter: Tun pam átk'íxsha íkuuk?

Julie: Chawsh áshukwaasha. Waat nam pánita kúpi, chaw tun lálu uu ts'ii chiish? Chaw nash átk'íxsha támaki saplîl. Páwiinim áyталu.

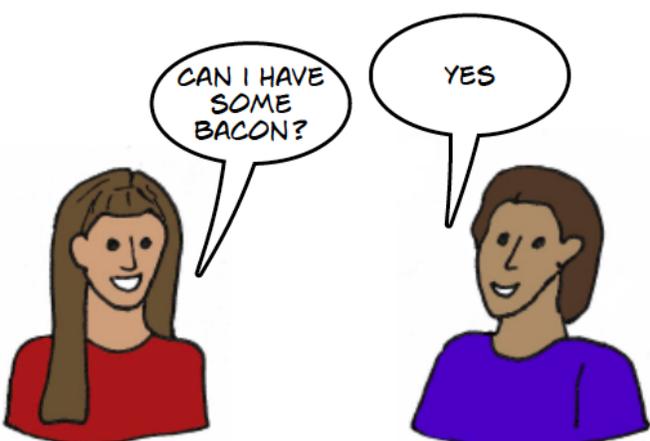
Delano: Chaw nash átk'íxshaxa kúpi. Páwiinim ts'ii chiish ulinshishmí ku támaki saplîl. Chaw nash átk'íxsha tmaanít. Pánim miþ áyталusim

Dale: Páwiinim mþtaat t'aþáa saplîl. Chaw nash wa tun súxas ku pakw'akáwaas.

Waiter: Túnk'a?

Julie: Páwiinim miþ ts'ii chiish.

1. Mámknik itk'íxsha Delano, tamám uu támaki saplîl? _____
2. Tun ichiitát'asha Dale? _____
3. Tun itkwatát'ata Julie? _____
4. Shin chaw itk'íxsha kúpi? _____
5. Tun ichiitát'asha Julie? _____
6. Shin itk'íxsha t'aþáa saplîl? _____





Your Turn!
Practice this mini dialogue. Read the dialogue in pairs to practice pronunciation. Now personalize the dialogue and read it again in pairs. Prepare personalized dialogues as a skit to present to others.

Supplemental Activities: Refer to Appendix 1.



- Lost and Found
- Happy Twins

Extensions



Vocabulary

Be Careful!

Ouch

Hot

Cold

Salt

Comprehension questions

What did the child prefer? _____

1. What was physical condition of waffles? (Circle one)

- a. Burned b. Wet c. Salty

2. What did the child want with their bacon? _____

Functions:

1. Expressing physical conditions.
2. Expressing wants and needs.

Look at these drawings of food, match to a word that describes their physical condition.



dry



hot



cold



wet



Let's get talking!

- Tell a partner what were the physical conditions of your breakfast. (i.e. wet, cold, hot, salty, burned)
- Ask a partner if they want the food in the pictures below served hot or cold.

Look at the pictures Write down statements saying what food you want.



Example:



I want eggs and bacon.



1. _____

2. _____

3. _____

Group Activities with Talking Cards

- Pick out all but 2 of the serving items talking cards. In a group each person tells others what they need.
 - 'I need a fork'
- Pick out three breakfast foods to take to a 'picnic'. Tell the group what you picked.

Further Extensions:

Natural extensions for this unit would be:

- the lunch table
- the dinner table.
- ???

NOTES