

TOPIC 3: LANGUAGES AND OTHER SKILLS

Unit 3: Making a hot drink

Overview of topic

Learners tell, read and write about how they make coffee and tea.

Boil the water. Pour the milk. Stir the coffee.

Skills

Speaking and listening

- Learners listen and talk about how they make coffee and tea (Lr/E1.2b, Sc/E1.3a, Sc/E1.4b).

Reading, writing and phonics

- Read a set of instructions (Rt/E1.1a, Rs/E1.1a).
- Write a short text about making tea/coffee using basic punctuation (Wt/E1.1a, Ws/E1.1a, Ws/E1.2a).
- Form letters correctly, particularly 'e' and 'a' (Ww/E1.2a).
- Phonics work: 'i' spelling /ɪ/ sound, 'ea' and 'ee' spellings /i:/ sound (Rw/E1.2a).

Language points

- Coffee/tea making vocabulary e.g. *pour, stir, kettle, pot*.
- Imperative verbs for giving/writing instructions (plus *you*).

Materials

Activity 1

Resource 3.3.1 (Images and words) - one set for each group (printed, laminated and cut up) plus one enlarged for whole group work and blank cards for learner suggested words.

Tea or coffee equipment and other realia.

Activity 2

Resource 3.3.2 (Action cartoon cards) – a set for each pair.

Optional - Resource 3.3.3 and 3.3.5 adapted.

Activity 3

Resource 3.3.5 (Sound table).

Resource 3.3.6 (Letter blanked words).

Activity 4

Blank sentence strips (Template 2).

Selection of pens and pencils.

Resource 3.3.7 (Speech bubble example).

Blank speech bubbles (Template 7).

Blank flip chart paper or similar, sticky tack and/or glue/sticky tape.

Scissors.

Activity 1

Coffee/tea equipment (speaking and listening)

- Ask learners to tell you if they drink coffee or tea, and which they like. Give out sets of pictures from Resource 3.3.1 to small groups or pairs of learners.
- Tell learners how you prefer to drink coffee/tea. Using the picture cards, tell learners which items you use (but not how). Check understanding by saying the words and asking learners to hold up the relevant pictures or words.
- Ask learners to choose the pictures that are relevant to how they make coffee or tea. Each pair or group should discard any pictures of equipment that they do not use. Hold up each picture and ask *Who uses/Does anyone use this?* then say (or elicit) the word that goes with it.
- Introduce the written form: show the picture, elicit the word then hold up the word cards and read to learners pointing out initial/medial/final sounds. Drill and chorally read.
- Do a chain drill with word cards: ask the learner nearest you, *What's this?* The learner should say the word then ask the person next to them.
- Then ask groups to hold up their pictures, and see if other groups can hold up the correct word cards or say the words. Ask them to place the correct word with each of their chosen pictures. Drill as appropriate.

Differentiation

- Use fewer/more words as appropriate for learners.
- Learners draw any missing images onto blank cards and scribe any new words onto blank coloured cards (keep to same colour system – yellow for equipment/items, blue for ingredients).

Activity 2

Process words (speaking and reading)

- If possible, use the kitchen/refreshment area in your classroom to demonstrate how you make tea or coffee saying the process words as you do e.g. *put, pour, stir, leave, drink*. Otherwise, tell learners how you make coffee or tea, using pictures of the relevant equipment (or realia) and miming the process and actions. Encourage learners to physically copy the movements.
- Mime the actions again, elicit and write up the relevant action words from Resource 3.3.2. Drill as appropriate and practise reading the words together.
- Give out sets of Resource 3.3.2 (Action cartoon cards). Ask learners to arrange the cards, along with the picture cards from Activity 1 (Resource 3.3.1), to show their partner(s) how they make a cup/pot of tea/coffee.
- Working with the whole class or each pair/group as needed, support learners to put into words how they make tea/coffee. Ask a few learners to tell the whole class how they do it.

Differentiation/extension/optional activity

- Prepare word cards for the actions in Resource 3.3.2 and give out one set per pair of learners. The word cards can be used for reading practice, a matching activity using pictures or mime, and matching to the same words in Resource 3.3.3.
- Make a short text plus blanked version like Resources 3.3.3 and 3.3.4 that match the coffee/tea-making process you describe above. This could be the main activity for a very low-level group.
- Learners can read the full text aloud (as they or you mime the actions), then cover this and try to write in the missing letters from the action words. Adjust the difficulty to suit your learners.

Activity 3

Contrasting long and short /ɪ/ /i:/ sounds (spelling and phonics)

- Use enlarged word cards or write these words in two columns on the board and highlight the short /ɪ/ and long /i:/ sounds:

milk *coffee*

filter *tea*

briki *beans*

- Give out Resource 3.3.5 (Sound table). Practise the pronunciation of these words and vowel graphemes.
- Now highlight (underline or circle) the 'ee' and 'ea' spellings. Ask learners to do the same on their copies.
- Give out Resource 3.3.6 (Letter blanked words) and ask learners to write in the missing 'e' s and 'a' s.

Differentiation

- Some learners can add extra words to either column.
- You could limit this to coffee/tea words (*leaves, teapot*) or elicit any words that use 'ee' (e.g. *knee, see*).
- For the letter blanked words activity, some learners can copy from Resource 3.3.5.

Activity 4

Coffee and tea advice (speaking, reading and writing)

- Give learners an example of an extra tip or piece of advice for making really good tea or coffee, e.g. *Put a little sea salt in your percolator with the coffee*. Write this up on the board, or use an adapted version of the completed speech bubble in Resource 3.3.7.
- Ask learners if they have any special advice, or extra ingredients that they use.
- When you have elicited a few ideas, ask each group or pair to write (or scribe for them) one extra tip/suggestion onto a blank sentence strip (Template 2). Ask each pair/group to read their sentence out.
- Using the scissors, ask them to cut up their sentence strip into words and give the pieces to another pair/group.
- Ask pairs/group to see if they can reassemble the tips, and then read them out. They now copy the reassembled sentence onto a blank speech bubble (Template 7).
- Now ask learners to stick the completed speech bubbles onto sheets of blank flip chart paper (or one sheet for the class) along with any relevant pictures to form a group text. Ask learners to photograph the final result if they wish.
- Suggest they try out some of the tips at home.

Differentiation

- Some learners may complete more than one tip/suggestion and/or add more information, e.g. *Bangladeshi tea is very sweet. Turkish coffee is very strong*.
- Cut up the texts to suit different learners - sentences could be cut into separate words, or phrases, or larger chunks.
- Some learners will need support to write just one or two words, e.g. *add mint*.
- Some learners may want to illustrate the final poster/flip chart sheet.

Additional differentiation and extension activities

- Some learners may be able to write a full recipe or instructions for a special tea, coffee or process.

Follow up ideas

- Ask learners to bring in examples of any special teas/coffees they use and, if possible, learners could group together and take it in turns to make traditional tea or coffee for the rest of the group over a series of lessons. This could lead to some simple language work on comparatives, e.g. *Turkish coffee is stronger than English coffee.*
- Take learners to a local or college cafe if you have one, to talk about how tea and coffee is made locally.
- Bring in - or ask learners to - a coffee 'menu' from a local café and use this for some speaking and reading practice on food, drinks and prices.
- Take learners to a local supermarket to look at and explore the different teas and coffees on sale and compare prices - or set this as a research/photography task.
- Ask learners to take a video, or a series of photos, on their phone of themselves making coffee or tea at home. They can bring these in to the next class as a 'Show and tell' activity.
- Check with learners and the centre if it is possible for the learners to organise and host an international coffee morning, to meet other centre users and share their traditional approaches and types of coffee and tea.
- Learners could apply the new process language to other skills e.g. knitting: *Get some wool and needles. Put the wool around the needle.*
- Introduce/revise language for hospitality (*Would you like a ...? Do you take sugar?*) when learners are making drinks.









kettle	percolator
teapot	coffee pot
briki	espresso maker
cafetière	coffee grinder
samovar	cup
mug	teaspoon

milk	sugar
instant coffee	coffee beans
tea leaves	teabag
mint	filter



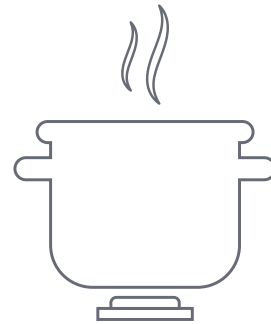
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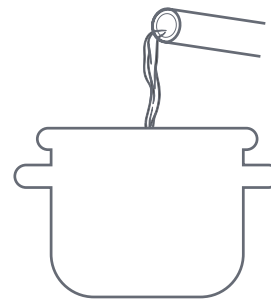
leave



boil



drink



put



add

Making coffee



Put the water in the pan.

Boil the water.

Pour the water on the coffee.

Add milk and sugar.

Stir the coffee.

Drink the coffee.

P _ _ the water and coffee in the pan.

B _ _ _ the water.

P _ _ _ the water on the coffee.

A _ _ milk and sugar.

S _ _ _ the coffee.

D _ _ _ _ the coffee.

milk	coffee
filter	tea
briki	beans

l			v	e
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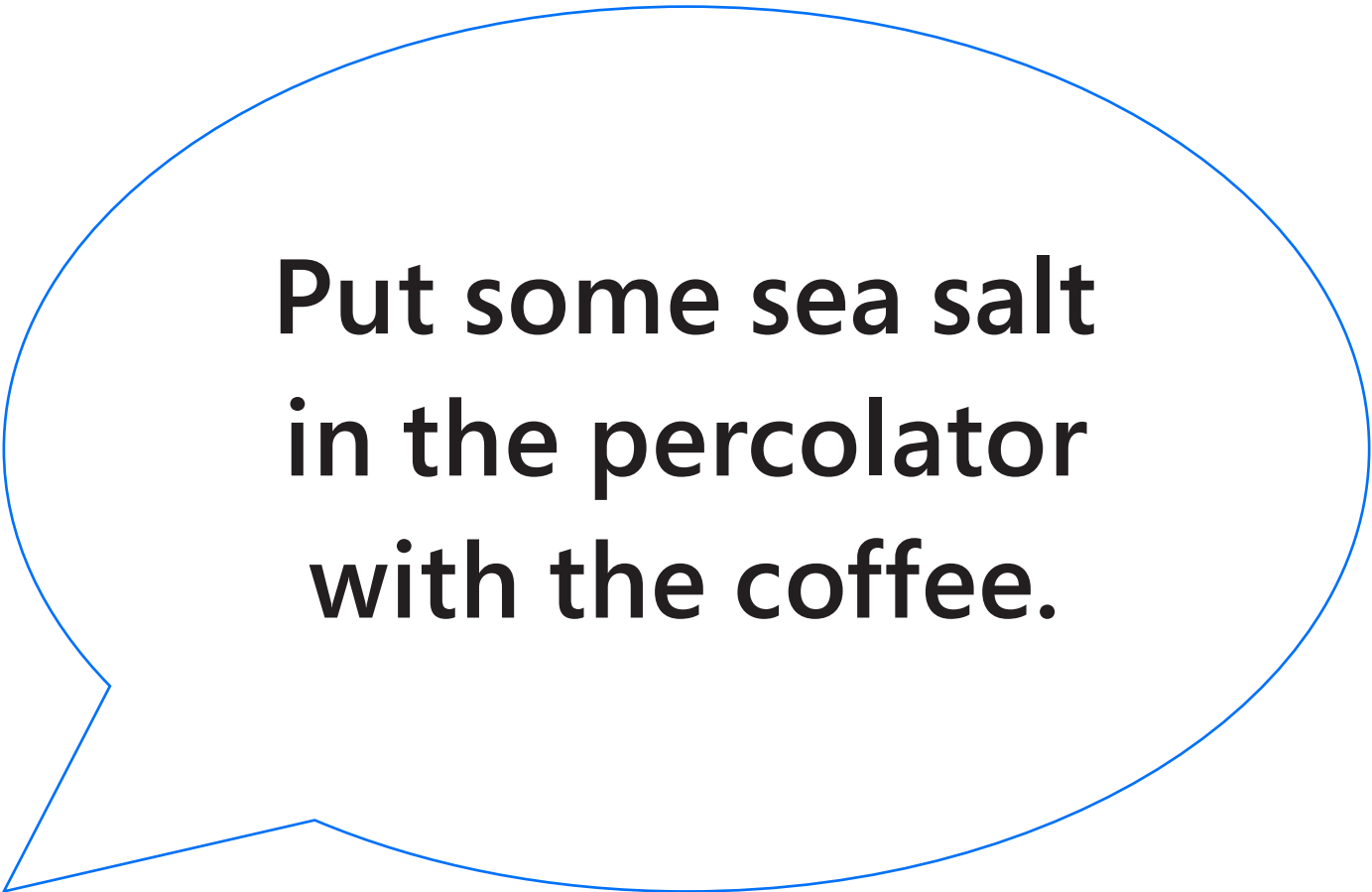
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**Put some sea salt
in the percolator
with the coffee.**

