

Activity 1: Describing a process (CEFR B2)

Level:
CEFR B2

Time:
45 minutes

Resources:
✓ Handout
✓ Video clip

Aims:

- ✓ To develop skills and knowledge in speaking and listening at Level 1
- ✓ To explore vocabulary connected to Level 1 topics
- ✓ To develop SS ability to describe how to do something
- ✓ To familiarise SS with the tea-drinking habits of the British public
- ✓ To practise giving and asking for personal information, comparing people, places and things, giving factual accounts, asking about and explaining processes
- ✓ To focus on pronunciation

Exam task focus: Component 1 Task 1

Procedure:

Describing a process

1. If possible, display images of hot drinks and ask students to predict the content of the lesson. Tell them they are going to discuss tea and coffee drinking. Display the lesson aims.
2. Tell SS to read the short passage and discuss whether they have similar rituals in their country in small groups, Activity 1a. Distribute handout. Conduct whole class feedback.
3. Put SS into bigger groups. Ask them to read the questions in Activity 1b and discuss the answers in their groups. Conduct whole class feedback.
4. Ask SS whether they have ever had a cup of Indian chai – do they know the ingredients? Tell them to work individually to predict the order of the steps involved in making a cup of chai. Activity 2a. SS may not know all the vocabulary eg *pestle and mortar*, *strain*, *sieve* – encourage them not to worry as this will be covered later.
5. Tell SS to check their answers by watching the video and compare with a partner. (Video clip from YouTube <https://www.youtube.com/watch?v=xSB1bMDF0Hw>).
6. Focus SS attention on questions b – d. Suggest that they discuss the answers in pairs. Conduct whole class feedback highlighting the sequencers.
 - a. **Answers:** 1 – f, 2 – e, 3 – a, 4 – g, 5 – c, 6 – d, 7 – i, 8 – b, 9 – h
 - b. Also focus on the fact that in a written recipe these would probably not be used and there would be more use made of the imperative eg Boil the water for 2 – 3 minutes. Finally focus on any unknown vocabulary eg *pestle and mortar*, *strain*, *sieve*.

NB If you don't have internet access in the classroom, the activity can be done without watching the video. Alternatively, it is possible to download videos from YouTube using various programs such as <http://offliberty.com>.

7. Tell SS they are going to tell each other how they make their own favourite hot drinks, in Activity 3a. Highlight the language box and encourage them to use the connectives as they are talking. Also encourage the listener to ask as many questions as possible, Activity 3b.
8. Monitor and comment on problem areas and good language in whole class feedback. Invite a couple of stronger SS to describe the making of their favourite hot drink to the whole class.
9. Focus SS attention on the exam box at the bottom of the handout to explain how the lesson has helped to prepare them for the Level 1 Skills for Life Speaking exam.

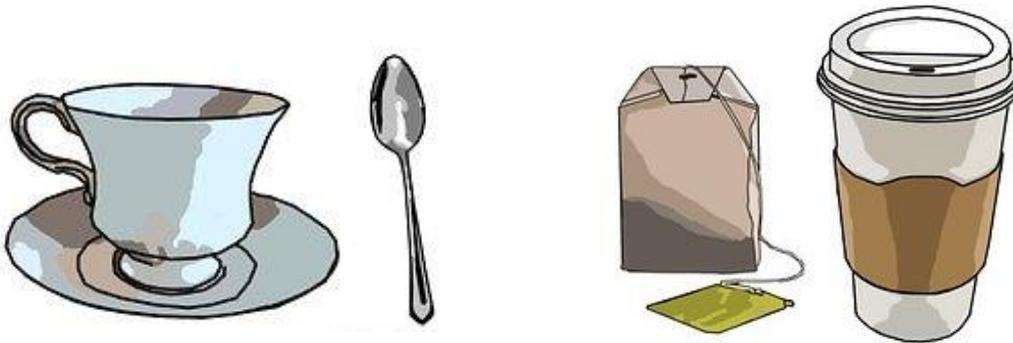
Handout Activity: Describing a process

Activity 1: Fancy a cuppa?

[cuppa = a colloquial term for a cup of tea]

a Read the passage below about drinking tea in Britain. Are there any similar traditions in your country?

The British are famous for drinking huge quantities of tea. In the past, **afternoon tea** was a popular occasion generally for ladies to come together and enjoy a cup of tea with sandwiches, cake and pastries. Nowadays, it's more of a treat for anyone to celebrate a special event such as a birthday. **Elevenes** is another popular tradition; a cup of tea or coffee and a biscuit at 11 in the morning just to take the edge off your hunger!



[image source] <https://pixabay.com/images/search/cup%20of%20tea%20clip%20art/>

b Discuss the questions below. What differences and similarities can you find between the people in your group?

- 1 Do you drink tea, coffee or both? Why?
- 2 How do you like your hot drinks? With or without milk / sugar / lemon?
- 3 When do you generally have a hot drink? Do you have set times (eg a morning or afternoon tea break, first thing in the morning, last thing at night, after a meal)?
- 4 When you make a cup of tea, do you prefer to use tea bags, tea powder or tea leaves? Do you drink instant coffee or use coffee beans?
- 5 When people visit each other, what sort of drink is the most likely to offer? What if anything, would accompany the drink (eg a snack, cake, or biscuits)?
- 6 What do you like to drink out of? A mug or a cup?



Activity 2: How to make a cup of Indian chai

a Look at the steps needed to make a cup of Indian chai. Predict the order you need to do them in?

- a. **While** the water is boiling, pound some ginger in a mortar with a pestle.
- b. **At this point**, you have a choice. You can either add 2 teaspoons of sugar or alternatively leave it out and let people add it themselves.
- c. **After this**, pound the cardamom pods and add this to the water.
- d. **The next stage** is to add 2 teaspoons of tea powder and boil for at least 2 – 3 minutes.
- e. **Once you have done this**, you need to begin by boiling the water.
- f. **To start with**, you need to find a cup and get all the ingredients together.
- g. **Then** add the ginger to the water.
- h. **Finally**, strain the mixture through a sieve into your cup.
- i. **After 2 or 3 minutes**, add 1 cup of milk.
- j. into your cup.

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____ 8 ____ 9 ____

b Watch the video. Were you right?

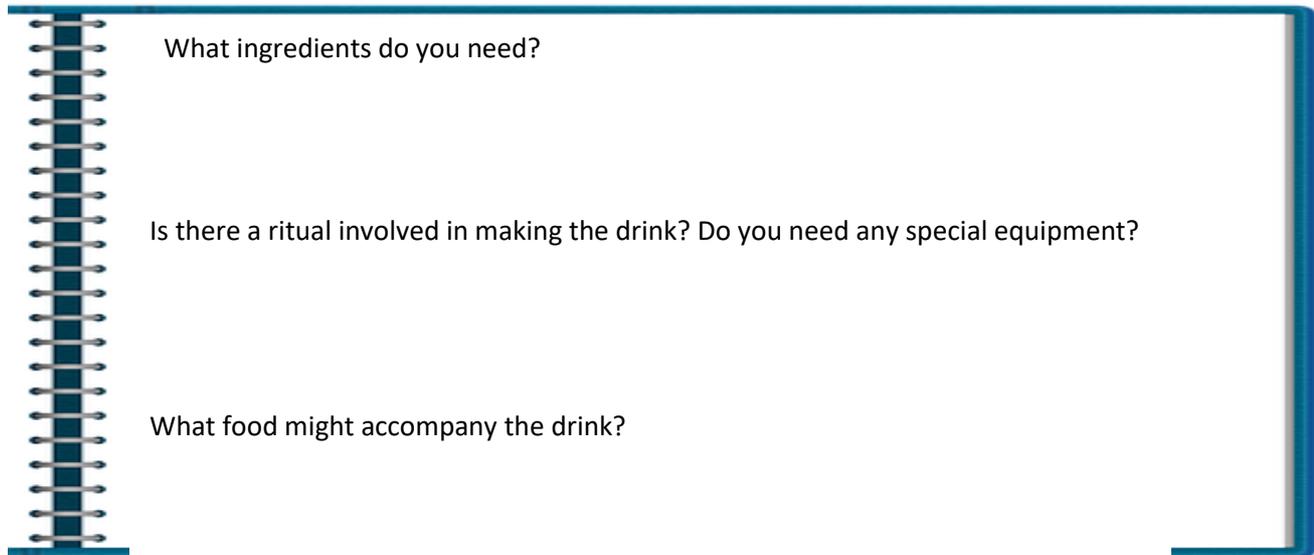
c What, if anything, helped you to predict the order?

d The woman on the video was telling you how to make a cup of Indian chai. If the instructions were written down, how might they be different?

Activity 3: Making your favourite hot drink

You are going to describe the process of making a popular hot drink in your country.

a Use the questions below to plan what you will say.



What ingredients do you need?

Is there a ritual involved in making the drink? Do you need any special equipment?

What food might accompany the drink?

b Work with a partner to describe the process of making your favourite drink to each other. As you are talking, be prepared for your partner to interrupt you with questions.

Try to use the language in the language box as you are speaking.

Language Box: Describing a process

Firstly, ...

To start with ...

After this, ...

While ...

At this point, ...

Once you have done this, ...

Then ...

The next stage is to ...

Finally, ...

Exam Hint

In task 1 of the Level 1 Skills for Life exam, you need to describe how to do something. You can choose a picture from the photo bank to help you. Although you can plan what you will say in advance; the examiner will ask questions throughout so it's important to be prepared to answer any questions.