
ROUND THE WORLD

WITH A CUP OF TEA

‘NICE SMELL, NICE TASTE!’

Type of module	Project work
Level	A1-
Target group	10-13-year-old learners
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humán erőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinoVA oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: www.educatio.hu címen.

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EVALUATION

Learners reflect on their language progress work using a task sheet. Reading project work. Learners are asked to write about their feelings, ideas and suggestions to the teacher. Doing so, they feed into a similar project in the future. Teacher and learners evaluate work carried out by looking at video recording and discussing different aspects of it.

SUGGESTIONS

Teacher's role during the lessons is that of organizer and facilitator. She monitors group-work and individual work and provides help when needed. She prepares task sheets and provides learners with materials and stationary needed.

BACK UP SYSTEMS

It is useful to get information about tea or habits of drinking tea from the internet or books, but all essential resources needed to carry out the project successfully are included in the module pack.

To extend the topic or give extra reading and learning material for learners get the following reader:

Border,R. Zinkin,T.(1995) *The Story of Tea* in the Oxford Storyland Readers series Oxford, OUP

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Expressing likes and dislikes</p> <p>Observing an object carefully</p> <p>Note-taking skills</p> <p>Writing a description based on notes</p> <p>Summarizing</p> <p>Organizing words according to concept categories</p>	<p>Examining one type of tea in groups and</p> <p>Take notes on findings</p> <p>Revising and activating previously acquired language</p>	<p>Talking about habits</p> <p><i>When do you drink tea?</i></p> <p><i>Which tea do you like?</i></p> <p><i>Do you drink it hot or cold?</i></p> <p><i>Who makes tea at home?</i></p> <p><i>What do you put in your tea?</i></p> <p>Talking about taste and quality (<i>Smoky, sweet, sour, bitter, good, bad, nice, etc.</i>)</p> <p>Countries</p> <p><i>It comes from...</i> (<i>China, India, England, Austria, etc.</i>)</p> <p>Talking about tea</p> <p><i>This is black tea. It is called Pickwick tea. It smells neutral and tastes bitter. It's dark brown. It comes from India.</i></p>	<p>different packets of tea, teabags, boxes of tea and one teabag per group to be examined</p> <p>poster paper, marker</p> <p>1.5 Characteristics of tea</p>
2	<p>Listening</p> <p>Completing sentences</p> <p>Discussing problems</p> <p>Drawing and colouring</p> <p>Designing a poster</p> <p>Evaluating</p>	<p>Describing tea-types</p> <p>Making a poster</p> <p>Introducing the poster in groups to the whole class</p>	<p>Talking about tea (extension)</p> <p><i>This is my favourite tea. This is black tea. It is called Pickwick tea. It smells neutral and tastes bitter. It's dark brown. It comes from India. I like it very much. I drink it every day.</i></p>	<p>a tea-bag for each learner + a tea-bag for the teacher (homework, preparation)</p> <p>2.2 Description of tea, one poster paper per group, markers, glue</p>

LESSON	FOCI OF SKILL DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
3	<p>Focussing attention</p> <p>Identifying and naming objects by touching them.</p> <p>Raising awareness of pronunciation of words</p> <p>Orientaling on a map</p> <p>Memory skills</p> <p>Sequencing events and ordering sentences</p> <p>Drama</p>	<p>Learning about the steps of making a good cup of tea-‘Guess by Touch’ game</p> <p>Acting the procedure out</p> <p>Matching pictures and sentences</p>	<p>What do we need to make cup of tea? (<i>kettle, cup, saucer, teapot, teabag, sugar, honey, milk, lemon juice, to fill, to boil, etc.</i>)</p> <p>Giving and following instructions</p> <p><i>Boil some water. Wait a few minutes. Pour some tea in the cups. Put some sugar, honey, milk or lemon juice in your tea. Drink your tea.</i></p> <p>Tea growing places in Asia <i>China, India, Darjeeling, Sri Lanka, Himalayan mountains</i></p> <p>Asking for and giving information about countries</p> <p><i>Is it a big country? Can you see a river? What’s its name? Are there mountains in the country? Which ones? Are they high? How high are they?</i></p>	<p>equipment for making a cup of tea (kettle, teapot, spoon, cup, water, saucer, sugar, milk, lemon etc.) If it is difficult to bring real objects to class, pictures of these objects can also be used.</p> <p>3.4 How to make a cup of tea?</p> <p>3.6 Map of Asia</p>
4	<p>Giving and following instructions</p> <p>Copying and completing a text, paying attention to language clues</p> <p>Discussing things and making decisions</p> <p>Sharing roles</p> <p>Rehearsing</p>	<p>Revising vocabulary and the steps of making tea</p> <p>Composing a text using written prompts</p> <p>Designing and writing a script for a TV presentation</p>	<p>Vocabulary and structure review (Let’s make a cup of tea!)</p>	<p>equipment for making a cup of tea (kettle, teapot, spoon, cup, water, saucer, sugar, milk, lemon etc.) If it is difficult to bring real objects to class, pictures of these objects can also be used.</p> <p>4.1 Image in a grid</p> <p>4.3 Complete the text A</p> <p>4.3 Complete the text B</p>
5	<p>Negotiating</p> <p>Drama and acting out</p> <p>Managing time</p> <p>Listening to each other</p>	<p>Giving presentations/ shooting a TV programme</p> <p>Reflecting on the process of project work</p> <p>Evaluating work</p>	<p>Vocabulary and structure review (Let’s make a cup of tea!)</p>	<p>all equipment that is needed for project presentations</p> <p>video camera, TV if available</p> <p>5.3 Evaluation chart</p>

PROCEDURE

LESSON 1: WHAT IS 'TEA'?

AIMS OF THE LESSON	<ul style="list-style-type: none">■ to introduce a new topic and generate motivation in learners■ to revise and activate previously acquired language (expressing colour, smell, taste, place of origin)■ to extend vocabulary■ to examine one type of tea in groups and take notes on their findings
MATERIALS AND RESOURCES	Different packets of tea, teabags, boxes of tea and one teabag per group to be examined, poster paper, marker, 1.5 Characteristics of tea
STAGE 1	Warm-up – Do you like drinking tea?
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking Listening Expressing likes
ORGANISATION	Individuals, whole class
AIDS AND MATERIALS	Packets of teabags

TEACHER'S ACTIVITIES

1. Teacher asks learners *Do you like drinking tea?* Then (s)he builds on the variety of different responses to involve learners in a discussion about their own tea drinking habits and preferences regarding different tea types. Teacher can refer to the different types of tea prepared on the table to support meaning. (S)he also shares her tea-drinking habits with the learners.
Questions can include: *When do you drink tea? Which tea do you like? Do you drink it hot or cold? Who makes tea at home? What do you put in your tea? Etc.*

LEARNERS' ACTIVITIES

1. Learners listen and join in sharing their experience about drinking tea. They express which tea types they prefer.

STAGE 2	Vocabulary building – How can we learn tea?
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Observing an object carefully Activating vocabulary and extending it Taking notes
ORGANISATION	Groups, whole class
AIDS AND MATERIALS	One type of tea leaves per group, poster size paper

TEACHER'S ACTIVITIES

1. Teacher prepares a poster paper on the board. It has the following headings on it:
Type Name/Make Smell Taste Colour Country
2. Teacher helps learners to form 3-4 groups of random selection. (One way of doing that is to choose 3-4 words related to tea e.g. *black tea*, *green tea*, *fruit tea*, *herb tea*. Teacher gives these 3-4 words to learners one by one. When each child has a word all who got the same word sit together. They belong to the same group.)

LEARNERS' ACTIVITIES

1. Learners take part in the interaction.
2. Learners form groups.

3. Teacher shows a box of tea to learners and pours a spoonful of tea leaves on each group's desk. Teacher asks questions about the characteristic features of the tea by letting groups touch, smell, taste the tea and examine the box of it.

4. Teacher takes notes on learners' findings under the relevant headings of the poster paper on the board. Responses can be elicited by questions:

What type of tea do you think this is?

What brand is it? Has it got a name? What does it smell like? What does it taste like?

What colour is it? Where is it from?

Teacher accepts all answers and puts the key words on the poster.

3. Learners examine the tea leaves put on their desks previously and respond to the teacher's questions.

(Black, green, herb, fruit)

(Lipton, Pickwick, Earl Grey, Darjeeling, Assam)

Some examples:

<i>Type:</i>	<i>Name/Brand:</i>	<i>Smell:</i>	<i>Taste:</i>	<i>Colour:</i>	<i>Country:</i>
Black	Darjeeling smoky	good/bad	mixed	coloured	India
Green	Earl Grey	sweet	sweet/sour	dark brown	China
Fruit	Christmas tree	neutral	bitter	orange	England
Herb	Lemone	nice	like lemon	black	Austria

STAGE 3. A	Exploring tea and taking notes on its qualities – Let's examine tea
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Examining an object carefully Note-taking Speaking
ORGANISATION	Group work
AIDS AND MATERIALS	Some tea leaves or teabags

TEACHER'S ACTIVITIES

1. Teacher asks learners to copy the headings from the previous activity in their exercise-books:
Type Name/Brand Smell Taste Colour Country
2. Teacher gives some tea leaves or a teabag to each group and asks them to examine them carefully in their groups and record their findings in their exercise-books (S)he draws attention to the poster on the board as reference.
3. Teacher goes round the groups and helps with language.
4. **When learners have finished taking notes, they all stand up and visit each group one by one in the following way.** Teacher asks learners to form new groups having one member from each group in each of them. The new groups visit the tables of former groups and listen to findings. Findings are summarized by the learner who worked at that table previously. Learners can use the notes they were taking. Teacher helps with the language.

LEARNERS' ACTIVITIES

1. Learners copy the headings in their exercise-books.
2. Learners examine tea on their desks carefully and record their findings under the headings. They can use the poster on the board as reference.
3. Learners form new groups and the representative of each group reports back to others on their findings using their notes. They are expected to say key words only.
e.g. Type – black tea, brand – Pickwick tea, smell – neutral, taste – bitter, colour – dark brown, country – India

STAGE 3. B

TARGET GROUP	More advanced learners
SKILLS AND COMPETENCIES IN FOCUS	Speaking Summarizing Writing up a description based on notes
ORGANISATION	Groups
AIDS AND MATERIALS	Some tea or teabags for each group

TEACHER'S ACTIVITIES

1. Teacher asks learners to copy the headings from previous activity in their exercise-books:
Type Name/Brand Smell Taste Colour Country
2. Teacher gives some tea or a teabag to each group and asks learners to examine them carefully in their groups and record their findings in their exercise-books. (S)he draws attention to the poster on the board as reference. Teacher goes round the groups and helps with language.
3. While learners work, teacher writes a sample sentence pattern for each heading on the board:
Type Name/Brand Smell Taste Colour Country
It's .. It's .. It smells.. It tastes.. It's .. It comes from..
4. When learners finish examining tea and taking notes, teacher asks them to summarize their findings in their exercise-books based on the notes they were taking and the sentence pattern on the board.
5. Teacher asks groups to stand up and visit each group one by one.
Groups describe the tea they were examining.

LEARNERS' ACTIVITIES

1. Learners copy the headings into their exercise-books.
2. Learners examine tea on their desks carefully and record their findings under the headings. They can use the poster on the board as reference.
3. Learners examine the sample sentence pattern on the board and write their own sentences.
4. Learners summarize their findings in full sentences using the sentence pattern on the board.
5. Learners in groups report back to others on their findings using their notes. They are expected to produce full short sentences.
This is black tea. It is called Pickwick tea. It smells neutral and tastes bitter. It's dark brown. It comes from India.

STAGE 4 Organizing new vocabulary – Categorize your words

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Organizing words according to concept categories

ORGANISATION Whole class, pairs

AIDS AND MATERIALS 1.5 Characteristics of tea

TEACHER'S ACTIVITIES

1. Teacher gives out 1.5 Characteristics of tea to learners and asks them to copy words around the category headings. Teacher helps if needed.

LEARNERS' ACTIVITIES

1. Learners look at the task sheet and put down the new words around the headings. Learners record homework. They should learn new words and bring a teabag for the next lesson.

LESSON 2: LET'S LOOK AT TEA WE LIKE

AIMS OF THE LESSON	<ul style="list-style-type: none"> ■ to revise vocabulary and short sentences to describe tea types ■ to make a poster in groups ■ to introduce the poster in groups to the whole class
MATERIALS AND RESOURCES	A teabag for each learner + a teabag for the teacher (homework, preparation), 2.2 Description of tea, one poster paper per group, markers, glue
STAGE 1	Recalling new words from the previous lesson – Let's build a cross-word puzzle on the board
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking Writing
ORGANISATION	Whole class
AIDS AND MATERIALS	Board, chalk

TEACHER'S ACTIVITIES

1. Teacher writes one word from the previous lesson on the board. She invites learners to recall new words learnt from the previous lesson. If learners say a word that contains a letter of the word on the board, she writes the new word down by using that letter, e.g.

T a s t e
m
s w e e t
l
l

Teacher helps learners to write as many words as they can on the board in a cross-word puzzle fashion.

LEARNERS' ACTIVITIES

1. Learners recall words from previous lesson and try to organize them in a special way to make a crossword puzzle format.

STAGE 2 Practising structures to describe tea types – My tea

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Using language for personal use
Listening
Completing sentences

ORGANISATION Individuals

AIDS AND MATERIALS Teabags: one per learner, 2.2 Description of tea

TEACHER'S ACTIVITIES

1. Teacher shows the teabag she brought to the lesson and tells the class about it. She describes it using short sentences, e.g. *This is my favourite tea. This is black tea. It is called Pickwick tea. It smells neutral and tastes bitter. It's dark brown. It comes from India. I like it very much. I drink it every day.*
2. Teacher puts her description on the board. She underlines the words and phrases that should be changed according to the qualities of the different tea types the learners are having.
3. Teacher asks learners to get their teabags ready and describe them by looking at the 2.2 Description of tea task sheet and filling in the gapped text.
4. Teacher monitors and helps if needed and makes sure the descriptions are correct.

LEARNERS' ACTIVITIES

1. Learners watch and listen.
2. Learners look at the description on the board and notice which parts of the text can be changed to make it relevant for their own tea type.
3. Learners look at the 2.2 Description of tea task sheets and fill in the gapped text.
*This is _ _ _ _ _ . It is called _ _ _ _ _ . It smells _ _ _ _ _
and tastes _ _ _ _ _
_ _ _ _ _ . It's _ _ _ _ _ It comes from _ _ _ _ _ .*

STAGE 3	Personalizing language – Making a group poster
TIME	25 mins
SKILLS AND COMPETENCIES IN FOCUS	Discussing problems Making decisions Writing descriptions Drawing Colouring Designing a poster
ORGANISATION	Group work
AIDS AND MATERIALS	Poster paper, wrapping paper of teabags, felt-tips, glue

TEACHER'S ACTIVITIES

1. Teacher helps learners get into groups. Posters are to introduce different tea types so children with different tea preferences are welcome in one group. (S)he explains that learners will make a poster of their favourite tea types in groups to make them popular with other children.
They can write and draw on it, as well as stick the teabags and their wrapping paper on the poster. Learners can use the completed texts from the previous activity as prompts when completing the task.
Teacher provides learners with resources (poster paper, felt-tips, glue etc.) and helps with task completion.

LEARNERS' ACTIVITIES

1. Learners get into groups of 4-5.
They start designing the poster together by deciding the place of teabags, illustrations and texts.
Group members assign roles to everyone in the group to share the jobs.
Learners make posters.

STAGE 4	Oral presentation of posters – My favourite tea type is...
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Listening Describing the posters Evaluating
ORGANISATION	Groups
AIDS AND MATERIALS	Posters

TEACHER'S ACTIVITIES

1. Teacher asks learners to finish posters and make the working area clean.
2. She asks groups to display their posters around the classroom wall.
3. Groups present their posters by reading out the scripts and pointing to relevant pictures and illustrations on the poster. Homework: learners are asked to bring their geography atlases for the next lesson.

LEARNERS' ACTIVITIES

1. Learners finish work and tidy up the classroom.
2. They put the posters on the classroom wall.
3. They present the posters to the other groups by reading out the descriptions and referring to relevant parts of the poster.

LESSON 3: HOW TO MAKE A CUP OF TEA?

AIMS OF THE LESSON	<ul style="list-style-type: none"> ■ to introduce new vocabulary (kettle, cup, saucer, teapot, to fill, to boil, etc.) ■ to learn about the steps of making a good cup of tea ■ to act the procedure out
MATERIALS AND RESOURCES	equipment for making a cup of tea (kettle, teapot, spoon, cup, water, saucer, sugar, milk, lemon etc); If it is difficult to bring real objects to class, pictures of these objects can also be used.; 3.4 How to make a cup of tea?, 3.6 Map of Asia
BEFORE THE LESSON	Cut up 3.4 How to make a cup of tea? according to the symbols on the sheet.
STAGE 1	Warm-up – Lip-reading
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	<ul style="list-style-type: none"> Concentrating Focussing attention Raising awareness of pronunciation
ORGANISATION	Individuals, whole class

TEACHER'S ACTIVITIES

1. Teacher chooses words or short sentences from the posters learners made in the previous lesson and says them without making a sound. She stresses pronunciation of sounds by articulating clearly. Later, learners can take the teacher's role.

LEARNERS' ACTIVITIES

1. Learners look at the teacher and try to guess the word or the short sentence she is saying without sounds.

STAGE 2	Vocabulary building – What do we need to make cup of tea?
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Memory Vocabulary
ORGANISATION	Whole class
AIDS AND MATERIALS	Equipment for making tea or picture cards instead

TEACHER'S ACTIVITIES

1. Teacher puts the objects on a table and covers them with a tablecloth. In turns, she invites a learner to touch and feel what objects are underneath. Teacher invites learners to makes guesses – maybe in Hungarian – and pull out the object from under the tablecloth. Teacher names the object and asks learners to repeat the name.

It's a kettle. Kettle.

Teacher comments on what is happening. *We need a kettle to make a nice cup of tea.*

Have you got a kettle at home? Etc.

Teacher follows the procedure with all objects.

If pictures are used instead of objects, teacher can use a technique of his/ her choice.

If objects are used, the next step is to ask learners to give relevant nonverbal responses only (*point to the teapot, turn over the spoon, give me the kettle, put the sugar on the desk, etc.*). Then, as they gradually become confident in pronouncing the words, they can be invited to do so.

Suggested vocabulary: kettle, cup, saucer, teapot, teabag, sugar, honey, milk, lemon juice, to fill, to boil, etc.)

LEARNERS' ACTIVITIES

1. Learners look at the table covered with a tablecloth and try to guess what is under the cloth. They can come out, touch and feel the objects and make guesses. They repeat the new words after the teacher.

Learners follow the teacher's instructions.

STAGE 3 TPR – How to make a cup of tea?

TIME 5 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Drama
Listening

ORGANISATION Individuals, frontal

TEACHER'S ACTIVITIES

1. The teacher uses the objects from previous activity to demonstrate the steps of making tea. (S)he asks learners to copy his/her movements without repeating the sentences. Teacher says: *Let's make a cup of tea.* [(S)he smiles and encourages learners to join in acting out the procedures.] *First, boil some water in a kettle.* [Shows that (s)he is lighting the gas.] *Then, put some teabags in the teapot.* (Teacher accompanies his/her words with actions.) *When the water is boiling, pour the water into the teapot. Wait a few minutes. Pour some tea into the cups. Put some sugar, honey, milk or lemon juice into your tea. Drink your tea.*
2. Teacher repeats the steps, but this time does not do the actions.

LEARNERS' ACTIVITIES

1. Learners watch the teacher, listen to his/her words and copy teacher's movements.
2. Learners listen to the teacher and do the actions.

STAGE 4. A Constructing the written version of the steps of making tea – Jumbled sentences

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Ordering sentences
Sequencing events

ORGANISATION Pairs

AIDS AND MATERIALS 3.4 How to make a cup of tea?

TEACHER'S ACTIVITIES

1. The teacher helps learners to get into pairs. Mixed ability pairs are welcome. Teacher gives out the slips of paper to pairs. Each slip of paper contains one instruction for making tea. Teacher makes sure that slips are cut up in a way that each instruction and picture is on separate slips of paper (14 pieces). Illustrations are on separate pieces of paper. Teacher asks each pair to match the pictures with the sentences and put the instructions in an appropriate order.
Teacher asks pairs to stand up, go round, look at other groups' work and compare to their own.

LEARNERS' ACTIVITIES

1. Learners get into pairs and they match pictures with words. They check their work with the teacher's help.
Then they put the instructions in the correct order.

Then, pairs go round, look at the work of other groups while comparing to their own.

STAGE 4. B**SKILLS AND COMPETENCIES
IN FOCUS**

Ordering sentences
Sequencing events

ORGANISATION

Pairs

AIDS AND MATERIALS

3.4 How to make a cup of tea?

TEACHER'S ACTIVITIES

1. The teacher helps learners to get into pairs. Mixed ability pairs are welcome. Teacher gives out the slips of paper to pairs. Each slip of paper contains one instruction for making tea. Teacher makes sure that slips are cut up in a way that each instruction and picture is on separate slips of paper (14 slips). Teacher gives only the cards with the instructions to the pairs (7 slips). Their task is to put the instructions in an appropriate order.

Teacher monitors and helps when it is needed. Teacher asks pairs to stand up, go round, look at other groups' work and compare to their own. When pairs finish working, teacher gives them pictures showing the steps of making tea and asks learners to match them with the instructions.

LEARNERS' ACTIVITIES

1. Learners get into pairs and put the slips of paper in order.

Then pairs go round, look at the work of other groups while comparing to their own.

Next, learners illustrate the steps by putting the relevant picture next to the instructions.

STAGE 5 Recording the steps of making tea in their exercise-books

TIME 5 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Copying
Spelling

ORGANISATION Individuals

AIDS AND MATERIALS Exercise-books

TEACHER'S ACTIVITIES

1. Teacher asks learners to copy the steps of making tea in their exercise-books.

LEARNERS' ACTIVITIES

1. Learners copy the steps of making tea in their exercise-books.

STAGE 6	Finding tea-growing places on the map of Asia and completing a map – Where does tea come from?
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Studying a map Finding locations Activating background knowledge
ORGANISATION	Frontal, individual, pair
AIDS AND MATERIALS	Geographical maps, 3.6 Map of Asia

TEACHER'S ACTIVITIES

1. Teacher asks learners to get their geography atlases ready and open them at the map of Asia, especially India and China. (Teacher might want to ask learners beforehand where they think atlases should be opened to find tea growing countries.)
2. (S)he initiates conversation about the countries: India and China, e.g. **Is it a big country? Can you see a river? What's its name? Are there mountains in the country? Which ones? Are they high? How high are they?**
Teacher tells learners that India and China have got a lot of great tea **plantations**.
3. (S)he gets learners in pairs and gives out 3.6 Map of Asia to each learner. Teacher demonstrates to learners the pronunciation of the names of geographical locations appearing on the paper: *China, India, Darjeeling, Sri Lanka, Himalayan Mountains*.
4. Teacher asks learners to look at the map of Asia and connect the places to the names of the places on the map. They can use their own geographical atlases to do so.

LEARNERS' ACTIVITIES

1. Learners find the map of Asia and tea-growing countries in their atlases.
2. Learners share knowledge and information about the countries.
3. Learners look at their atlases and paper and write the locations into the relevant parts of 3.6 Map of Asia: *China, India, Darjeeling, Sri Lanka, Himalayan Mountains*.

LESSON 4: PREPARATION FOR THE TV SHOOTING

AIMS OF THE LESSON	<ul style="list-style-type: none">■ to revise vocabulary and the steps of making tea■ to compose a text using written prompts■ to design and write a script for a TV presentation
MATERIALS AND RESOURCES	equipment for making a cup of tea (kettle, teapot, spoon, cup, water, saucer, sugar, milk, lemon etc); If it is difficult to bring real objects to class, pictures of these objects can also be used.; 4.1 Image in a grid, 4.3 Complete the text A, 4.3 Complete the text B
STAGE 1	Warm-up – What’s in the puzzle?
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding individual letters spelt
ORGANISATION	Individuals
AIDS AND MATERIALS	4.1 Image in a grid, grey and red pencils

TEACHER’S ACTIVITIES

1. Teacher gives out 4.1 Image in a grid sheet to learners. By the end of the activity there will be the image of a TV set in the grid coloured by the learners. Teacher identifies which square to colour by calling out a letter and a **number** on the grid. She asks learners to colour the box identified this way grey apart for ‘E-6’, which should be red, as it will make the switch-on button of the TV set. Teacher calls out squares in a random order.

LEARNERS’ ACTIVITIES

1. Learners look at 4.1 Image in a grid sheet and colour the described boxes according to the teacher’s words.
A B C D E F
1
2
3
4
5
6

2. Teacher asks learners to guess what is in the picture and write it under the grid.

What's this? It's a TV set.

3. Teacher asks learners to guess what is in the grid.

3. Learners name the image in the grid and write it under the picture.

It's a TV set.

STAGE 2 Revising vocabulary and language use – Let’s make a cup of tea!

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Activating vocabulary
Giving and following instructions

ORGANISATION Whole class, then pairs

AIDS AND MATERIALS Equipment for making a cup of tea (objects or pictures)

TEACHER’S ACTIVITIES

1. Teacher asks learners what they need for making a cup of tea. As learners name the objects, (s)he gets them out of a bag. (Pictures can be used as well.)
2. Teacher calls one learner in front of the class and shows the objects on the desk to them. (S)he asks the learner to mime the steps of making tea according to the instructions the teacher is going to give. (See language from previous lesson) e.g. *Boil some water in the kettle.* [Shows that (s)he switches on the kettle.] *Put some teabags in the teapot* (Teacher accompanies his/her words with actions.) *When the water boils, pour the water into the teapot. Wait a few minutes. Pour some tea into the cups. Put some sugar, honey, milk or lemon juice into the tea. Drink your tea.*
3. A learner gives the instructions and all learners do the actions.
4. Teacher asks learners to do the same in pairs.

LEARNERS’ ACTIVITIES

1. Learners recall the names of objects they need for making a cup of tea.
2. Learners listen to the teacher and watch the actions.
The learner acts out the actions.
3. Learners listen to their classmate and do the actions.
4. Learners repeat the activity in pairs.

STAGE 3. A Introducing new language – We are TV presenters

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Copying
Completing a text
Paying attention to language clues

ORGANISATION Pairs

AIDS AND MATERIALS 4.3 Complete the text A

TEACHER'S ACTIVITIES

1. Teacher tells learners that by now they know everything they need for making an interesting, 5-minute TV programme about tea. She says
e.g.: Look! I got this letter from a TV presenter. She wants to help you make the programme really interesting. But whoops! I can't read it. There is tea on the paper.
2. Teacher gets learners into pairs and hands out 4.3 Complete the text A sheet to each pair. (S)he asks learners to look at the text and complete it where the text can not be read as tea was spilt on the paper.
3. Teacher monitors and helps.

LEARNERS' ACTIVITIES

1. Learners listen to the teacher.
2. Learners get into pairs and start completing 4.3 Complete the text A sheet.
Solution:
Hello! Welcome to 'It's T-time!' This is a show about tea. I'm Ágnes and this is Endre. Today, you can hear about how to make a good cup of tea. Do you drink tea? Which tea do you like?

STAGE 3. B

SKILLS AND COMPETENCIES IN FOCUS

Copying
Completing a text
Paying attention to language clues

ORGANISATION

Pairs

AIDS AND MATERIALS

4.3 Complete the text B

TEACHER'S ACTIVITIES

1. Teacher tells learners that by now they know everything they need for making an interesting, 5-minute TV programme about tea. She says
e.g.: Look! I got this letter from a TV presenter. She wants to help you make the programme really interesting. But whoops! I can't read it. There is tea on the paper.
2. Teacher gets learners into pairs and hands out 4.3 Complete the text B sheet to each pair. She asks learners to look at the text with some missing words and complete it where the text can not be read as tea was spilt on the paper.
The missing vocabulary items should represent words well-known to **learners** which are given below the text. Learners select the appropriate one for each gap in the text.
3. Teacher monitors and helps.

LEARNERS' ACTIVITIES

1. Learners listen to the teacher.
2. Learners get into pairs and start completing 4.3 Complete the text B sheet.
Solution:
Hello! Welcome to 'It's T-time!' This is a show about tea. I'm Ágnes and this is Endre. Today you can hear about how to make a good cup of tea. Do you drink tea?
Which tea do you like?

STAGE 4	Doing project work – Preparing for the TV show
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Discussing Making decisions Writing up the script Sharing roles Rehearsing
ORGANISATION	Groups
AIDS AND MATERIALS	Exercise-books

TEACHER'S ACTIVITIES

1. Teacher helps learners get into groups of 3-4. (S)he can decide whether to use the grouping they applied when doing the poster in Lesson 2.
2. Teacher tells learners that they are to prepare a TV show for young people to give them a lot of information about tea. In the film learners can
 - introduce different tea types (see language of the posters Lesson 2)
 - express their preferences, e.g. (*My favourite tea is ...; I like best*)
 - introduce the equipment they need to make a cup of tea (see Lesson 3)
 - show and tell viewers how to make a cup of tea
3. Teacher asks learners to pull everything together from previous lessons (posters, notes, task sheets) and start planning the TV show. It is important to help them focus on the oral part and the speech they are going to make in the show. Accessories to be brought for the show and their movements can be discussed later when the script is ready.
4. Teacher monitors and helps.
5. Teacher asks learners to decide who will bring what for the next lesson for project presentations. Teacher tells learners that (s)he will get a kettle for the presentations; there is no need for each group to get one.

LEARNERS' ACTIVITIES

1. Learners get into groups.
2. Learners listen to the teacher.
3. Learners get resources from previous lessons ready and start elaborating on the project and write the script of the TV show together.
5. Learners decide in groups who brings what for project presentations in the next lesson, e.g. teapot, cups, spoons, sugar, milk, teabags, etc. The kettle will be provided.

LESSON 5: 'ACTION!'

AIMS OF THE LESSON	<ul style="list-style-type: none">■ to give project presentations that is to shoot the TV programmes in groups (and video record them if possible)■ to reflect on the process of project work■ to evaluate the outcome of the project
MATERIALS AND RESOURCES	all equipment that is needed for project presentations, video camera, TV if available, 5.3 Evaluation chart
STAGE 1	Preparing for the project presentations – Furnishing the TV studio
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Negotiation Planning
ORGANISATION	Group
AIDS AND MATERIALS	Objects needed for project presentations

TEACHER'S ACTIVITIES

1. Teacher tells learners that this is the time to shoot the TV programme about 'Tea' and welcomes learners in the studio. (S)he asks learners to organize everything they need for the shooting and helps groups with preparation.
2. Teacher suggests groups rehearsing the script they prepared in the previous lesson.
3. Teacher asks learners to establish order of presentations and get ready.

LEARNERS' ACTIVITIES

1. Learners organize the classroom to make it appropriate for shooting their TV programme on 'Tea'.
2. Learners rehearse the scripts in groups and prepare for presenting.
3. First group of learners gets ready to present.

STAGE 2	Presenting the projects – ‘Action!’
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking Acting out dialogues Drama
ORGANISATION	Group
AIDS AND MATERIALS	Objects needed for project presentations

TEACHER’S ACTIVITIES

1. Teacher sets the video camera (if available) and says ‘Action!’ (S)he video records all TV programmes presented by the groups.

Note: If a TV set is available, it is very motivating for young learners to watch their performances right after the project presentations. If the teacher decides to watch them in this lesson, it means that the evaluation phase will probably extend into the following lesson.

LEARNERS’ ACTIVITIES

1. Learners present their projects in groups.

STAGE 3	Evaluating presentations and project work
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Raising awareness of learning process
ORGANISATION	Individual, whole class
AIDS AND MATERIALS	5.3 Evaluation chart

TEACHER'S ACTIVITIES

1. Teacher initiates discussion about how learners felt during project presentations. (S)he invites all groups to join in sharing their experiences. It is probably useful to switch into Hungarian in this phase of the lesson.
2. Teacher hands out 5.3 Evaluation charts to learners and lets them fill the charts in.
3. Teacher can also invite learners to write about their feelings and experiences in an entirely free way in Hungarian. Teacher can get valuable information about certain aspects of classroom work that can feed back into their future practice.

LEARNERS' ACTIVITIES

1. Learners share their experience during the project orally in Hungarian.
2. Learners get 5.3 Evaluation charts and fill them in.