

The brewing process

School

Vocational hotel school

Year / Class

Third year

Subject

Food science

Topic

The fermented beverages: beer and wine

CLIL language

English

Teacher profile

Teacher's role: Main Teacher

Subject taught:

food science

Student group profile (general)

CEFR Level: A2

Other mother tongue

Migrant background

Special Educational Needs: students with dyslexia, dysgraphia and dyscalculia (disturbo specifico dell'apprendimento di tipo misto)

Timetable fit

Lesson

Previous lessons: fermented beverages and effects of ethanol on our health, brief history of beer, general characteristics of this beverage and its ingredients

Future lessons: bottom and top fermenting yeasts and differences in the brewing process, different types of beer

Resources & tools

Classroom equipped with PCs and LIM

Power point presentation, video, printouts

Language

Students know:

what fermentation is

which ingredients are necessary to produce beer

Students are able to:

describe the features of the different ingredients

explain the general characteristics of beer

Students are aware of:

the history of beer

the importance of the fermentation process

Students know:

the vocabulary related to beer and fermented beverages

Students are able to:

use the present simple, present continuous, past simple both in writing and in speaking tasks;

use the zero and first conditional both in writing and in speaking tasks;

listen to simple dialogues and follow more complex conversations in order to get the gist of the conversation;

read and comprehend simple texts, especially recipes and procedures.

Learning Outcomes expected for this lesson

Learners should know:

that the brewing process consists of different stages;

which role the different ingredients have in the process and when they are added.

Learners should be able to:

order the different stages of the brewing process;

explain what happens in each stage.

Learners should be aware of:

the existence of variations in the process;

the fact that these variations produce different types of beer.

Can do statements:

can explain the brewing process, describing what happens in each stage;

can list all the ingredients of beer and indicate in which stage of the process they are added;

can relate the variations in the process to the different types of beer.

Methodology

Warming up by revision of vocabulary related to beer and fermentation with two games (hangman and crossword) on the computer, with students grouped in pairs.

In pairs, students have to match the description of the different steps of the brewing process with their names and then order them.

Checking of their work by watching a brief video on the brewing process twice.

Task to be done in pairs: building a flow chart of the process, indicating when the various ingredients enter the process.

Plenary session to revise the content of the lesson.

Homework: read a text on brewing styles and understand the differences between bottom and top fermenting yeasts.

Materials attached (Attachment 1, Attachment 2)

Activity	Activity aims	Activity Procedure	Language	Interaction	Materials (please cite all sources)	Timing	Assessment
1	Warming up	Students (in pairs) play two games on their pc to revise some vocabulary of the previous lessons	Revision of vocabulary		http://LearningApps.org/watch?v=p23oczhma16 http://LearningApps.org/watch?v=pa8cy8jf316	7 minutes	The teacher observes the pairs and assesses their ability to work as a team and the ability of each single student to explain his or her opinions.
2	To learn the different stages of the brewing process	In pairs, students read 6 brief texts: first they have to match them with the appropriate title and image (which are on a separate sheet), then they have to order them (except for the first text, which is already done as an example). Students need to communicate and therefore some sentence starters are given to them.	Reading a text to get the gist and some details Communicate with a partner explaining an opinion, expressing agreement/disagreement, suggesting and describing a process		The 6 brief texts and their corresponding images can be obtained from the following article: http://blog.brewery.co.uk/tag/beer-making/ The introduction of the article (ingredients) and the 5 stages (Malting, Mashing, Boiling, Fermentation, Bottling)	20 minutes	The teacher observes the pairs and assesses their ability to work as a team and the ability of each single student to explain his or her opinions.

and ageing)
 can be
 separated
 on different
 sheets and
 simplified
 to some
 degree to
 meet with
 students'
 level of
 English. A
 glossary can
 be added to
 each part.
 The font
 can also be
 changed to
 make the
 texts easier
 to read, also
 for students
 with special
 needs.

See
 attached
 material for
 the handout
 with
 sentence
 starters
 useful for
 the task
 (sentence
 starters.odt)

3	To check the matching picture-text	The teacher shows a picture and asks the class which stage it depicts. This is repeated for every picture.	Answering a simple question	The same images as activity 2.	2 minutes	---
4	To check the order of the stages by watching	Students watch a video explaining	Watching a video and listening to it in order to	The following video is used:	9 minutes	At the end of the second listening,

	a brief video	the brewing process so as to check if they have correctly ordered the stages. The video is watched twice.	get the gist. The main points of the video are highlighted because some keywords are used.	https://vimeo.com/30781999		the teacher asks some students to order the stages of the process.
5	To consolidate learning by using a visual organiser	Students (in pairs) are asked to draw a flow-chart of the process, showing clearly the stages of the process and describing a when each ingredient is added to the process.	Communicate with a partner explaining an opinion, expressing agreement/disagreement, suggesting and describing a process	oSee attached material: - sentence starters.odt: handout with sentence starters useful for the task (the same of activity number 2)	8 minutes	The teacher observes the pairs and assesses their ability to work as a team and the ability of each single student to explain his or her opinions. The teacher also checks if the flow-charts are correctly drawn.
6	To revise and consolidate what has been done during the lesson	Students listen to the teacher explaining the key points of the brewing process. This part of the lesson is carried out with the help of a ppt presentation	Listening to the teacher and asking/answering questions	oSee attached material: - brewing process: presentation about the brewing process	8 minutes	---
7	Homework	Students are assigned some homework: they have to	Scanning a text for specific information	oThe first article on this page: http://blog.beeerietty.com/	1 minute	---

read the
first article
(What's the
difference
between
ales and
lagers) on
this page
[http://blog.b
eeriet
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?s=lager+an
dHYPERLI
NK](http://blog.beeriety.com/?s=lager+and+ales)
"http://blog.
beeriet
y.co
m/?s=lager+
and+ales"
+ales
and draw a
T-chart
about the
differences
in these two
styles.

[?s=lager+an
d+ales](http://blog.beeriety.com/?s=lager+and+ales)