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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic: COFFEE** |

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| Instructor:  **Soo Kyung Lee** | Level:  **Upper Intermediate** | Students:  **9** | Length:  **30 Minutes** |

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| Materials:   * Visual aids (coffee, pictures for eliciting and CCQ’s) * Vocabulary flashcards (3sets) * Vocabulary list(10 copies) * Reading worksheet - Article (10 copies) * Game board, dice, figure * Café Advertisement Worksheet (10 copies) and sample * Whiteboard, board markers and tape |

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| Aims:   * Main Aim: Students will improve their reading skills by having students talk and read about Coffee * Secondary Aim: Students will read aboutcoffee activityby having students do   Pre-Activity(Matching Activity), Main Activity(Reading Article and Board Game Activity), and Post-Activity (Make Café Advertisement Activity)   * Personal Aim: I want to adjust my teaching pace to the level of the learners and   become more confident |

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| Language Skills:   * Listening: The students will listen to each others’ short speeches about   history and information of coffee and what they enjoy to drinks in their daily lives   * Reading: The students will read dialogue * Speaking: The students will discuss and do role play within groups * Writing: The students will write dialogue |

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| Language Systems:   * Phonology: None to Discuss * Lexis: Vocabularies used in describing activities and various situations * Grammar: None to Discuss * Function: Asking opinions and information * Discourse: Talk and ask about each others’ favorite drinks or types of coffee |

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| Assumptions:  Students already know:   * How the class is set up and run (there will be 3 student groups at each table) * The teacher’s style of teaching and the pace of the course * All the students are mature and/or college students (age 21 and up) * Most students have been on any weekend activity |

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| Anticipated Problems and Solutions:   |  |  | | --- | --- | | Problems | Solutions | | Students may not be able to follow the passage easily | Follow the task-feedback circle: let them listen to the tracks again until they get the gist of the content | | Students may not be able to pick up details from the listening | Chunk the listening (pause-play-pause-play) | | Students may need more time to work on the vocabularies | If it takes longer than 5 minutes, cut answer-checking short by verbally sharing the answers instead of having students write them on the board | | If the time is short | Cut post-activity discussion short and only ask 2-3 students (1/3 rule) to share their opinions about the most  memorable activity | | If students finish their tasks earlier than anticipated | Ask as many students as possible about their ideas of coffee; Students’ favorite coffee or dessert that they enjoy to eating with. Favorite cafés that they want to recommend to others. | |  |  | |

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| References:   * *Learning Teaching,* Chapter 10 “Receptive Skills: Listening and Reading” * *Learning Teaching,* Chapter 8 “Teaching Lexis” * *Learning Teaching,* Chapter 6 “Planning Lessons and Courses” |

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| **Lead-In** | | | |
| Materials: **N/A** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | Whole Class | Answer instructor’s  Guiding Questions  *No*  *Tea*  *Yes*  Coffee  Cups | **Procedure:**  Welcoming & Greeting:  *Good Morning!*  *Welcome back to the class!*  Guiding Questions:  *\_\_\_\_\_, did you get to drink coffee this morning?*  *What did you drink this morning?*  *So, do you prefer tea rather than coffee?*  *What about you, \_\_\_\_\_?*  *Do you prefer coffee or tea?*  *How much coffee do you drink a day? What is your favorite coffee?* |

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| **Pre-Activity (Restricted)** | | | |
| Materials: 3 Sets of Flashcard, 10 Vocabulary List, Board and Markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 6min  *2min*  *2min* | Whole Class  Group  Whole Class  Group | Answer instructor’s Eliciting questions:  *Coffee, Energy Drink, Tea*  *Coffee*  *STIMULANT*  Answer instructor’s CCQ’s:  *No!*  *No!*  *Yes!*  *Stimulate!*  Answer instructor’s ICQ’s  *Matching activity*  *No!*  *Yes!*  *1min*  Answer instructor’s Explicit ICQ’s:  *No!*  *Yes!*  Work on matching activity worksheet as group  Write the answer on the board | **Procedure:**  Eliciting with Visuals & Materials  (Elicit the important qualities & write them on the board)  *What do we drink to awake ourselves?*  *(Distribute coffee, ask students to sniff)*  *What do you think this is?*  *COFFEE is an example of WHAT?*  What do you call the things that keep you awake?  CCQ’s  *Is Coffee a side-dish that we eat in daily meals?*  *-* show a picture of (side dish)  *In this context, is STIMULANT use as verb?*  *Is it use as a noun?*  *So, what’s the verb form of STIMULANT?*  Grouping  Okay, so I want you to say:  Drink / Morning / Coffee  **I. Matching Vocabulary**  Instruction  *I have flash cards for you. For these flash cards, I want you to work in groups and take 1 minute to find correct meanings for each word. .*  ICQ’s  *So, what are we going to do?*  *Are you working individually?*  *Are you working in group?*  *How many minutes do we have?*  *I don’t want you to start until I passing out all the cards and I say begin.*  Explicit ICQ’s  *Are you going to start soon as I give you the card?*  *Are you going to begin when I say begin?*  (Distribute the flashcards)  *And begin!*  Monitor discreetly. Answer students if they ask questions.  Give time warning:  *1min. 30 seconds. 10 seconds.*  *Time’s Up!*  Be flexible with time. Give 1 more minute if they need it.  Check Answers: Pick one student from each team and let them write their answers on the board.  *Someone who are the tallest?*  *Someone who has the shortest hair?* |

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| **Main Activity (Free)** | | | | | | |
| Materials: **10 Article, Board Game, 3 Dice, 3 Horses, Board and Markers** | | | | | | |
| Time | | Set Up | | Student Activity | | Teacher Talk |
| 15min  *1min*  3min  1min  *10min* | | Whole Class  Indivi-dually  Whole Class  Group | | Answer instructor’s ICQ’s:  *Reading an article*  *Yes*  *We have 3minutes.*  Answer instructor’s Explicit ICQ’s:  *No!*  *Yes!*  Read an article about Coffee  Answer instructor’s ICQ’s:  *Playing board game*  *No*  *Yes*  *10 seconds*  Answer instructor’s Explicit ICQ’s:  *Playing board game*  *No*  *Yes* | | **Procedure:**  **I. Reading (Read an Article)**  Instruction  *You are going to read an article about coffee. For this reading, I want you to work individually and take 3 minutes to finish reading.*  ICQ’s  *So, what are we going to do?*  *Are you working individually?*  *How many minutes do you have?*  *Please don’t read or touch the paper until I pass out all and say begin.*  Explicit ICQ’s  *Are you going to start soon as I give you the paper?*  *Are you going to begin when I say begin?*  (Distribute the worksheet)  *Let’s BEGIN!!!*  (Prepare for the Board Game)  Monitor discreetly. Answer students if they ask questions.  Give time warning:  *1min. 30 seconds. 10 seconds.*  *Time’s Up!*  Be flexible with time. Give 1 more minute if they need it.  **II. Board Game (Answer the Q’s)**  Instruction  *As you see on the board, we’re going to play a board game!!! In this board game, you’ll be answering the questions about coffee. I want you to be stay in same group. You have 10 seconds to think about the answers for each question. For the stars, you have to make questions and answer it.*  Demonstration with Visuals  (Demonstrate the important qualities & write them on the board)  *So here’s the dice. You’ll be rolling these dice like this (*roll the dice*) in your groups, then I’ll move your horses*  ICQ’s  *So, what are we going to do?*  *Are you working individually?*  *Are you working in groups?*  *How much time do you have?*  *Please don’t start or touch the dice until I pass out all and say begin.*  Explicit ICQ’s  *Are you going to start soon as I give you the dice?*  *Are you going to begin when I say begin?*  (Distribute the dice)  *Let’s BEGIN!!!*  Monitor discreetly and moves the horses for the students. Answer students if they ask questions.  Give time warning:  *1min. 30 seconds. 10 seconds.*  *Time’s Up!*  Be flexible with time. Give 1 more minute if they need it. |
| **Post Activity (Freer)** | | | | | | |
| Materials: 10 **Advertisement Worksheet, Pen** | | | | | | |
| Time | Set Up | | Student Activity | | Teacher Talk | |
| 7mins  30sec  2.5min  2.5min  1.5min | Whole Class  Indivi-dually  Whole Class | | Answer instructor’s ICQ’s:  *Make poster to advertise café*  *Yes*  *2minutes*  Answer instructor’s Explicit ICQ’s:  *No!*  *Yes!*  Draw an advertisement poster | | **Procedure:**  **I. Advertise you Café**  Instruction  *Let’s say you’re a barista who are newly opening the café. But, including the world biggest café chain, Starbucks, so many cafés are already exist where you’re café is located at. Make your specialty coffee that can make your café special and make a poster that introduce about your coffee and café.*  Modeling & Demonstration  *I have my advertisement poster here.*  *(*Read my poster*)*  *So, now I want you to work individually and spend 2mins for make your poster to advertise your café.*  ICQ’s  *So, what are we going to do?*  *Are you working individually?*  *How much time do you have?*  *And please don’t begin until I pass out all the paper and say begin!*  Explicit ICQ’s  *Are you going to start soon as I give you the worksheet?*  *Are you going to begin when I say begin?*  (Distribute the worksheet)  *Let’s Begin!!!*  Check Answers: Pick one student from each team and let them present their work.  **II. Conclude Lesson**  Error Correction  ① When error was found:  “Well, I found one mistake/error.”  - perform error correction  ② If error doesn’t made:  - unscramble the scrambled word  or phrase  **A I L M N S T T U**  -> STIMULANT  “Any questions?  If there’s no further question,  I’ll conclude my lesson here.  “Thank you for your participation.  I’ll be followed by next student teacher \_\_\_\_\_\_\_\_\_\_. | |