|  |
| --- |
| V Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: The Facts of Drinking Coffee** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:Heather | Level:High-Intermediate orAdvanced  | Students:10 | Length:50 minutes |

|  |
| --- |
| Materials:* Computer and speaker
* Question worksheet (11 copies)
* Youtube videos: 1) Is Coffee Good For You? - How Stuff Works; 2) 7 Facts About Coffee You Probably Didn’t Know
* “Is Coffee Good for You?” worksheet (11 copies)
* “7 Facts About Coffee You Probably Didn’t Know” (true / false) worksheet (11 copies)
* Whiteboard, board markers, computer, tape, etc
* Coffee bean picture
 |

|  |
| --- |
| Aims:* To learn vocabulary and expressions about coffee by listening
* To predict and to learn the effects of drinking coffee
* To practice listening to various Englishes (from Britain and America)
* To be able to catch details and answer questions
* To practice speaking by sharing his/her opinions with his/her classmates
 |

|  |
| --- |
| Language Skills:* Reading: worksheets
* Listening: 2 Youtube videos
* Speaking: prediction, comparing/sharing ideas with their classmates
* Writing: details (dictation), answering short answer questions
 |

|  |
| --- |
| Language Systems:* Lexis: scientific words, idioms/phrases used in explaining concepts
* Function: understanding and learning new facts about coffee
* Phonology: ability to listen to the video of different (British and American) English
 |

|  |
| --- |
| Assumptions:Students may already know:* how to work (individually and in pairs)
* speaking and communication with English, almost near to native speaker level
* most students have drinked coffee (at least once in their lifetime)
* all students are adults (age 20 and up)
* the teacher’s teaching style
 |

|  |
| --- |
| Anticipated Errors and Solutions:* Students may not be able to follow the Youtube videos

→ answer questions that they ask and explain* Students may not be able to understand scientific words/phrases from the video

→ remind students that scientific terms are not that important from this lesson* If running out of time, ask 3 students to share their thoughts what were the interesting facts about coffee (post-activity)
* If students finish their given tasks earlier than expected, ask every student’s opinions / interesting or new things they learned from this lesson
 |

|  |
| --- |
| References:<https://busyteacher.org/25189-is-coffee-good-for-you.html><https://www.youtube.com/watch?v=lutMjeIIm-w><https://www.youtube.com/watch?v=TN0cxBYh8t8> |

|  |
| --- |
| **Lead-In** |
| Materials: Board |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min | Whole Class | N/A | Good morning/afternoon everyone. How was lunch/dinner? I see \_\_\_\_\_ is drinking coffee. So here’s a question for you all. What do you think -- drinking coffee is beneficial/harmful for your body?(Write down a prompt on the board and let students talk within a group)Ok. Today, we will watch two videos about coffee.  |

|  |
| --- |
| **Pre-Activity** |
| Materials:WorksheetsBoardPictures |
| Time | Set Up | Student Activity | Teacher Talk |
| 15min | Whole Class | Interview worksheet - Do you like coffee?- If not, why not? - How often do you drink? - What is your favorite type of coffee? - What do you usually get? - Do you think coffee is good for your body? - etc.\* See the Interview worksheet“Is Coffee Good for You?” worksheet and video | InstructionWork in pairs. Interview each other. You have 5 minutes(Distribute the worksheet)DemonstrationLook at the question #. (Read questions aloud). Put answer below each question.CCQWho are you working with?How much time do you have?Where do you write down answers?Check students answer: let students share their ‘results’* Go through questions one by one
* Explain and connect with the main activity that students will do in next section

**Prediction**InstructionsBefore starting to watch the videos, do you think that drinking coffee is good for your body?Show 7 facts (brief version; key words) one by one* Don’t identify them in the order of the tracks
* Elicit vocabulary used to describe the effects of drinking coffee

Check your predictions as you listen to the video.(Distribute “Is Coffee Good for You?” worksheet)(Play “Is Coffee Good for You?” video) |

|  |
| --- |
| **Main Activity** |
| Materials: computer, Youtube videos, listening worksheet, pictures of the effects of drinking coffee, board |
| Time | Set Up | Student Activity | Teacher Talk |
| 20 min | Whole ClassPartner(s) | “Is Coffee Good for You?” worksheet“Is Coffee Good for You?” | **1. Listening for the Main Idea (general understanding)**InstructionsTake notes when listening to detailsCCQCan you take notes?What do you need to focus on when you listen?(Play the video without stopping)Do you want to listen again?* yes → have them listen one more time
* no → have them share their thoughts
* Which country is the top coffee-consumption?
* What are 7 effects of drinking coffee?

**2. Listening for details**InstructionsNow listen to the effects one by one this time. Answer the questions on the worksheet as you listen. Work individually.CCQWhat are you supposed to do?Are you working in pairs?(Distribute the worksheet)(Play the 7 Effects video)Let students write answers as they listen.Do you need to listen again?* Yes 🡪 Play the video again
* No 🡪 Move on to the partner activity

Now compare your answers with your partner. When you and your partner have the same answers, please raise your hand and write down one effect on the board. (Check the effects students put on the board)(Put the key words of the effects on the board while students are checking their answers with each other)Check the answers as a whole class after a student from each group finish the worksheets.Listen to the video one last time.If there is anything missing/someone is asking questions, pause the video right there and let students say it out loud.Go through all worksheets. |

|  |
| --- |
| **Post Activity** |
| Materials: N/A |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 min | Whole Class | “7 Facts About Coffee You Probably Didn’t Know” worksheetPairsWhole Class | Instructions:What effects are interesting to you when you drink coffee?CCQ:Are you working in pairs?For how long?Monitor each group and participate within each groupGive students an opportunity to share their opinions with their classmates.* Take 2 volunteers if running out of time.

**2. Conclusion**Elicit 7 facts for students (again)Give homeworkWrite one short reflective paragraph based on what you learned todayGood job team. See you all tomorrow/next week! |