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| **Presentation, Practice, Production Reading Lesson Plan** | | | | |
| **Topic: Coffee, Mathematicians work out the perfect cup of coffee** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| Sohyun Kim | Upper intermediate | Adults | 15 | 20 Mins |
| **Materials:**   * White board and marker * 15 copies of worksheets * Computer with sound (For audio listening) * Realia: a cup of coffee, others: Papers, board makers and crayons | | | | |
| **Aims:**   * Students will skim and scan the reading passage and using dreading comprehension * Students will be able to describe the procedure how to make their favor drinks * Students will be able to distinguish the advantage & disadvantage of certain drinks | | | | |
| **Language Skills:**   * Listening: Listening to the provided audio aids, teacher’s elicitations, and other students’ expression * Reading: The matching quiz from the worksheet * Speaking: Choosing a favor drink, describing the procedure to make it and completing the group task * Writing: Matching and writing heading for the each paragraph | | | | |
| **Language Systems:**   * Phonology: New vocabulary (Smuggle vs Import/Export) * Lexis: Learning new words; Smuggle & smugglers * Function: Agree or disagree about the favor drinks * Discourse: Discussion; Asking someone’s favorite drinks | | | | |
| **Assumptions:**   * Some students already have their own favorite drinks * Some students are interested in the topic; coffee * Students are at intermediate level and able to discuss about the topic/main task | | | | |
| **Anticipated Errors and Solutions**   * If students feel difficult to write the procedure to make favor drinks/complete the task * Monitor and give them feedbacks on time or provide few more minutes * If students are hesitate to participate the dreading activity or group work * Encouraging students to involve the activity as well as the group work | | | | |
| **References:**  Mathematicians work out the perfect cup of coffee. (n.d). In breaking news English website Retrieved February 20, 2019 from  <https://breakingnewsenglish.com/1611/161117-coffee-machine-4.html>  Jackie McAvoy. Reading Lesson plan: Coffee. One Stop English. Retrieved February 20, 2019 from  <http://www.onestopenglish.com/skills/reading/topic-based-lesson-plans/reading-lesson-plans-coffee/146272.article> | | | | |
| **Notes:** | | | | |

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| **Presentation** | | | | |
| **Aims:**  **Students will be able to understand the overview information about the coffee** | | | **Materials:**   * **Realia (A cup of Coffee)** * **Worksheets, white board and marker** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 1 min  2 min  2 min | Whole class | (Greeting)  (Various answers)  (Practicing the guiding questions with a partner)  (Various discussion about the given questions)  (Ss answer to the ICQs )  (Matching the definition word and checking correct answers) | | Hello, everyone!  How are you today? Did you get your morning ritual? Coffee? Or tea?  I brought something for myself to wake me up. What am I holding to?  Yes, today’s main topic is Coffee!  **<Pre-reading: Prediction>**  **(Divide students in pair and distribute the worksheets)**  Talk about these questions with your partner in two minutes.  **(Activity #1)**  Ask your partner to tell you that….  a. Do you like coffee? Or do you like tea?  b. How much coffee they drink a day  c. And how to make or enjoy a cup of coffee  **(ICQs)**  What are you going to do?  Are you working alone?  During two minutes, heading questions can be written on the board.  Before we read the reading article, shall we discuss about the new words?  **<Pre-teach: New vocabulary>**  Do you know all these vocabulary?  Commodity, Graze, Stimulant and Smuggle. Please match those words with their meanings. **(Activity #2)** |
| **Notes:**  **Smuggle** (Verb) to import or export secretly contrary to the law and especially without paying duties imposed by law  (eg.) They smuggled immigrants across the border.  **Import** is when a company buys goods from another country, with an aim of reselling it in the domestic market.  **Export** is when a company provides goods and services to the other countries for selling purposes. | | | | |
| **Practice** | | | | |
| **Aims:**  **Students will find out the main ideas of each paragraph and how to summarize it** | | | **Materials:**   * **Worksheets** * **White board and marker** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 3 min  2 min | Whole class  Groups  (3) | (Ss will work together to match headings with paragraphs and answer, two paragraphs each will be complete as jigsaw)  (Each group will discuss the topic, complete the worksheets and answer them in turns) | | **<Reading for gist>**  **(Activity #3)**  Please look at the reading article on the worksheet and match the headings with the paragraphs as quickly as possible.  Please find the right headings for each paragraph with your group members. From this group, you will read two paragraphs each, and give us the right answer.  You will have three minutes.  (Monitor and give time warning)  Check the answers  Ask each group for answering the right heading for the paragraph. |
| **Notes:** | | | | |
| **Production** | | | | |
| **Aims:**  **Students will be able to describe their favorite drinks recipes** | | | **Materials:**   * **White board and marker** * **Papers, board makers and crayons** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5 min  3 min | Groups  Group 1  Group 2  Group 3 | (Each group will discuss and write down the recipe of favorite drinks)  (Each group will come out in front and present the recipe of their favorite drinks) | | **<Free production: Group work>**  Okay everyone, now we are going to conduct group work. You will describe the recipe of your favorite drinks. For example ‘espresso macchiato’ and how to make it from the beginning!  You need to work as a group, and please write the recipe or procedure of how to make it! You will have five minutes to complete the activity and after that, you will present it in front!  **(Activity #4)**  **(ICQs)**  1. What are you supposed to do?  2. How many minutes do you have?  Teacher will actively monitor the students’ group work and correct their mistakes on time. Also answering students’ questions. Give time warning and encourage them to finish it on time.  Teacher will monitor and note the feedback for each group and lead the students as a group to represent in front.  Great recipes! Well done everybody! |
| 1. **Notes:** How to make a cup of Espresso macchiato 2. 1. Prepare an **Espresso** 3. 2. In an **Espresso** cup and add sugar if desired. 4. 3. Top the **Espresso** with a little frothed milk. 5. 4. For a milder taste, add more milk froth. 6. 5. Sprinkle with chocolate flakes if desired. | | | | |
| **Post Production:** | | | | |
| **Aims:**  **Students will be able to discuss & provide relevant feedback in English.** | | | **Materials:**   * **White board and marker** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 2 min | Whole class | (The feedback and comments from the teachers and students can be communicated freely) | | **<Error corrections & Feedback>**  Error corrections  There are a few mistakes.  (Writing down sentences on the board that Ss misunderstood or made mistakes, and explain them)  Feedbacks  Did you like today’s class?  What did you learn today?  Wrap-up  For your assignment, please write the answers for those headings with maximum three words!  Well done guys and class dismissed! |
| **Notes:** Assignment can be switched as FILLER if needed. | | | | |

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| **Reading Lesson Plan worksheet / Group work** |
| **Activity #1. Pair work/Discussion**  1 Ask your partner to tell you ...  a. if they prefer coffee or tea,  b. how much coffee they drink a day,  c. and how to make or enjoy a cup of coffee. |
| **Activity #2. New Vocabulary**   |  |  | | --- | --- | | a commodity | to feed on growing grass | | to graze | something which increases one's power to be active for a long time | | a stimulant | to take something illegally from one country to another | | to smuggle | an article of trade or commerce | |
| **Activity #3. Headings for the article & matching with paragraph**  You are going to read an article about coffee. These are the headings to the paragraphs. Can you or your partner answer any of the questions? Please read the article and match a heading with a paragraph.   |  |  | | --- | --- | | **Headings to the paragraphs** | **Answers to the paragraphs** | | What is the Bean Belt? |  | | Who ship, roast and retail the coffee? |  | | How did it all begin? |  | | What made Kaldi's goats dance? |  | | How did it spread? |  | | Is it harvested by man or machine? |  | | Who were the first coffee drinkers? |  | |
| 1. **Activity #4. Tell me about your recipe of favorite drinks!** 2. Ex. How to make a cup of Espresso macchiato 3. (Prepare some coffee beans to grind or grounded coffee) 4. 1. Prepare an **Espresso** 5. 2. In an **Espresso** cup and add sugar if desired. 6. 3. Top the **Espresso** with a little frothed milk. 7. 4. For a milder taste, add more milk froth.   5. Sprinkle with chocolate flakes if desired.  **Activity #3. Reading Article**  You may know that around the world more people drink coffee than tea. And that, after oil, it is the second biggest traded commodity. You may also know that the drink comes from beans which are first roasted and then ground. But what else do you know about this popular stimulant?  1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  It is said that the story of coffee started with an Ethiopian goatherd named Kaldi. One day Kaldi was surprised to see that his goats were behaving very strangely: instead of grazing quietly as normal they were jumping around, almost dancing. He also noticed the red cherries from a plant that the goats were eating. He tried some himself and was surprised by the feeling of extreme happiness and excitement - he felt like dancing too!  2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  But it wasn't used as a drink at first, but as a food. The coffee berries, mixed with animal fat, were used by monks to stay awake during long hours of prayer. From Ethiopia coffee was later cultivated in Yemen and the first hot drink was developed there around AD 1000. Three centuries later Muslims were keen coffee drinkers and as Islam spread, so did coffee. Coffee houses appeared in Cairo and Mecca.  3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  For hundreds of years the plants were guarded safely. But some beans were smuggled out of Arabia and taken to India. In the 17th century coffee was soon growing in a new continent. From India to Indonesia and then a century later beans were smuggled once again to Brazil-which is now the largest coffee producer in the world.  4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  It is the caffeine, an addictive stimulant drug, which made the goats dance and kept the monks awake. Although it is found in other soft drinks, including tea, coffee has the most caffeine. 150 milligrams is the minimum dose needed to stimulate the nervous system and this can be found in a single strong cup of coffee. In the short-term a couple of cups can prevent fatigue and delay sleep. But several cups a day, every day, can cause anxiety and restlessness.  5 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  This is the band around the middle of the world between the tropics of Capricorn and Cancer. A coffee plant likes lots of rain and shaded sun with rich soil, and the climate in the bean belt is ideal. 70 - 75% of the world production is the milder, higher quality Arabica that originated in Ethiopia. It grows best in higher altitudes where it is not so hot. The remaining 25% is the stronger Robusta which can survive in higher temperatures and lower altitudes.  6 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Before becoming beans the fruit of the coffee trees, known as a cherry, is harvested.  The most common method is for the cherries to be picked by hand and then dried in the sun on tables or on the ground. Once they are dried all the outer layers are removed. The red cherries have become green beans. Known now as green coffee the beans are put in 60kg bags and shipped abroad.  7 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Although the coffee is grown and harvested in the tropics 70% of the total coffee production is imported by countries in the North who control the market. How long the coffee is roasted for depends on the market: only 7 minutes for the North Americans who prefer a light roast, but double that time for espresso coffee favored by the Italians. Nestle and Kraft account for almost 80% of all the instant-coffee sales worldwide. |