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| **Reading Lesson Plan** | | | | |
| **Topic: Coffee** | | | | |
| **Instructor** | **Level** | **Age** | **Number of students** | **Length** |
| **Hyemy(Kwak, Hyemi)** | **Advance** | **17** | **7** | **50 mins** |

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| **Materials:**  **Computer and Speaker, Beam Projector**  **PPT file**  **Realia: Coffee Map, Coffee green bean sample**  **Worksheet: #1-1 Matching the words, #1-2 heading of paragraphs(8 copies)**  **#2 Comprehension check questions(8 copies)**  **#3 Discussion about Coffee(#3-1 4 copies, #3-2 4 copies)**  **#4 True/False (8 copies)**  **White board & Marker** |

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| **Aims:**   1. **To find the topic by answering guiding questions and skimming the reading text.** 2. **To learn vocabularies used in the reading text by matching the words to their meaning.** 3. **To improve reading skills by scanning the text and answering the questions.** 4. **To enhance speaking and listening skills by discussing about coffee with classmates.** |

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| **Language skills:**  **∙ Reading: reading the text about coffee**  **∙ Speaking: discussing and debating about coffee in group**  **∙ Listening: listening to the teacher’s instruction and peer’s opinions**  **∙ Writing: matching words to their meanings to the paragraphs, and answering the questions** |

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| **Language systems:**  **∙ Lexis: vocabularies about coffee**  **∙ Discourse: discussion in groups**  **∙ Phonology: listen to the teacher’s instructions and classmate’s opinion**  **∙ Function: discussion, questions and answers** |

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| **Assumptions:**  **∙ Students are high school students and they enjoy drinking coffee.**  **∙ Students are at advance level and know how to express their opinion in English.**  **∙ Students know how to skim and scan.**  **∙ Students are familiar with working in pairs and groups** |

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| **Anticipated Errors and Solutions:**  **Students might have lots of opinions for this topic which could exceed the class time.**  **→Make sure to monitor and control them by contacting eye or using silence**  **Students are not concentrating at reading text when they have time to read it individually.**  **→Make sure to monitor and check if students have some problem and give appropriate solutions.**  **Students may finish the activity earlier than expected.**  **→Make use SOS activity prepared.** |

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| **References:**  <http://www.onestopenglish.com/skills/reading/topic-based-lesson-plans/reading-lesson-plans-coffee/146272.article>  <http://www.ncausa.org/i4a/pages/index.cfm?pageID=68>  [**https://en.islcollective.com/resources/printables/worksheets\_doc**](https://en.islcollective.com/resources/printables/worksheets_doc)  [**http://www.themostexpensivecoffee.com/coffee-health-benefits/**](http://www.themostexpensivecoffee.com/coffee-health-benefits/) |

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| **Notes:**  **If the task is completed early, teacher set up plan B activity prepared.** |

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| **Presentation** | | | | |
| **Aims: To guess the topic by answering guiding questions** | | | **Materials:** **PPT, Beam Projector, Coffee map, Realia** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **3mins** | **Whole Class** | **Student listen to the guiding questions, and guess what the topic is.**  **Students recognize today’s topic** | | **Greeting**  **Eliciting the topic through giving guide questions to students**  **Show the first page of PPT and coffee green bean** |
| **4mins** | **2 Groups** | **Students listen to the teacher’s instruction**  **Students brainstorming about coffee in groups** | | **Teacher give instruction**  **Arrange students in groups**  **ICQ**  **Monitoring** |
| **3mins** | **Whole Class** | **Students write mind map about coffee on the white board** | | **Teacher invite students to the white board and share their ideas** |
| **Notes:** **Make sure the PPT is working.**  **Prepare print out PPT in advance in case the PPT is not working.** | | | | |

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| **Practice** | | | | |
| **Aims: To learn vocabularies used in the reading text by matching the words to their meanings, and practice reading skills by skimming and scanning the text** | | | **Materials:** **PPT, Beam Projector, reading text, Worksheet#1-1, #1-2, #2** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **2mins** | **Whole Class** | **Students listen to the teacher’s instruction**  **Students guess the meanings of vocabularies** | | **Teacher show the second page of PPT**  **Give instruction**  **ICQ**  **Monitoring** |
| **3mins** | **Whole Class** | **Students match the words to their meanings on the Worksheet#1-1 individually** | | **Give instruction**  **Hand out Worksheet#1-1 to each students**  **ICQ**  **Monitoring** |
| **4mins** | **Whole Class** | **Students check the right answer and take notes about the meanings and examples of the words** | | **Teacher ask students for the answer, and make sentences using the words** |
| **2mins** | **Whole**  **Class** | **Students listen to the teacher’s instruction**  **Students skim the first paragraph of the text** | | **Teacher hand out the reading text to each students**  **Give instruction**  **Give 10 seconds to skim the first paragraph of the text**  **ICQ**  **Monitoring** |
| **3mins** | **Whole**  **Class** | **Students listen to the teacher’s instruction**  **Students scan the text** | | **Give 2mins to scan the text**  **ICQ**  **Monitoring** |
| **3mins** | **4 Pairs** | **Students listen to the instruction**  **Students choose the heading of paragraphs with their partner** | | **Arrange students in pairs**  **Hand out Worksheet#1-2**  **Demonstration with one of students**  **ICQ**  **Monitoring** |
| **3mins** | **4 Pairs** | **Students listen to the instruction**  **Students make 2 more questions first**  **Students give 5 questions to their partner and find the answer in pairs** | | **Hand out Worksheet#2 to each students**  **Arrange students in pairs**  **Give instruction**  **Demonstration with one of students**  **ICQ**  **Monitoring** |
| **Notes:** **Teacher give time to brainstorm in group, so they can guess the words by themselves.** | | | | |

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| **Product** | | | | |
| **Aims:** **To practice their speaking and listening skills by discussing about coffee** | | | **Materials: Worksheet #3-1, #3-2** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **8mins** | **2 Groups** | **Students listen to the teacher’s instruction**  **Students read their group’s question and express opinions in groups** | | **Give instruction**  **Arrange students in groups**  **Hand out Worksheet #3-1, #3-2 to each group**  **Demonstration**  **ICQ**  **Monitoring** |
| **5mins** | **Whole**  **Class** | **Students share their opinions to other classmates** | | **Teacher give opportunity to express student’s opinion** |
| **Notes:**  **Worksheet#3-1, #3-2 is different question, so hand out #3-1 to one group, then #3-2 to other group.**  **Monitoring is very essential, so walk around the classroom, and listen to each student’s pronunciation and make error correction if it is needed.** | | | | |

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| **Post-task** | | | | |
| **Aims:** **To check today’s lesson and remind the text** | | | **Materials: Worksheet #4** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **4mins** | **Whole**  **Class** | **Students listen to the teacher’s instruction**  **Students answer the Worksheet #4 individually** | | **Hand out Worksheet #4 to each students**  **Demonstration**  **ICQ**  **Monitoring** |
| **3mins** | **2 Pairs**  **And 1 Group** | **Students listen to the classmate’s opinion and check the right answer**  **Loud applause and say good-bye** | | **Teacher listen to the student’s answer**  **Give feedback and their achievement**  **Thanks to the students and conclude the class** |
| **Notes: Time management is important to finish this class on time**  **If time is not acceptable, give Worksheet#4 to students as a homework** | | | | |

**\*Reading: Coffee**

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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In the Ethiopian highlands, where the legend of Kaldi, the goatherd, originated, coffee trees grow today as they have for centuries. Though we will never know with certainty, there probably is some truth to the Kaldi legend. It is said that he discovered coffee after noticing that his goats, upon eating berries from a certain tree, became so spirited that they did not want to sleep at night. 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 abbots to stay awake during long hours of prayer at the monastery, and ever so slowly knowledge of the energizing effects of the berries began to spread. . 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.

**Worksheet1-1**

Vocabulary worksheet

Match the words to their meanings

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| 1)Commodity | A) monk |
| 2)Abbot | B) To take something illegally from one country to another |
| 3)Stimulant | C) An article of trade or commerce |
| 4)Smuggle | D) to cause to become active |

**Worksheet1-2**

List of heading

Choose the correct heading for paragraphs 1 to 7 from the list below.

1. The Caffeine
2. The first coffee addicts
3. The Coffee production
4. Kaldi’s dancing goats
5. The ideal climate for coffee plants
6. How did the coffee spread?
7. How to harvest coffee

**Worksheet 2-1**

Comprehension Check Questions

Make up 2 more questions, then answer 5 questions with your partner.

1. **When was the first hot coffee drink developed in Yemen?**
2. **What made Kaldi’s goats dance?**
3. **How did coffee beans were spread out of Arabia?**

**Worksheet 2-2**

Comprehension Check Questions

Make up 2 more questions, then answer 5 questions with your partner.

1. **What is the most common metiod of picking cherries?**
2. **What is Bean Belt?**
3. **What is the minimum dose needed to stimulate the nervous system?**

**Worksheet 3-1**

Speaking-in your group answer the following questions

1. **Why are coffee houses/cafes so popular around the world?**

**Worksheet 3-2**

Speaking-in your group answer the following questions

1. **Is coffee harmful?**

**Worksheet 4**

read the sentences below and guess if they are True or False

1. **Coffee is the first biggest traded commodity ( )**
2. **Kaldit was used coffee cherries as a drink at the first( )**
3. **In the 17th century coffee was soon growing in Indonesia( )**
4. **220 milligrams is the minimum dose needed to stimulate the nervous system( )**
5. **The coffee belt of the world lies between the Tropic of Cancer and the Topic of Capricorn( )**
6. **Coffee is grown and harvested in the tropics 60% of the total coffee production( )**

**\*Plan B**