

# Lesson Plan Template Task Based Lesson (TBL)

Listening Speaking (0)Reading Grammar Writing

## Topic: Coffee Brewing

Instructor:

**Alice**

Level:

**Intermediate**

Students:

**17**

Length:

**20 Minutes**

## Materials

- Worksheet of word matching (17papers)
- A picture of coffee, tea, barista
- Papers of reading article(17papers)
- Pictures of brewing coffee tool(Moka pot, Chemex, French Press, Clever)
- An example of a favorite coffee recipe
- Word scramble modeling

## Aims

- Main: To enable SS to improve their reading skills by having talk about coffee brewing
- Secondary: Students will learn about coffee by matching the words, reading the article and sharing their opinion and making their own coffee recipe.
- Personal: I want to improve my eliciting and work on time management.

## Language Skills

- Speaking: Students will have opportunities to talk in groups and present.
- Listening: Students will be able to listen to each other's opinions.
- Writing: Students will write about the favorite coffee(drink)recipe.
- Reading: Students will read an article of coffee brewing methods.

## Language Systems

- Lexis: brew,extract,plunger,expresso,filter,pour,decanter
- Discourse: Discussing in groups.
- Phonology: pronunciation of /f/ = coffee['kɔ:fi:], /br/ =brewing[brú:in]
- Grammar: Uncountable nouns\_ A cup of coffee
- Functions: Asking questions about favorite coffee recipe.

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### Assumptions

- Students will learn coffee brewing methods through article.
- Students will be able to make their own coffee recipe.
- Students have a experience to drink a coffee and enjoy drink a coffee.
- Students have known various coffee menu.

### Anticipated Problems and Solutions

- Some students don't know about coffee brewing tool of articles.  
→ Teacher show visuals of each coffee brewing tool for helping understand.
- Some students might have a difficulty to make a coffee recipe in post activity.  
→ Teacher show demo first.
- Some students might have a difficult to find word meaning in pre activity.  
→ Students will do worksheet with pairs.
- We might finish earlier than we expected.  
→ We can use our SOS activity to manage the time.

### References

- A picture of a cup of coffee  
→ <http://konfrazzled.com/how-to-find-the-best-coffee/>
- A picture of a cup of tea  
→ <http://weknowyourdreamz.com/tea.html>
- Word matching Worksheet  
→ <http://www.onestopenglish.com/skills/reading/topic-based-lesson-plans/reading-lesson-plans-coffee/146272.article>A picture of a market
- Articles of Coffee Brewing method  
→ <https://prima-coffee.com/blog/a-beginners-guide-to-immersion-coffee-brewing>

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Lead-In			
Materials: Nothing			
Time	Set Up	Student Activity	Teacher Talk
2min	T-S		<p>Good morning class. How are you today?</p> <p>Joanne, If you could go back 20years and change one thing what would it be?(If she answered) Oh, I see... Do you have any specific reasons? (If she answered) Thank you for sharing.</p> <p>Juny, What is your best non-alcoholic drink?(If she answered) Can you tell us the reasons why you like it? (If she answered) Thank you for sharing.</p>

Pre-Activity			
Materials: Pictures - A cup of coffee, tea, worksheet			
Time	Set Up	Student Activity	Teacher Talk

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5min	T-SS		<p><u>(Eliciting)</u> T: What do we call the hot drink made from the roasted beans? (Ss answer)coffee. T: Right! Is this countable? uncountable? we usually say..." a cup of coffee"</p> <p><u>(CCQ)</u> (show the picture of tea)Is a cup of coffee ? – No (show the picture of coffee)Is a cup pf coffee? – Yes</p> <p><u>(Grouping)</u> Maks Ss in pairs.</p> <p><u>(Instruction)</u> T : I will hand out worksheets. Read and match the words with the meaning.Work with your partner and have 2 min to do it.</p> <p><u>(ICQ's)</u> What are you going to do?=Matching words Are you working individually? –No How much time do you have? - 2minutes</p> <p><u>(Explicit instruction)</u> T: (pass out papers)Please don't start when I pass out papers and before I say begin.</p> <p>(Explicit ICQ) Are you going to start when you get the paper? – No When I say begin? -Yes</p> <p>T:Let's begin</p> <p>(Run) Students are working on it. and teachers just monitor. Answer if students Ss ask. Timing Waring(1 minutes, 30 seconds, 10 seconds, time's up!)</p> <p>(Check the answer) Pick Ss read the answers.</p>
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Main Activity			
Materials: a paper of an articles, laminated pictures of coffee tools.			
Time	Set Up	Student Activity	Teacher Talk
7min	T-Ss		<p><u>(Instruction)</u> I will hand out an article. You have 3 min to read it individually.</p> <p><u>ICQ's:</u> What are you going to do? Are you going to work individually or in pairs? How much time do you have?</p> <p>I don't want you to start before I finish passing out all the papers.</p> <p><u>Explicit ICQ's:</u> Are you going to start when you get the paper?no Are you going to start when I say 'begin'?yes Let's Begin!</p> <p><u>Run:</u>Students are reading the article. Teahcer monitoring it. Answer students if they ask questions. (Give time warning.)30 seconds/20seconds/ 10 seconds/ Time's up! (Creative grouping) Great! Let's say Espresso, Americano, Cafe latte, Cappuccino.</p> <p>Okay, who said espresso Please raise your hands and And who said Americano? Raise your hands. Great, Who said Cafe latte Raise your hand? Who said Cappuccino? Raise your hand. espresso team is here, americano are here, cafe latte please move left side and cappuccino please move right side. (Tmakes total 4 groups)</p>

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	T-SS		<p>(Demonstration)</p> <p>There are 3 ways coffee brewing methods in this article. What is that? (Ss answered)</p> <p>Teacher attaches pictures (clever, chemex, french press)</p> <p>I think a moka pot is best. (Attached a picture of Moka on the board)</p> <p>Because The moka is a simple device that uses steam pressure to force water through a strainer to make espresso. It can come close espresso in coffeeshop. The design is more than 80 years of classic design.</p> <p>(Instruction)</p> <p>T : You are going to talk about best coffee brewing method. Choose 1 best in your group and reason why for 2min.</p> <p>(ICQs)</p> <p>So, what are we doing?</p> <p>How much time do we have? (2minutes)</p> <p>Are we working together? (No)</p> <p>(Explicit instruction)</p> <p>You have to give the reasons in detail.</p> <p>(Explicit ICQs)</p> <p>So, do you give simple reasons? (No)</p> <p>Do you give specific reasons? (Yes)</p> <p>Great. Let's begin.</p> <p>Students are working on it. and teachers just monitor.</p> <p>(Times warning) 1minute... 30seconds... Time's up.</p> <p>What is the best brewing of your team chose and tell us the reasons why.</p> <p>(If student answers) Okay thank you for sharing.</p> <p>(Same as above, asking same questions to at least 1~2 students)</p>
	SS-SS		

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Post Activity			
Materials: 17 of blank papers, Modeling of coffee recipe. A picture of a barista			
Time	Set Up	Student Activity	Teacher Talk
5min			<p>(Eliciting)  T: Ladies, what do we call a person who prepare and serves in a coffee bar?  (Ss will answered)  T: Right! we call barista.  (CCQ)  (show the picture of a bartender)Is he barista?  No  (show the picture of barista)Is this barista –Yes</p> <p>T: Can you follow my pronunciation?  barista[bə'ri:stə;]</p> <p>(Demonstration)  T: Perfect! I am barista today And now let me show my coffee menu.  T.(Show a affogato picture)  I place 2 sell scoops of caramel flavoured ice cream in cup. then pour in 2 shot of espresso.  Top with shaved dark chocolate and chopped hazelnuts.</p> <p>(Instruction)  T:Now you guys are also barista and make your own coffee menu. you don't need colouring the picture. For 2minutes you will write down about it individually.</p>

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	T-WC		<p>(ICQ's)</p> <p>What are you going to do? –Make my own coffee menu.</p> <p>Are you working individually? –Yes</p> <p>How much time do you have?-2minutes</p> <p>T: Let's begin.</p> <p>(Run)Ss write their menu and teachers just monitor the class and check timing.</p> <p>(1minues, 30 seconds, 10 seconds, times up)</p> <p>(Close)</p> <p>T: Good job. And Barista Sarah, could you introduce about your coffee menu ?</p> <p>Any question?</p> <p>(Error correction/Word scramble)</p> <p>(If Ss didn't make any mistakes)T: Well done guys and I didn't hear any errors so I'll make word scramble.</p> <p>(If Ss made mistakes, Ts would correct the errors and make word scramble)</p> <p>efefco ewrinbg -&gt;coffee brewing</p> <p>Thank you for participation.</p> <p>I will conclude my lesson for today.</p>
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SOS Activities			
Materials: paper of coffee fortune telling			
Time	Set Up	Student Activity	Teacher Talk
1~2min	T-WC		<p>(Demonstration)  T: Coffee has a long history of being blamed. There are lots of caffeine. But recent research coffee may help you live longer. So Is coffee bad or good for you?</p> <p>(Instruction)  T: I will give you guys for 30 seconds and think about your opinion about coffee.</p> <p><u>(ICQ)</u>  So What are we doing?(Making a sentence with a cooking word )  How many time do you have?(30s)  Are you doing in pairs?(No)  Are you doing individually ?(Yes)</p> <p>Let's begin!</p> <p>(Close)  T: What do you think coffee is good or bad?  (Jenny answer)</p>