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| Listening  Speaking  Reading  Grammar  Writing | | | |
| **Topic: Coffee** | | | |
| Instructor:  Jin | **Students Competency Level:** [**upper intermediate**](http://www.onestopenglish.com/skills/reading/pdf-content/reading-lessons-cheating-teachers-notes-upper-intermediate/153749.article) | **Number of Students: 14** | **Lesson Length:**  **50min** |
| Materials: **(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**   * Reading: Coffee * Coffee: reading tasks | | | |
| Aims: **(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**   * Ss will learn how to correct order of headings * Ss will know about Coffee more | | | |
| Language Skills: **(Lists what activities language skills students will be using by participating in the activities of the lesson.)**   * Reading: **(Where did reading occur in the lesson?)**   Reading article   * Listening: **(Where did listening occur in the lesson?)**   T talking, Ss talking in groups   * Speaking: **(Where did speaking occur in the lesson?)**   Ss talking in groups   * Writing: **(Where did writing occur in the lesson?)**   Worksheet | | | |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)**   * Phonology: **(sound)**   Talking in Groups   * Function: **(situation)**   Share the idea with groups   * Lexis: **(meaning)**   History of Coffee   * Grammar: **(language structure)**   Have you ever -   * Discourse: **(communication)**   Discuss the idea with groups, responds to T and Ss | | | |
| Assumptions: **(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)**   * Ss must already be able to read article and get an idea from it | | | |
| Anticipated Errors and Solutions: **(What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)**   * Ss might have some problem understanding the article, T should ask if Ss fully understand what they are reading and if not, try to help them | | | |
| References: http://www.onestopenglish.com/skills/reading/ | | | |

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| **Lead-In or Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** | | | |
| Materials: **(List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)**  Freshly ground coffee | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 1 min  1 min  2 min | Whole  Whole  S - W | Ss greet the teacher  Ss smell  Ss share stories about coffee | Greeting  T show Ss freshly ground coffee and let Ss to sniff  T asks what images / thoughts/ ideas do they have when they have smell coffee?  transition to next activity |

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| **Pre-Activity or Task Familiarization Part (Presentation Part Presenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** | | | |
| Materials: **(List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)**  Coffee: reading tasks | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 1 min  3 min  2min  1 min | W  pair  Ss  Ss | Ss get the reading tasks  Ss ask each other question #1  Ss answer to T  Ss get the article | T give out the reading tasks to Ss  T tell Ss make a group of 2, then let them do #1  After Ss finish #1, ask one group what they got for #1  T give out the article to Ss |

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| **Main Activity or Task Realization Part (Practice to Production Part Teacher lead practice of the language presented and move to communication based more student centered activity)** | | | |
| Materials: **(List the Names of all materials used in the Main Activity or Task Realization Part of the lesson. Materials must be shown at the end of this document)**   * Reading: Coffee * Coffee: reading tasks | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 10min  15min  3 min  6 min  2 min | pair  Pair  W  Pair  W | Ss start reading  Ss listen to the direction and do activity in pairs  Ss who finish answers  Ss work in pairs  Ss answer to T | Then T explain about #2   * Ss will match the headings to the paragraphs while they read the article * Ss don’t need to read all the text to do. Skim a passage to get overall meaning   After Ss figure out the headings of the paragraphs, The Ss then read the article again in more detail. Let Ss answer #3 uses a maximum of Three words to answer them. Remind them they only need to give a very short answer and do the first one for demonstrate  Ask Ss the answers  Then move to #4 on reading tasks.  Let Ss work in pairs to match the words to their meanings  Ask each Ss what they got for answers  Feedback to Ss and move to post activity |

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| **Post Activity or Post Task Part (Wrap-Up Part Close the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** | | | |
| Materials: **(List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)** | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 3 min | W | Ss listen and say good bye to T | T tell Ss about the post reading activity   * Make a poster * Ask Ss to use the information in the article to make a poster that illustrated the history of coffee.   Close class, and thanks Ss for participating |

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

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.

Coffee: reading tasks



1. Ask your partner to tell you …
2. If they prefer coffee or tea,
3. How much coffee they drink a day,
4. And how to make a cup of coffee.
5. You are going to read an article about coffee. These are the headings to the paragraphs. Match a heading with a paragraph. (write on the reading article)

* 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 addicts? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Read the article again in more detail. What are the answers to the questions above? *Use a maximum of* ***THREE*** *words.*
2. Vocabulary – match the words to their meanings

* a commodity ◎ a measured amount
* to graze ◎ something which increases one's

power to be active for a long time

* a stimulant ◎ to separate into levels of rank

quality

* to smuggle ◎ an uncomfortable feeling caused

by fear or worry

* to stimulate ◎ an article of trade or commerce
* anxiety ◎ to feed on growing grass
* a dose ◎ to take something illegally from

one country to another

Freshly ground coffee

