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| Listening  Speaking X Reading  Grammar  Writing | | | |
| **Topic: Benefits of Green Tea** | | | |
| **Instructor:**  **Grace** | **Students Competency Level :**  **Intermediate** | **Number of Students:**  **10** | **Lesson Length:**  **50 minutes** |
| Materials:**(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**   * White Board and Markers * What are The Benefits of Green Tea? Work Sheet * ‘Benefits of Green Tea’ Reading Text * After Reading Worksheet * ‘A tea they want to make” worksheet | | | |
| Aims:**(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**   * Ss can improve speaking skills by talking with their partner and answering teacher. * Ss can improve their reading skills by reading the reading work sheet. * Ss can improve their listening skills by listening to T introduction, questions * Ss can improve interaction and communication skills by talking with their partner. * Ss can improve writing skills by writing in a worksheet. | | | |
| 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?)**   worksheets   * Listening:**(Where did listening occur in the lesson?)**   Teacher talk, discussion, during the others’ introducing   * Speaking: **(Where did speaking occur in the lesson?)**   Introducing, discussion with a partner   * Writing: **(Where did writing occur in the lesson?)**   Write in a worksheet | | | |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)**   * Phonology: **(sound)**   Discussion, teacher talk, Ss talk.   * Function:**(situation)**   Introduction, Knowing the benefits of green tea   * Lexis: **(meaning)**   Vocabulary   * Grammar:**(language structure)** * Discourse: **(communication)**   Discussion, responding the teacher | | | |
| 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.)**   * All Ss have opinion about the topic. * All Ss enjoy completing their own work sheets. * All Ss know that drinking tea is good for our health. | | | |
| 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)**   * If Ss may not have many ideas. ->Solution : T gives them little examples. * If activity lasts too long ->Solution : T cuts the unnecessary parts. * If activity finished too soon. ->Solution : T does the other activity with Ss. * If Ss may not understand ->Solution : T shows demonstration. * If certain Ss are shy ->Solution : T encourages them, gives positive feedback. | | | |
| References:  http://www.netimes.co.kr/pages/times/reading.asp?seq=18090 | | | |

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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)**  Board and Markers | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 3min  3min  3min | Whole  Whole  Whole | Student listen  Ss answer about teacher’s questions  S respond | <Greeting>  Start with my story about tea.  Ask Ss “Do you like to drink a tea?”  Ask Ss “What kind of drink do you drink the most? Why do you drink it?”  Eliciting. |

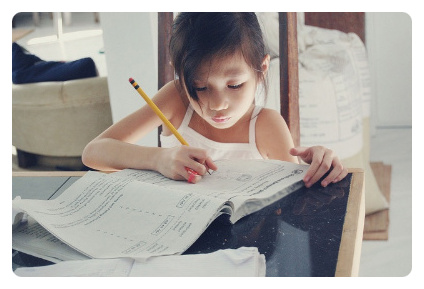
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| **Pre-Activity or Task Familiarization Part (Presentation PartPresenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** | | | |
| Materials: **(List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)** | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 3min  4min  5min | Whole  Whole  Whole | Ss get the worksheet.  Ss receive worksheet and begin  Ss share their answer. | Introduce worksheet and hand out work sheet. Instruct and show example of how to complete.  Ask students to read and complete the worksheet.  Ask Ss to share their answer. Facilitate class feedback. |

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| **Main Activity or Task Realization Part(Practice to Production PartTeacher 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 Partof the lesson. Materials must be shown at the end of this document)**   * Benefits of Green Tea Text * After Reading Worksheet | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 5min  2min  5min  3min | Whole  Whole  Pair  Whole | Listen to teacher. Receive text and read it carefully.  Ask questions as needed.  Ss get the work sheet.  Read and complete the work sheet. Ss ask some questions if they don’t know some words and can’t understand meaning.  Check the answers each other. Groups share thoughts and respond feedback to other groups. | Introduce ‘Benefits of Green Tea’ Text and hand out text. Ask students to read the text carefully.  Hand out work sheet. Put Ss in pairs to complete worksheet together.  Let Ss read and complete the work sheet in pairs. Facilitate S-T, S-S interactions.  Check the answers |

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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)**   * ‘A tea they want to make’ worksheet | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 2min  3min  5min  2min  1min | Whole  Individual  Whole  Whole  Whole | Get the ‘A tea they want to make’ worksheet  Think about a tea they make and write what they will add.  Introduce it in front of other students.  Listening  Ss say good bye | Hand out students a mug cup paper and let them make their own tea.  Make sure that they write what they want to add in their tea.  Ask them to introduce their tea  Encourage Ss and give positive feedback about their opinion.  T Dismisses Ss and thank Ss for their active participation |

**What are the benefits of green tea? Worksheet**

Fill in the each of blank and find 4 benefits of green tea except 2.



**( ) ( )**

**( ) ( )**



**( ) ( )**

***Benefits of Green Tea***

Green tea is one of the most common teas that people drink around the world. People simply brew green tea leaves in hot water and drink it. There are also many different products, such as ice cream and bread, with green tea extract.

Many people love green tea’s unique bitter taste. But there are also numerous health benefits of this beloved tea.

For example, green tea is effective at preventing cancer. An ingredient called catechin stops cancer from growing. Green tea has twice as many catechins as black tea. Catechins are good at dissolving fat as well. Therefore, they help to prevent obesity.

Green tea is also full of vitamin C. Lemons are known as one of the foods that contain lots of vitamin C. However, green tea has five to eight times more vitamin C than lemons.

Green tea also helps people to recover from fatigue. It contains caffeine, so it helps to gently stimulate people’s nerves. Besides, it also helps to eliminate waste from the body. In these ways, it enables people to overcome fatigue both physically and mentally.

Moreover, green tea fights many health problems. For instance, it protects people from cavities and the flu.

Despite the many health benefits, experts recommend not to drink too much. Green tea contains caffeine, and consuming excessive caffeine can cause unwanted side effects.

**After Reading Work Sheet**

**Comprehension**

Read the article and answer the following questions.

1. What are the benefits of green tea?
2. What are two benefits of catechins?
3. Why should people not drink too much green tea?

**Vocabulary**

Fill in the blanks with the correct words. If needed, change the form.

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| dissolve nerve fatigue ingredient recommend obese |

1. Ice and red beans are two of the ( ) in patbingsu.
2. The waitress ( ) the steak and potatoes.
3. The lump of sugar quickly ( ) in the coffee.

**Key Expression**

Write the correct phrase.

1. The mother \_\_\_\_\_\_\_ her child\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ into the road. (stop)
2. The \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ of the medicine include sleepiness and headaches. (effect)
3. Baseball is \_\_\_\_\_\_\_\_ \_\_\_\_\_\_ the most popular sports in Korea. (one)

Discussion

1. What ingredients in green tea help people to recover from fatigue?

**‘A tea they want to make’ worksheet**

[](http://giftmacha.com/new/shop/detail.php?start=0&code=131177&cid=&price1=&price2=)