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| [ ] Listening [ ] Speaking [ ]  Reading [ ]  Grammar [ ]  Writing |
| **Topic: What is the Most Expensive Coffee in the World?**  |
| **Instructor:**Julie/Euna | **Students Competency Level** Intermediate  | **Number of Students:** 14 | **Lesson Length:**60 minutes |
| Materials: **(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)*** Computer/Screen Projector
* White Board and Markers
* “What is True or False about Coffee” Worksheet
* “What is True or False about Coffee” Question Image
* “The World’s Most Expensive Coffee!” Article
* “What We Learned Today?” Worksheet
* The Beverage Images
* The Coffee Images
* The Civet Images
* The Luwak Coffee Images
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| Aims: **(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**The students will be able to learn new vocabularies from “The World Most Expensive Coffee” article* The students will be able to improve their reading skills by reading “The World’s Most Expensive Coffee” article
* The students will build up their own idea based on given a question after reading “The World’s Most Expensive Coffee” article
* The students will learn and become comfortable to express their own opinion in a group discussion about “The World Most Expensive Coffee” article
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| Language Skills: **(Lists what language systems students will be using by participating in the activities of the lesson.)*** Reading: The students will “The World’s Most Expensive Coffee” article
* Listening: The students listen to other students’ opinion through a group discussion
* Speaking: The students will speak true or false about the facts about coffee and discuss their ideas to support their opinion
* Writing: The students write their thought on their own note before a group discussion and “What You Learned Today” Worksheet
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| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)*** Lexis: New vocabularies of “The World’s Most Expensive Coffee” article

(Acidity, Enzymes, Civet-ogling)* Function: Convincing others (Civets can be a good resource for Indonesians or They should protect civets?)
* Discourse: A group discussion
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| 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.)*** The students are actively participating in the class
* How the class is set up and run (Ss will sit with their partners for pair work)
* The teacher’s teaching style and the pace of the course
* Four language skills(Listening/Reading/Grammar/Speaking)
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| 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)*** The students may need more time to complete a group discussion

🡺Skip the last step of sharing “what we learn today”(if necessary, assign for homework)* The students may finish their tasks earlier than anticipated

🡺Share their answers or ideas with a different partner* The students may not know the answers to questions

🡺Ask different students for the answer, encourage students to be creative and expressive* If the students do not want to participate in class

🡺Ask a few questions regarding the topic so that they can pay attention to the class better* Students who don’t understand in lesson or wrong answer

🡺Encourage them that they can do it |
| References:Breaking News English: <http://www.breakingnewsenglish.com/1511/151104-pets.html><http://news.nationalgeographic.com/2016/04/160429-kopi-luwak-captive-civet-coffee-Indonesia/> |

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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)**Screen Projector The Beverage Images The Coffee Images  |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 2mins3mins | Whole class  | Listen to/answer teacher’s questionsLook at the images and listen to a teacher  | **Step1**: Show “The Beverage Images” with a screen projector**Step2**: Lead in student’s attention by asking “What types of beverages do you drink most?” **Step3:** Show “The Coffee Images” with the screen projector **Step4**: Talk about Teacher’s story about Coffee  |

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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)**Computer and Screen Projector“What is True or False about Coffee” Worksheet “What is True or False about Coffee” Question Image |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 3mins2mins5mins | Individual WholeClassWholeClass   | Guess true or false about facts of Coffee Answer teacher’s questions | **Step1:** Hand out “What is True or False about Coffee” Worksheet to Students **Step2:** Let students have 3-4minutes to think about answers**Step3**: Show “What is True or False about Coffee” question image and Share answers **Step4:** Show Key vocabularies ( , ,) for “The World’s Most Expensive Coffee!” Article**Step5:** Let students guess the meaning of the vocabularies  |

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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)**“The World’s Most Expensive Coffee!” ArticleComputer/Screen Projector  |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 2mins4mins5mins10min | Whole classIndividualWhole classWholeClass  | Introduce a role play and running activity Read the article Discuss the question with group members Present their opinion and raise an objection if they disagree with other group’s opinion  | **Step1**: Give introduction about “The World’s Most Expensive Coffee!” Article and explain discussion question which is coming with the reading article**Step2**: Students are going to read “The World’s Most Expensive Coffee!” Article **Step3**: Put 3 students into a group and they are going to discuss the question “Civets can be a good resource for Indonesians but many farmers are uneducated on how to care for civets so they ended up dead or fight or gnaw at their own limbs due to mental distress and illness how we can solve the problem?”**Step4:** Share their ideas    |

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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)** “What we learned today?” Worksheet |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 2min3min | Individual | By sharing what they learn in the class, reinforce their reading skill after the activity.  | **Step1:** After the group discussion, give students the worksheet and let them write down what they learned in the class,- could be vocabularies/expression/etc.**Step2:** By sharing what they learned in the class today, reinforce their reading skills  |

**Materials**

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