□ Listening □ Speaking ■ Reading □Grammar □ Writing

Topic: Do you care for a cup of coffee?

Instructor:	Level:	Students:	Length:
Mia Hwang	Pre-intermediate(adults)	3	45 mins

Materials:
- ✓ Screen, computer and speaker(internet available)
- ✓ Copies of reading worksheet A, B, C
- ✓ PPT file for eliciting(picture presentation)
- ✓ Realia(a set of hand drip coffee: a mug cup, grinded coffee, water, filters, coffee dripper, etc)

Aims:
- ✓ Student will be able to read a café menu and texts about coffee in English
- ✓ Student will build a knowledge of vocabulary which will facilitate development of greater reading ability
- ✓ Student will be able to adopt reading style such as menus and instructions and apply different strategy like skimming and scanning as appropriate

Language Skills:
- ✓ Reading: passage, instruction, menus in worksheet
- ✓ Speaking and listening: asking and answering questions with classmates
- ✓ Writing: finding a heading for each paragraph in worksheet

Language Systems:
- ✓ Lexis: vocabulary of various coffee drinks, origins of coffee and hand-dripping
- ✓ Function: asking and giving information; guessing; skimming; scanning
- ✓ Discourse: café
- ✓ Grammar: instructional sentences, discourse markers to process relationships

Assumptions:
Students:
- ✓ Have experiences on drinking coffee and visit to the coffee shop
- ✓ May have own tastes of drinks
- ✓ May not hear about history of coffee
- ✓ May recognize that lots of people drinks coffee for various reasons

Anticipated Errors and Solutions:

- ✓ If the time is short,
  → leave realia in the class for students to voluntarily try to perform after class or depending on the remaining time, skip to watch video clip at the end of production activity
- ✓ If Ss finish their tasks on worksheet earlier than anticipated,
  → Perform SOS activity

References:

- ✓ https://www.starbucks.com/coffee/how-to-brew/coffee-brewer
- ✓ http://www.onestopenglish.com/skills/reading/topic-based-lesson-plans/
- ✓ https://www.starbucks.com/menu/catalog/product?food=all#view_control=product&drink=espresso&food=bakery&food=petites&food=mercato&food=bistro-boxes&food=hot-breakfast&food=sandwiches-panini-and-wraps&food=ice-cream&food=yogurt-and-fruit
- ✓ https://athome.starbucks.com/coffee-finder/

Lead-In

Materials:
- ✓ n/a

Time	Set Up	Student Activity	Teacher Talk
5 mins	Whole class	Eliciting students about favorite drinks and tell everyone when/where/why to drink.	Hello, how are doing today? How were your weekdays? Tired as usual? My week was really tough so I couldn't live without cups of coffee every day. Eliciting Do you prefer coffee or tea? Or have any special kinds of drinks? How much coffee do you drink per day? Do you have any preference on coffee brand or coffee type? Why do you drink coffee?

Present

Materials:
- ✓ Computer, screen
- ✓ Starbucks menu(PPT file)
- ✓ White board and marker

Time	Set Up	Student Activity	Teacher Talk
10 mins	Whole class	Look at the Starbucks menu. Students discuss menu and tell what and why they drink it. Students can predict topics.	Now, I would like to invite you to Starbucks. Please look at the screen, anyone noticed what this is? Yes, it is Starbucks' drinks menu. Can you see clearly? If the letters are too small, I will expand for you. What can you see on the menu board? (Ss: names of drinks, price, size, quantity, hot or ice, cold brew, season's special, blended coffee, non-coffee drinks)
		Collect students' ideas about their choice on the board.	I want three of you to discuss what drinks you usually have and what you would recommend to your friend if needed, and why. After discussion, please tell us what your classmates said. (write down SS' ideas on the board)

Practice

Materials:
- ✓ Copies of reading worksheet A and B

Time	Set Up	Student Activity	Teacher Talk
15mins	Whole class	Reading activity **Skimming for main idea** Provide students headings of the paragraphs they will read. Have students make a guess on what will be each reading content per	Please look at the worksheet. There are 7 different questions on the left side. These are the headings for paragraphs that you are going to read. I want you to make a prediction of contents according to

		Student Activity	Teacher Talk
		heading. Have students read the article and ask them to match a heading with a paragraph. **Scanning for specific information** Have students read the articles again in more detail and ask them what the answers to the questions in headings will be. Prefer to use a maximum of three words. **Analyze vocabulary** Have student match the words to their meanings.	the headings. Please do in a group, no need writing only speaking. (Students discussion) Now, it is time to read. For this time, scan it as fast as you can. Do not mind the vocabulary you don't know. Just try to figure out the main ideas for each paragraphs. I will give you 5 mins. When you finish reading, please find the best headings for paragraphs. (Students read and fill in the blanks and correct the answers) For this time, I want you to read it one more time but pay attentions to details, especially the vocabulary at the left side of the table in the worksheet and match the words to their meanings by guessing through the context. The words are marked in bold in your paragraphs. (Students check the correct answers) Great Jobs, everyone.

Production

Materials:
- ✓ Realia(a set of hand drip coffee: a mug cup, grinded coffee, water, filters, coffee dripper, etc)
- ✓ Copies of worksheet C

Time	Set Up	Student Activity	Teacher Talk
15 mins	Whole class	Provide students a manual of hand-brewing coffee. After reading, students in a group will perform coffee brewing as they read. Ask students what they feel and taste while brewing.	What does it say at the top of the worksheet that I offered you? Yes, it says 'Starbucks Pour-over coffee'. Anyone knows what pour-over coffee is? It means same as hand-drip coffee. This is a manual for how to hand-drip coffee provided by Starbucks. What we are going to do is first reading in a group together and figure out the meaning if any vocabulary is in question. And then you all together are going to hand-drip a cup of coffee with these tool in real. I will give you 5 mins to discuss. (show them a set of hand-drip coffee tool) Looks like you are ready, please do your best to make great tastes of coffee. (Students conduct to make hand-drip coffee as mentioned in the manual) Everyone tastes a sip, how is it? Do you like it? Now, let's see if we do it right, here is a demonstration by Starbucks' staff. (Watch the video clip)

			Thank you for joining today's class and since it is afternoon already I hope you to drink not too much of caffeine. Otherwise, we might dance like Kaldi's goat.

SOS Activity (in case you finish more quickly than you thought)

Materials:
- ✓ https://athome.starbucks.com/coffee-finder/
- ✓ Computer and screen, wireless mouse

Time	Set Up	Student Activity	Teacher Talk
10 mins	Whole class	Find your perfect coffee A website of U.S Starbucks offers the best coffee suggestion according to personalized answers to the given questions. Students will read question and answers in order to find their own tastes of coffee.	As the world famous and fast-growing coffee chain, Starbucks has a large amount of information on coffee and drinks through the study and research and as the tech developed, on their US website, they have a very interesting section called 'Find your perfect coffee'. It suggest the best coffee for each of you when you continue to click your answers step by step to tell what type of person you are. Let's try together. (Students find their own coffee) Why don't you try it when you visit Starbucks next time? Thank you.

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 favoured by the Italians. Nestle and Kraft account for almost 80% of all the instant-coffee sales worldwide.

Guess before reading

Think about these questions below and what will be the reading contents for each paragraphs.

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? _____

Vocabulary

Match the words to their meanings (they appear in the same order in the text)

a commodity	■	■ a measured amount
a stimulant	■	■ to separate into levels of rank or quality
to graze	■	■ something which increases one's power to be active for a long time
to smuggle	■	■ an uncomfortable feeling caused by fear or worry
a dose	■	■ to take something illegally from one country to another
to stimulate	■	■ an article of trade or commerce
anxiety	■	■ to feed on growing grass

Starbucks Pour-Over Coffee

Starbucks pour-over is a beautifully simple and accessible way to brew a single cup of pour-over coffee with clean, fully developed flavor and body.

1 *Measure and boil*

Measure as much water as you're going to use to brew, plus a little extra for rinsing the filter, and bring it to a boil.

2 *Pre-moisten filter*

Briefly rinse the paper filter with hot water, and discard the rinse water. This will give your coffee the purest flavor possible.

3 *Measure and grind*

Next, measure your coffee. For pour-over, use coffee ground for a paper cone. It's a relatively fine grind that looks like granulated sugar. Measure 2 tablespoons of coffee per 6 ounces of water.

* 6oz = 178 ml

4 *Pour and pause*

Use hot water that's just off the boil and fill the cone halfway to saturate the grounds. Pause for 10 seconds and let the coffee bloom. This allows the coffee to hydrate evenly and begin to develop flavor.

5 *Complete the pour and enjoy*

Slowly add the rest of the water, pouring in small, steady circles to cover all the grounds. Enjoy immediately.

TIP: *To make your pour-over more consistent, use a timer. It should take about 3 minutes to make a cup.*

https://www.starbucks.com/coffee/how-to-brew/pour-over