

VENTURES 3

Unit 4.4 Lesson Plan and Materials

Packet Contents

- Lesson Plan (2 pages)
- Partner Dictation 4E (2 pages)
- Add Ventures 4D (1 page)
- Add Ventures 4E (1 page)

Lesson Summary and Preparation

TOPIC	Unit 4: Health (pp.44-57) <ul style="list-style-type: none"> • Lesson E: Writing (pp.52-53)
OBJECTIVES	<ul style="list-style-type: none"> • Students will be able to contribute positively to group or class discussions. • Students will be able to demonstrate command of conventions of Standard English grammar and usage when speaking. • Students will be able to write a logical, coherent paragraph using the grammatical conventions of Standard English. • Students will be to develop their reading comprehension skills.
MATERIALS	<p>Textbooks: <i>Ventures 3 Student's Book 2nd edition</i></p> <p>Printed Material: <i>Add Ventures Handout 4D, Partner Dictation 4E, Add Ventures Handout 4E</i></p> <p>Teaching Aids: <i>none</i></p>
CCRS	Unit 4: SL1.B.a,b,c,d; SL3.B; SL4.B; SL6.B; L1.B.i,l; L2.B.a,b Lesson E: W1.B.a,b; W3.B.a,b; W4.B; W5.B; L2.B.c
CASAS	0.1.2-3 0.1.5, 0.1.7, 2.3.2, 3.1.1, 3.2.1, 3.3.3, 3.4.2, 3.5.2, 3.5.4-5, 3.5.8-9, 4.8.1, 6.0.1, 7.1.4, 7.2.1, 7.3.2, 7.4.1-2, 7.5.1, 8.1.1, 8.2.1
WEEKLY QUOTE	<i>"The more that you read, the more things you will know, the more that you learn, the more places you'll go." –Dr. Seuss</i>

Time/Materials	Classroom Lesson
<p>Before Class Begins...</p>	<ol style="list-style-type: none"> 1. Arrive at Vita at least 15 minutes <u>before</u> class is scheduled to begin. 2. Retrieve your folder in the bottom file desk drawer in the reception area. 3. Go to the café kitchen and fill a pitcher of water for your students. Extra cups are located in the Vita crates in the storage room. 4. Check your dry-erase markers to make sure that work. Extra markers are available in the blue Vita crates in the storage room. 5. Make sure you are familiar with how to operate the CD player. Extra CD players are available in the Vita crates in the storage room. 6. Start class <u>on time</u>.
<p>Attendance</p>	<p>Students who arrive <u>before</u> the start time should enter the time class begins. Students who leave at the time you dismiss the class should enter the dismissal time. Students who <u>arrive late</u> or <u>leave early</u> need to write the actual time they arrive and/or leave</p> <p>Make sure students <u>SIGN THEIR NAME EACH TIME!</u></p>
<p>Warm Up! (15 minutes)</p>	<p>Choose a warm up activity which is suitable to the level and size of your class.</p> <p>Note: <i>Warm-ups activities should relate to the lesson theme.</i></p>
<p>English in Real Life (5 minutes)</p>	<p>Ask students to think about a time since the last class when they used English outside the classroom. Ask a few students to share about this experience</p>
<p>Review (10 minutes)</p> <p>Materials <i>Add Ventures 4D</i></p>	<p>Taking a another look at previous lessons</p> <p><u>Homework review</u> (10 minutes)</p> <ol style="list-style-type: none"> 1. Instruct the students to take out the <i>Add Ventures 4C</i> handout. 2. Ask the class if there was any part of the homework they did not understand. 3. Preview this section and try to help them to grasp the content covered. 4. Check their answers together as class. <p>Note: <i>Do not spend too much time on homework this lesson. The writing assignment requires more time than most other lessons in the book.</i></p> <p><u>More practice</u> (15 minutes)</p> <ol style="list-style-type: none"> 1. Instruct the students to open their <i>Workbooks</i> to pp.48-49. 2. Complete exercises 1, 3, & 4 individually, in pairs, or together as a class.
<p>Section 1 (25 minutes)</p> <p>Materials <i>Student Book</i></p>	<p>Before you write</p> <p>Ask the students to turn to p.52 in the <i>Student Book</i>.</p> <p><u>Exercise A (Work):</u> Complete together as a class.</p> <p><u>Exercise B (Read)</u></p> <ol style="list-style-type: none"> 1. Ask a student to read the excerpt aloud. 2. Ask students to complete the exercise independently as directed. 3. When students are finished, reconvene the class to check their answers.

<p>Note: <i>Skip exercise D</i></p>	<p><u>Exercises C (Write):</u> Work together to complete the exercise.</p>
<p>(10 minutes)</p>	<p>Break</p>
<p>Section 2 (50 minutes)</p> <p>Materials <i>Student Book</i></p>	<p>Write</p> <p>Ask students to turn to p.53 in the <i>Student Book</i>.</p> <ol style="list-style-type: none"> 1. Instruct the students to write a 4-5 sentence paragraph about the topic listed in the exercise. 2. They should use the excerpts in exercises B and the paragraph plan in exercise C as a model to structure their own letters. 3. When they complete the assignment, instruct the students to give it to you so that you can correct any grammatical errors or awkward diction. Explain why the corrections are needed. 4. Students will rewrite their paragraphs incorporating the corrections. 5. After you reviewed each of their letters, have each student read their work aloud <p>Note: <i>Students should use Section 3A to check their paragraph before bringing it to you</i></p>
<p>Collaborative Activity (15 minutes)</p> <p>Materials <i>Partner Dictation 4E</i></p>	<p>Partner Dictation</p> <p>Divide the class into pairs and give one partner the STUDENT A sheet (pink copy) of the Collaborative Activity 4E. Give the other one the STUDENT B sheet (yellow).</p> <ol style="list-style-type: none"> 1. STUDENT A will dictate the excerpt in section A on his/her handout to STUDENT B. 2. STUDENT B will transcribe the dictation on his/her handout in the space provided in section A. 3. When completed, STUDENT B will dictate the excerpt in section B on his/her handout to STUDENT A. 4. STUDENT A will transcribe the dictation on his/her handout in the space provided in section B. 5. When completed, they can check each other's work. <p>Note: <i>Skip Sections D-E.</i></p>
<p>Recap</p>	<p>Ask the students what did in class today</p>
<p>Homework</p>	<p>Give each student a copy of the Add Ventures 4E handout. Instruct the students to complete the handout for homework</p>
<p>Dismiss the class</p>	<p>Instruct the students to sign out on the attendance sheet before they leave.</p>
<p>Before You Leave...</p>	<ol style="list-style-type: none"> 1. Materials: <ul style="list-style-type: none"> • Place the attendance list, the class audio CD, and any assigned homework handouts in you tutor partner's folder. • Place all other teaching aids and extra handouts in your folder. • Return both folders back in the bottom drawer in the info desk area.

	<p>2. Classroom:</p> <ul style="list-style-type: none">• Erase the whiteboard.• Pick up any trash and throw away used cups.• Make sure all chairs are stacked back in the hallway. Empty the water pitcher and return it to the café kitchen
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Lesson D **Reading**



A Complete the sentences with a word in the box. Then circle the correct part of speech.

digestion herbal prevent sicknesses treat

1. Garlic can prevent high blood pressure. (verb) / noun / adjective
2. Chamomile tea helps your _____ . verb / noun / adjective
3. You can make an _____ tea from mint. verb / noun / adjective
4. Some people use garlic to _____ insect bites. verb / noun / adjective
5. Colds and flu are two different _____ . verb / noun / adjective

B Read the article. Complete the chart.

Beneficial Plants

Many people grow herbs in their garden or in their home. They use herbs for cooking and treating illnesses. Garlic and chamomile are two kinds of herbal plants, and they have many uses.

Some people use garlic to treat high blood pressure. You can use garlic in soup, fish, or meat. Garlic is a traditional treatment for insect bites as well.

Chamomile tea is a popular treatment for colds and flu. People with poor digestion sometimes drink chamomile tea after a meal. People with sleeping problems drink it before they go to bed.

Many people use herbs to prevent sickness because they are more natural than other types of medicine and they usually taste good.

when you cook soup	for colds and flu	to help you sleep	to make tea
for high blood pressure	to help digestion	for insect bites	with fish or meat

You can use garlic:	You can use chamomile:
<i>when you cook soup</i>	<i>to make tea</i>

C Internet task: Look up the key words *herbal plants*. Find the names of two plants. If you do not have access to the Internet, write about herbal plants you know. What illnesses can you use them for? Use the back of this paper.

Lesson E Writing

Partner dictation

Student A

A Read the sentences to Student B. Student B will write the sentences.

1. Its plant has a tall stem, but people eat the root. The root is thick.
2. Its roots look like straight pieces of dried wood. They are long.
3. The root can be very long. The leaves are long and shaped like a lion's teeth.

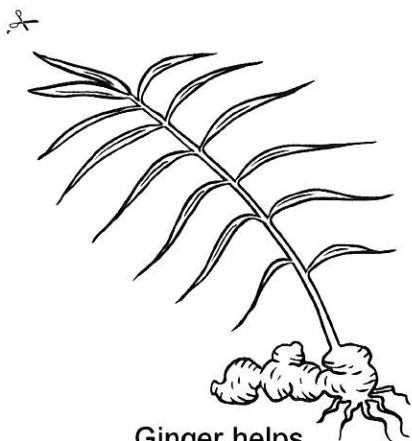
B Listen to Student B. Write the sentences.

4. _____
- _____
5. _____
- _____
6. _____
- _____

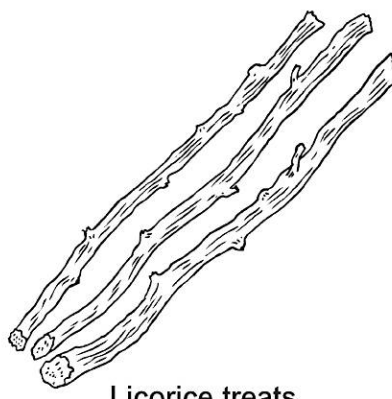
C Check Student B's sentences.

D Cut out the cards. Mix them up with your partner's cards. Work with your partner. Match the sentences with the pictures.

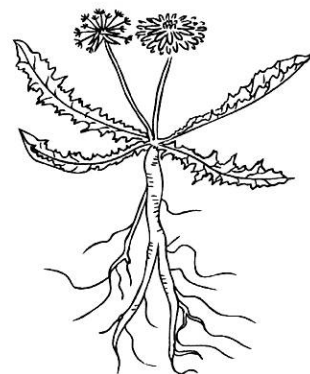
E Work with your partner. Write about one of the plants.



Ginger helps digestion.



Licorice treats sore muscles.



Dandelion helps prevent disease.

Lesson E Writing

Partner dictation

Student B

A Listen to Student A. Write the sentences.

1. _____

2. _____

3. _____

B Read the sentences to Student A. Student A will write the sentences.

4. Its leaves are long and narrow. People eat the bulb. The bulb has pieces, called cloves.
5. Its leaves are very thick and have spines on the edges.
6. It is a tall plant, and its flowers have straight petals.

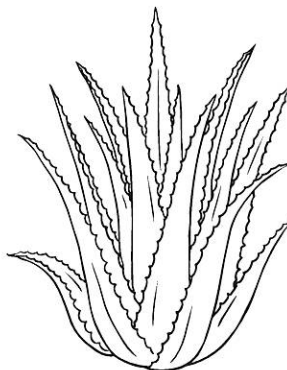
C Check Student A's sentences.

D Cut out the cards. Mix them up with your partner's cards. Work with your partner. Match the sentences with the pictures.

E Work with your partner. Write about one of the plants.



Garlic treats
high blood pressure.



Aloe vera is
good for burns.



Echinacea is a
treatment for colds.

Lesson E Writing



A Complete the paragraph. Use the words in the box.

child herb indigestion leaves meal tea

Mint is a popular herb₁ in my country. The plant has small, dark green leaves₂. It has a fresh smell. We used to grow mint in our garden when I was a child₃. We dried the leaves and made tea₄ from them. It helps with indigestion₅ and upset stomachs. We usually drank mint tea after every meal₆. Today, I make iced mint tea in the summer.



mint

B Answer the questions about the paragraph in Exercise A.

1. What is a popular herb? Mint.
2. What does the plant look like? _____
3. Where did the writer grow mint? _____
4. What did the writer make from the leaves? _____
5. What illnesses is mint tea good for? _____
6. When did the writer's family drink it? _____
7. What does the writer like to make today? _____

C Use the information in the chart to complete the paragraph about lavender.

Name of plant	Appearance	Use dried flowers to . . .
Lavender	Silver-green leaves and tiny purple flowers Beautiful smell	Make tea (treats headaches) Make bath oil (very relaxing) Keep clothes fresh (smell keeps moths away)

_____ is a popular plant. It has _____ and _____. It also has a _____. You can use the dried flowers to _____. It helps with _____. You can also _____. It is _____. Another use is to _____. The smell _____.