

I. Getting ready to teach Lesson #6

- A. General topic of this lesson. (For example: *surfing, generation gap, or endangered species.*) Notice that the *topic* of a lesson should not be simply a grammar, vocabulary, or pronunciation point. The topic should help readers see *what your students will talk or write about* using the grammar, vocabulary, or pronunciation points that you are teaching them.
- B. General goal of this lesson. (Examples: *Writing the rough draft of an essay, Understanding a textbook reading about immigration, or Reviewing target vocabulary and then using it in a role play*). The general goal should help readers see *what your students will do* with the language points that you are teaching them.
- C. Student learning outcomes for this lesson (Include both linguistic and non-linguistic outcomes, stating them using observable, measurable, action-oriented verbs beginning with: *By the end of this lesson, students will (be able to)+ action verbs ...* See examples in 3.10.2.)
- D. Vocabulary, structures, and other key language points to be taught in this lesson (These may come from your textbook or curriculum guides, or you may develop them yourself. No matter what group of language learners you are teaching, you should be able to list specific language points that are the focus of each lesson.)
- E. Materials to be used in teaching this lesson. Include both teacher and student materials. If applicable, include specific information about the course textbook here. [Append copies of materials that you make—PowerPoint slides, handouts, quizzes, etc. formatted for use in the lesson. For example, if you have prepared a student handout, format it in a way that is attractive and relevant for your students. If, at a later date, you publish your lesson plan, you may need to add relevant headings like Appendix A for the particular journal or website that you are contributing to.]
- F. Assessment(s). Depending on the purposes for which you are developing this lesson plan, you may be required to describe and/or briefly address formative and/or summative assessments. You may also be required to tailor your lessons to assessment concerns in the school where you are working. At the very least, you should answer this question: How will you know if this lesson has been successful? You will address this issue further in Section III.

II. Teaching the lesson

Activity 1: Reading Guidelines for Living Longer (25 minutes)

1. Greet students and ask them if they want to live a long time

2. Ask students how they think they can live longer (provide examples such as drinking a lot of water)
3. Give students an overview of what they will be reading by generally reciting the first part of A (pg. 12). Tell students if they want to find out what the guidelines are they must read.
4. Separate students into three groups, pass out Great Advice for Living Longer, [Notes](#) (to every student), three slips of paper, and write the following on the board:
 1. Read the paragraph
 2. Take Notes
 3. Create two questions
5. While students are reading write the following vocab on the board (in a neat list):
genetics, climate, related, serving, avoiding stress, ought to, supportive, longevity, cancer, confuse, guidelines, lifestyle
6. For students that finish, have them work on two questions in C (Sardinian 1-2, Okinawa 3-4, Loma Linda 5-6).
7. If one group of students finishes way before the rest, direct their attention to the reading strategy (pg. 12)

Activity 2: Tell Me What You Read (15 minutes)

1. Once you have collected all the strips of paper in a paper bag, number students in each group 1-4 and separate them.
2. Tell students to explain the guidelines for living longer in the passage to their classmates (they can turn to page 12) and write the following on the board:
 1. Explain the guidelines for living longer in the place you read about
 2. (write after one group finishes) Together do C & B pg. 12
3. As groups finish, have them start on E
4. Once all students have finished C and B, ask if there are any questions about the vocabulary so far and give time for students to take notes

Activity 3: Jeopardy Variation (15 minutes)

1. Students should still be in 4 groups of three. Tell students that they are going to play a game using the questions!
2. Pass out whiteboards and markers (one set to each group)
3. Write Team 1, 2, 3 and 4 on the board to keep track of points
4. Once students are ready, take a question out of the bag and read it.
5. Have a timer or hourglass to time students
6. Once time has run out or all students have written an answer, make a noise and have students lift their board up. Award one point per right answer

Activity 4: Giving Commands (5)

1. Write *must*, *have to*, and *should* on the board.
2. Let students know their meanings are similar but a bit different: (You have to eat healthy, You must eat healthy, You should eat healthy)
3. Ask if they noticed the words being used in the paragraph
4. Have students work on D in pairs [monitor and explain where necessary]

5. For students that have finished, pass out [Dos and Don'ts](#)

Activity 5: Dos and Don'ts (20)

1. Allow students to work on [Dos and Don'ts](#) in pairs
2. Give students examples if needed. *In Hawaii, you should know how to swim.*
3. For students that finish early, have them put their suggestions in paragraph form (an email to their friend who is coming to visit)
4. As students leave, collect Dos and Don'ts

Notes

Sardinian guidelines for a long life 1.	Sardinian guidelines for a long life 1.	Sardinian guidelines for a long life 1.	Sardinian guidelines for a long life 1.
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<p>While you are _____ you should/must/have to....</p> <p>1. should find a supportive group of friends</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>	<p>While you are _____ you should not/must not/have to (stop)....</p> <p>1. must not drink too much alcohol</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>
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Your friend (who is NOT healthy) is visiting your country (or Hawaii)! Write a list of things they should and should not do while there. Look at G on page 13 for ideas.



<p>While you are _____ you should/must/have to....</p> <p>1. should find a supportive group of friends</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>	<p>While you are _____ you should not/must not/have to (stop)....</p> <p>1. must not drink too much alcohol</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>
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