

TEACHER'S GUIDE

UNIT ONE

LOGGING ON

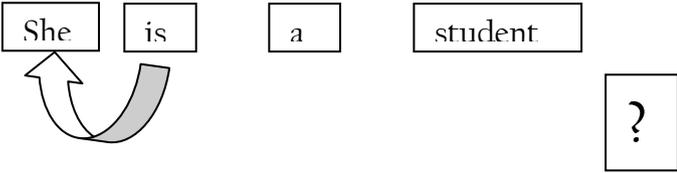
Pre activity	<p>Schema Building:</p> <p>How do people greet each other in Spanish?</p> <p>Elicit from students different ways to say hello and goodbye in English.</p> <p>Elicit from students your own profession. Ask them, What do I do? Ask them What do you do?</p> <p>Show students different pictures of different professions and elicit the name in English.</p>	
Activity	Grouping: Individual work / Pair work	10 minutes
	<p>VOCABULARY</p> <p>Go over the clues to fill out the cross-word puzzle.</p> <p>Check that students understand all the clues.</p> <p>Give them guidelines on how to fill the crossword puzzle. Indicate what DOWN / UP mean.</p> <p>Tell students to work individually or in pairs filling out the crossword puzzle.</p> <p>Once students have completed the crossword puzzle, ask them to click on the CHECK ANSWERS button.</p>	
Post activity 10 minutes	<p>YOUR TURN</p> <p>Students apply the vocabulary to their own life experiences. For this activity, students think of different family members. They can either review family members with you (i.e. father, mother, uncle, aunt, etc.) or they can simply write the name of their family member and then their profession next to it.</p> <p>Pair up students to share their information with a partner.</p> <p>Make a list of professions provided by the students. Write the professions on the board.</p>	
Tips / Further activities	<p>Students mime different professions and the rest of the class guesses the name of the professions. (Whole class activity or small group activity to lower the anxiety level)</p> <p>Ask students to make a drawing of a professional or worker and to show it to the class. The teacher can provide the different professions to the students for them to draw.</p> <p>Students show their drawings and the other students say the name outloud.</p>	

TEACHER'S GUIDE
UNIT ONE
TURN IT UP

Pre activity	<p>Schema Building:</p> <p>Go around the class saying hello to the students. Shake hands if necessary and elicit the right response from the students.</p> <p>Do the same but this time saying goodbye.</p> <p>Pre-listening:</p> <p>Show the exercise to the students and explain the task.</p> <p>Make sure all students understand what they have to do.</p> <p>Ask students to do the exercise.</p>	
Activity	Grouping: Individual work	10 minutes
	<p>While listening:</p> <p>Explain students that they are going to listen to people introducing themselves to other people.</p> <p>Explain the meaning of the expression: Nice to meet you and the response to this statement.</p> <p>Emphasize the greetings and the professions.</p> <p>Ask students to listen to the short conversations.</p> <p>Tell students that they can listen to the conversations again and then tell them to work on the exercises.</p> <p>Script:</p> <p style="text-align: center;"><i>Conversation 1</i></p> <p style="text-align: center;"><i>Hi, I'm Marco.</i></p> <p style="text-align: center;"><i>Hi Marco. Nice to meet you.</i></p> <p style="text-align: center;"><i>Nice to meet you too.</i></p> <p style="text-align: center;"><i>Are you a student?</i></p> <p style="text-align: center;"><i>Yes, I am.</i></p> <p style="text-align: center;"><i>Conversation 2</i></p> <p style="text-align: center;"><i>Hello, my name is Carmen.</i></p> <p style="text-align: center;"><i>Hi, Carmen. I am Luis.</i></p> <p style="text-align: center;"><i>Hi Luis, nice to meet you.</i></p> <p style="text-align: center;"><i>Nice to meet you too.</i></p> <p style="text-align: center;"><i>Are you a teacher here?</i></p> <p style="text-align: center;"><i>No, I'm not. I'm a secretary.</i></p> <p style="text-align: center;"><i>Oh, I see. Well, goodbye Carmen.</i></p> <p style="text-align: center;"><i>Bye.</i></p>	

Post activity 10 minutes	YOUR TURN Students walk around the class using the conversation as a guide for their own conversations. Do the same. Check that your students are using English. Help them with structural and pronunciation problems.
Tips / Further activities	Students listen to the ABC and practice it with their partners. Ask students to listen to the song as many times as necessary. Students to the exercise on spelling. Explain the task carefully, emphasizing the difference in pronunciation between the sounds contrasted in the exercise. Students can play HANGMAN with each other. You can have a SPELLING CONTEST in class.

TEACHER'S GUIDE
UNIT ONE
SYSTEM TOOLS

Pre activity	<p>Schema Building:</p> <p>Elicit from students the different pronouns. Do this by pointing at yourself and saying I. Then ask a student to stand next to you and elicit “we”. Point at a female student and elicit “she” and so on.</p> <p>Write the different pronouns on the board.</p>	
Activity	Grouping: Individual work	15 minutes
	<p>Bring flash cards in which you have simple sentences such as: She is a student. Make sure that each word is written on a separate card or piece of paper. Use adhesive tape to stick the words on the board. Have a question mark ready and place it at the end of the statement. Elicit the verb movement from the students. If they cannot produce it make the movement yourself.</p> <div style="text-align: center;">  <p>The diagram shows four rectangular boxes containing the words 'She', 'is', 'a', and 'student' in order from left to right. To the right of these is a fifth rectangular box containing a question mark '?'. A curved arrow starts below the 'is' box and points to the question mark box.</p> </div> <p>Ask student to do the exercise by filling out in the blanks with the corresponding pronoun.</p>	
Post activity 10 minutes	<p>YOUR TURN</p> <p>Students practice the new structure asking yes/no questions.</p> <p>Go around the class answering your student’s questions about different vocabulary items they don’t know.</p> <p>Make sure students use English and that they understand the task.</p> <p>Pair up students to share their information with a partner.</p> <p>Make a list of possible names of famous people elicited from the students. Write the names on the board.</p>	
Tips / Further activities	<p>Bring pictures of different people in different professions and ask them questions that do not apply to the picture. For example, bring a picture of a dentist and ask: Is she a teacher? Students answer: No she isn’t. Keep on asking until you get to the correct question and consequently you get the correct answer.</p>	

TEACHER'S GUIDE
UNIT ONE
SCAN IT

Pre activity	<p>Schema Building:</p> <p>Activate students background knowledge by asking them what their names mean.</p> <p>Ask students why their parents chose their names.</p> <p>Pre-reading</p> <p>Students go around the class asking their partners their names and if they have a particular meaning. Students write the answers on their notebooks.</p> <p>Go over any word that may be difficult for your students, such as: ancient, Greek, Latin, derived, martyr, burnt, stake, etc.</p>	
Activity	Grouping: Individual work	20 minutes
	<p>WHILE READING</p> <p>Ask students to go over the reading without worrying about vocabulary at first. Tell them to get the gist of the reading and ask general questions such as: What is this reading about? What are some of the names mentioned in the reading?</p> <p>Students read a second time paying attention to difficult words. Refer students to the glossary section of unit 1.</p> <p>Ask students to go over the reading for a third time. Ask them to do the exercises.</p>	
Post activity 10 minutes	<p>YOUR TURN</p> <p>Students apply the vocabulary to their own life experiences. For this activity, students use the list of names collected on the pre-reading activity.</p> <p>Pair up students to share their information with a partner.</p> <p>Ask students to think of famous people who have the names of the students.</p> <p>Make a class activity sharing the information found.</p>	
Tips / Further activities	<p>Ask students to go to the Web to find the meaning of their names or to go to a library to find it out.</p>	

TEACHER'S GUIDE
UNIT ONE
TYPE IT UP

Pre activity	<p>Schema Building:</p> <p>Prepare students by giving them examples of the following terms: First name, middle name, last name. Do not explain the terms, just show real name of your classmates next to each term. Provide the nickname of famous people to explain the term.</p> <p>Ask students to do the pre-writing activity by either using their own dictionaries or the glossary section of unit 1.</p>	
Activity	Grouping: Individual work	15minutes
	<p>Explain the task to the student.</p> <p>Ask them to fill out the chart with their own information.</p> <p>Form groups of five students and ask them to share their information.</p>	
Post activity 10 minutes	<p>YOUR TURN</p> <p>Students move around the class asking for the information in their charts.</p> <p>Make this an oral activity, not a writing one.</p>	
Tips / Further activities	<p>Ask students to think of different circumstances in which they have to write their personal information.</p> <p>Make a list of famous people who have a nickname.</p> <p>Ask students to check in the web the real names of different Hollywood actors.</p>	

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UNIT ONE
LOGGING OFF

Pre activity	<p>Schema Building:</p> <p>What is typical about names in Costa Rica?</p> <p>How are names in Costa Rica different from names in the United States?</p>																
Activity	Grouping: Group work		40 minutes														
	<table border="1"> <thead> <tr> <th>Roles</th> <th>Job Description</th> <th>Student's Name</th> </tr> </thead> <tbody> <tr> <td>Student 1 Leader</td> <td>Sees that everybody uses English Sees that everybody participates Presents the product</td> <td></td> </tr> <tr> <td>Student 2 Secretary</td> <td>Writes information about project</td> <td></td> </tr> <tr> <td>Student 3 Designer</td> <td>Designs layout and adds artwork</td> <td></td> </tr> <tr> <td>Student 4 Assistant</td> <td>Helps secretary and designer with their work</td> <td></td> </tr> </tbody> </table>	Roles	Job Description	Student's Name	Student 1 Leader	Sees that everybody uses English Sees that everybody participates Presents the product		Student 2 Secretary	Writes information about project		Student 3 Designer	Designs layout and adds artwork		Student 4 Assistant	Helps secretary and designer with their work		<ol style="list-style-type: none"> 1. Assign roles to the group members. 2. Give students general guidelines about the activity. 3. Ask students to do list of their partners' names and to begin an study of the history of their names, family names, and nicknames when applicable.
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Post activity 50 minutes	<p>Students share their findings with the rest of the class.</p> <p>If this activity is not possible, ask students to provide a written report with their findings.</p>																
Tips / Further activities	<p>SURF THE NET</p> <hr/> <p>B. Surfing the Net</p> <p>1. Search the web on the following topic: The meaning of names You can visit Names or Yahoo for a more general search.</p> <p>2. SURFING THE NET</p> <p>Search the web on the following topic: The meaning of names</p> <p>Go to http://www.behindthename.com/cgi-bin/search.cgi?terms</p> <div style="text-align: right;">  </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0ffe0;">Two other Websites that explain the meanings of names</td> <td style="background-color: #e0ffe0;">http://</td> </tr> <tr> <td style="background-color: #e0ffe0;">Names</td> <td style="background-color: #e0ffe0;">http://</td> </tr> <tr> <td style="background-color: #e0ffe0;">Meaning</td> <td style="background-color: #e0ffe0;"></td> </tr> <tr> <td style="background-color: #e0ffe0;">Name</td> <td style="background-color: #e0ffe0;"></td> </tr> <tr> <td style="background-color: #e0ffe0;">Meaning</td> <td style="background-color: #e0ffe0;"></td> </tr> <tr> <td style="background-color: #e0ffe0;">Important elements about the origin</td> <td style="background-color: #e0ffe0;"></td> </tr> </table>			Two other Websites that explain the meanings of names	http://	Names	http://	Meaning		Name		Meaning		Important elements about the origin			
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