

TEACHER'S GUIDE
UNIT THREE
LOGGING ON

Pre activity	<p>Schema Building:</p> <p>Begin with a TPR activity. Model some of the most common classroom instructions: Ex. Open your book. Stand up. Sit down.</p> <p>Make students perform the actions as you say them aloud.</p>	
Activity	Grouping: Individual work / Pair work	10 minutes
	<p>VOCABULARY</p> <p>Go over the statements and make sure students understand the statements indicating instructions.</p> <p>Check that students understand the term OPPOSITE. Provide left and right, black and white, day and night, back and front as examples.</p> <p>Tell students to work individually or in pairs in the matching exercise.</p> <p>Once students have completed the match, ask them to review it with a partner.</p> <p>ANSWER KEY:</p> <p>Close your books. Open your books. Stand up. Sit down. Turn on the light. Turn off the light. Open the door. Close the door. Get in. Get out. Quiet. Shout.</p>	
Post activity 10 minutes	<p>YOUR TURN</p> <p>Students practice the vocabulary with a TPR exercise.</p> <p>Pair up students to share their information with a partner.</p> <p>Model some of the statements by mimicking the actions.</p> <p>Read the statement aloud so that students get familiar with the pronunciation of each command.</p>	
Tips / Further activities	<p>Students can come up with other classroom commands. Tell them to establish rules for the classroom. Form groups and help each group with vocabulary.</p>	

TEACHER'S GUIDE
UNIT THREE
TURN IT UP

Pre activity	<p>Schema Building:</p> <p>Model the instructions to the classroom by mimicking. Do not say them aloud. Elicit from the students the statements corresponding to each action.</p> <p>Pre-listening:</p> <p>Show the exercise to the students and explain the task. Make sure all students understand what they have to do. 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 certain classroom instructions. Explain the meaning of any difficult vocabulary items. Go over the pictures and ask students if they understand the actions shown in each picture. Explain the task to the students. Ask students to listen to the statements. Tell students that they can listen to the statements as many times as necessary.</p> <p>Answer key: 1. Stand up. 2. Write this down. 3. Pay attention. 4. Close your books. 5. Sit down. 6. Be quiet. 7. Lift your chairs. 8. Form groups of four.</p>	
Post activity 10 minutes	<p>YOUR TURN</p> <p>Students work in pairs asking their partners to perform the different actions as in the previous exercise. Students change roles. Students change partners.</p>	
Tips / Further activities	<p>Charades: Students mimic different actions so that their partners guess what they are doing.</p>	

TEACHER'S GUIDE
UNIT THREE
SYSTEM TOOLS

Pre activity	<p>Schema Building:</p> <p>Ask students: What are the different situations in which they receive commands to do something?</p> <p>What are the usual orders they get?</p>	
Activity	Grouping: Individual work	15 minutes
	<p>Explain students the structure of imperative sentences.</p> <p>Tell students that imperative sentences are usually aimed at a second person (YOU) but the subject is missing.</p> <p>Imperative sentences always begin with the verb.</p> <p>Explain the usual order of an imperative sentence and the particular contexts in which they are used: In the workplace, at home, at school.</p> <p>Remind students that whenever you use imperatives, a softener such as “please” is necessary.</p> <p>Ask student to do the exercise by filling out in the blanks with the corresponding form.</p> <p>ANSWER KEY:</p> <p>I. Complete the statement with the imperative form of the verb.</p> <p>A: Did you finish? B: No teacher. I need some more time. GIVE me some more time, please.</p> <p>A: Are you ready? B: Not really dear. WAIT for me five more minutes, please.</p> <p>A: What do we have to do teacher? B: FORM groups of five, please.</p> <p>OK, class, PAY attention.</p> <p>II. 1. Do not write 2. Clean up 3. Look up 4. Go out 5. Close</p> <p>III. 1. Wait a second, please. 2. Wait, please. 3. Close the door please. 4. Repeat please. 5. Turn up the volume.</p>	
Post activity 10 minutes	<p>YOUR TURN</p> <p>Students practice the new structure by writing a list of commands.</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>	
Tips / Further activities	<p>To practice negative imperative sentences, make a list of affirmative commands and ask students to repeat the negative form.</p>	

TEACHER'S GUIDE

UNIT THREE

SCAN IT

Pre activity	<p>Schema Building:</p> <p>Activate students' background knowledge by asking them to make a paper plane.</p> <p>Pre-reading</p> <p>Students read the questions and answer them.</p>	
Activity	Grouping: Individual work	20 minutes
	<p>WHILE READING</p> <p>Ask students to go over the instructions to check if they have any question.</p> <p>Students read a second time paying attention to difficult words. Refer students to the glossary section of unit 3.</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>Ask if anyone knows how to make a specific paper figure.</p>	
Tips / Further activities	<p>Ask students to go to the Web to find information about origami.</p>	

TEACHER'S GUIDE
UNIT THREE
TYPE IT UP

Pre activity	<p>Schema Building:</p> <p>Tell students that they are going to be teachers.</p> <p>Ask them to think about possible instructions they would like to give their hypothetical students.</p>	
Activity	Grouping: Individual work	15minutes
	<p>Explain the task to the student.</p> <p>Ask them to write down the possible instructions they would give to their students.</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 sharing their writing with each other.</p>	
Tips / Further activities	<p>Students can think of other possible instructions at an ideal home.</p>	

TEACHER'S GUIDE
UNIT THREE
LOGGING OFF

Pre activity	<p>Schema Building:</p> <p>What is important to make a paper plane fly?</p> <p>What kind of paper is necessary? What is the ideal shape?</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		
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<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 some research and to choose a particular paper plane to create. 																	
Post activity 50 minutes	<p>Students share their findings with the rest of the class.</p> <p>Students bring copies of the set of instructions to create paper planes or some other figures.</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: Different Types of Paper Planes. You can visit Paper airplanes or Paper planes</p> <p>SURFING THE NET</p> <p>Search the web on the following topic: How to create a plane.</p> <p>Go to http://www.paperairplanes.co.uk http://www.bestpaperairplanes.com</p> <div style="text-align: right;">  </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Two other Websites that explain how to make paper planes</td> <td style="width: 50%; padding: 5px;">http//</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">http//</td> </tr> <tr> <td style="padding: 5px;">Name of the plane</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Number of folding instructions</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Write the instructions below:</td> <td style="padding: 5px;"></td> </tr> </table>			Two other Websites that explain how to make paper planes	http//		http//	Name of the plane		Number of folding instructions		Write the instructions below:					
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