

TEACHER'S GUIDE

UNIT FIVE

LOGGING ON

Pre activity	<p>Schema Building:</p> <p>What objects do you usually find in a classroom?</p> <p>Show students pictures of different classroom objects and elicit the name in English.</p>	
Activity	Grouping: Individual work / Pair work	10 minutes
	<p>VOCABULARY</p> <p>Review prepositions of place: in, on, at, under, next to, behind, between, in front of, etc...</p> <p>Give them guidelines on how to do the exercise.</p> <p>Tell students to work individually or in pairs.</p> <p>Go over the vocabulary items making sure that students understand the meaning.</p> <p>Ask students to click on the CHECK ANSWERS button.</p>	
Post activity 10 minutes	<p>YOUR TURN</p> <p>Students apply the vocabulary to their own classroom experiences. For this activity, students think of different classroom objects.</p> <p>Students pair up and take turns guessing.</p> <p>One student thinks of a classroom object and the other guesses the object by asking yes/no questions of the kind exemplified in the task.</p> <p>Make a list of the classroom objects provided by the students. Write the names on the board.</p> <p>Students do the warm-up activity.</p>	
Tips / Further activities	<p>Scrambled letters.</p> <p>Provide the name of different classroom objects with the letters in different order.</p> <p>Students pair up and arrange the letters to find the word.</p> <p>Write the following scrambled words on the board. Provide the first letter to make the exercise easier:</p> <p>abradboclk b_____ odro d_____ lckah c_____</p> <p>tweasksetba w_____ rdyciatoin d_____ elrur r_____</p> <p>esrear e_____ nerpshare s_____ cbkakpca b_____</p> <p>Answer key: blackboard, door, chalk, wastebasket, dictionary, ruler, eraser, sharpener, backpack</p>	

TEACHER'S GUIDE
UNIT FIVE
TURN IT UP

Pre activity	<p>Schema Building:</p> <p>Go around the class pointing at different classroom objects. Elicit the right response from students.</p> <p>Pre-listening:</p> <p>Ask students the questions that appear on the pre-listening exercise.</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 three students describing their classrooms.</p> <p>Ask students to listen to the short descriptions.</p> <p>Tell students that they can listen to the descriptions again and then tell them to work on the exercises.</p>	
Post activity 10 minutes	<p>YOUR TURN</p> <p>Students share their drawings and descriptions with another partner.</p>	
Pronunciation	<p>Explain the difference in pronunciation between this and these.</p> <p>Tell students that the four words begin with the th sound that is similar to the z sound in Spain.</p> <p>this has a short i sound and the final sound is s.</p> <p>these has a long i sound similar to that in cheese. The final sound is z.</p> <p>that has a diagraph sound similar to that in cat, hat, bat.</p> <p>Those has an ow sound and the final sound is z.</p>	
Tips / Further activities	<p>What am I?</p> <p>Students think of the function of an object and try to write a detailed description. For example, "I am very useful to correct mistakes". Answer: The eraser...</p> <p>Tell students to think of different objects and their function. Go around the class offering help to the students.</p> <p>Form groups of three for the activity.</p>	

TEACHER'S GUIDE
UNIT FIVE
SYSTEM TOOLS

Pre activity	<p>Schema Building:</p> <p>Give students these statements.</p> <p>There is a blackboard in the class.</p> <p>Provide the question: Is there a blackboard in the class?</p> <p>Elicit the answer. Yes, there is one.</p>	
Activity	Grouping: Individual work	15 minutes
	<p>Explain the structure there is, there are, plus the terms one, any, some.</p> <p>Explain the use of there is in statement with a singular noun and provide examples of questions plus answers.</p> <p>Tell students that there are is used with plural nouns. Explain the inversion of the verb be in questions and provide examples of questions and answers in plural form.</p> <p>Tell students to work on the exercises.</p>	
Post activity 10 minutes	<p>YOUR TURN</p> <p>Students practice the new structure by asking yes/no questions with there.</p> <p>Students ask if there are particular objects in the class.</p> <p>Pair up students to do the task.</p>	
Tips / Further activities	<p>Bring pictures of different environments so that students can practice the structure by asking questions of the objects shown in the picture.</p>	


TEACHER'S GUIDE
UNIT FIVE
SCAN IT

Pre activity	<p>Schema Building:</p> <p>What objects are necessary to come to school?</p> <p>Pre-reading</p> <p>Students pair up and answer the questions in the pre-reading activity.</p> <p>Ask some students to answer the questions orally.</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.</p> <p>Give the students the definition of difficult words such as afford, bargain.</p> <p>Ask students to go over the reading for a third time. Ask them to do the exercise. Explain the usefulness of a cluster to join ideas and to clarify general concepts.</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 unit.</p> <p>Pair up students to share their information with a partner.</p> <p>Ask students to make a list of their school supplies.</p> <p>Make a class activity sharing the information found.</p>	
Tips / Further activities	<p>Ask students to create their own crossword puzzles with classroom objects.</p> <p>Ask them to provide the down and up clues and to include the words in the boxes.</p>	

TEACHER'S GUIDE
UNIT FIVE
TYPE IT UP

Pre activity	<p>Schema Building:</p> <p>Prepare students by giving them a cluster of the following:</p> <p>Physical education uniform: Tennis shoes, socks, t-shirt, shorts</p> <p>Ask students to do the pre-writing activity by either using their own dictionaries or the glossary section of unit 5.</p>	
Activity	Grouping: Individual work	15minutes
	<p>Explain the task to the student.</p> <p>Ask them to not only provide a list but to write a suitable introductory statement and a concluding sentence to their list.</p> <p>Form groups of five students and ask them to share their information.</p>	
Post activity 10 minutes	<p>YOUR TURN</p> <p>Help students by having a list of prices of different items necessary for school. You can do this by going to a store and finding this out before your class.</p>	
Tips / Further activities	<p>Students can do a role play. One student is a customer in a store and he/she is buying school supplies. Help students with the dialogue.</p>	

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UNIT FIVE
LOGGING OFF

Pre activity	Schema Building: Where do you usually buy school supplies? How much do you usually need for such buy?												
Activity	Grouping: Group work		40 minutes										
	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 a list of stores where they can find school supplies in their town. 4. Students go to the field to find out their information. 													
Post activity 50 minutes	Students share their findings with the rest of the class. If this activity is not possible, ask students to provide a written report with their findings.												
Tips / Further activities	<p>B. Surfing the Net</p> <p>1. Search the web on the following topic: School supplies. You can visit Supplies 1 or Supplies 2</p> <p>SURFING THE NET</p> <p>Search the web on the following topic: School supplies</p> <p>Go to http://www.abcteacher.com http://www.1on1schoolsupplies.com</p> <div style="text-align: right;">  </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">Two other Websites that include school supplies.</td> <td style="width: 50%; padding: 2px;">http://</td> </tr> <tr> <td style="padding: 2px;">Different categories included</td> <td style="padding: 2px;">http://</td> </tr> <tr> <td style="padding: 2px;">Brands included</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Important elements about</td> <td style="padding: 2px;"></td> </tr> </table>			Two other Websites that include school supplies.	http://	Different categories included	http://	Brands included				Important elements about	
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