

TEACHER'S GUIDE
 UNIT EIGHT
 LOGGING ON

Pre activity	Schema Building: How do you spell your name? Bring cards with different words for students to spell or write them on the board. Remind students to use their dictionaries or to bring them for this class.	
Activity	Grouping: Individual work / Pair work	10 minutes
	VOCABULARY Go over the pictures to make sure that students understand them. Check that students use their dictionaries to find the correct spelling of the words. Tell students to work individually or in pairs. Once students have completed the task, ask them to click on the CHECK ANSWERS button. Answer Key: Dinosaur, Laptop, Padlock, Envelope	
Post activity 15 minutes 15 minutes	WARM UP Explain the task to your students. Model the activity yourself asking students to guess one word and modeling the “hangman” drawing. Ask students to work in pairs. YOUR TURN Students apply the vocabulary to their own experience. For this activity, students think of ten different words. They can either review previous vocabulary or terms they want to learn. Pair up students. Model the activity for your students. Ask them to keep a score of the correct spelling of words.	
Tips / Further activities	DICTIONARY COMPETITION Do a contest to find out who finds words faster. Bring candy to give to the winners!	

TEACHER'S GUIDE
UNIT EIGHT
TURN IT UP

Pre activity	<p>Schema Building:</p> <p>What are different ways to say “I’m sorry” in English? Elicit the expressions: Forgive me. I’m awfully sorry. I apologize. I beg your pardon.</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> <p>If students have problems with the recording, say the words aloud yourself or spell them.</p>	
Activity	Grouping: Individual work	10 minutes
	<p>While listening:</p> <p>Explain students that they are going to listen to a short paragraph on forgiveness.</p> <p>Explain the meaning of the word.</p> <p>Ask students to listen to the short conversations.</p> <p>Tell students that they can listen to the audio again and then tell them to work on the exercises.</p> <p>Key:</p> <p>Apology a-p-p-o-l-o-g-i-e a-p-o-l-o-g-y ✓ Beg b-e-g ✓ b-e-k Forgiveness f-o-r-g-i-b-n-e-s f-o-r-g-i-v-e-n-e-s-s ✓ Trespass t-r-e-s-s-p-a-s t-r-e-s-p-a-s-s ✓ Offend o-f-f-e-n-d ✓ o-f-e-n-t</p> <p>In the space provided, write the term that corresponds to each definition.</p> <p>1. ___Apology_____ To say you are sorry. 2. ___Forgiveness_____ To forget about an offense done by someone else to you. 3. ___Beg_____ To implore for someone’s forgiveness. 4. ___Offend_____ To hurt somebody's feelings.</p>	
Post activity 10 minutes	<p>PRONUNCIATION</p> <p>Review phonetic symbols as in Teacher’s Guide Unit 4</p> <p>Go over the pronunciation task. Review phonetic sounds.</p> <p>/æ/ as in bat, /ð/ as in but, /a/ as in bar, /ε/ as in air, /ɔ/ as in saw, /ay/ as in eye, /b/ as in boy, /ch/ as in chair, /d/ as in dog, /iy/ as in cheese, /f/ as in fruit, /g/ as in gate, /h/ as in hot, /hw/ wheat, /I/ as in if, /j / as in jam, /k/ as in king, /l/ as in lie, /m/ as in mom, /n/ as in nun, /ŋ/ as in sing, /ow/ as in boat, /oy/ as in boy, /uw/ as in too, /aw/ as in out, /p/ as in pipe, /r/ as in red, /s/ as in sit,</p>	

	<p>/sh/ as in she, /t/ as in tea, /θ/ as in thin, /σ/ as in this, /U/ as in book, /v/ as in vine, /w/ as in wine, /y/ as in yes, /z/ as in zebra, /zh/ as in vision.</p> <p>YOUR TURN</p> <p>Students check their own dictionaries and make a list of the phonetic sounds and a word that has each specific sound.</p>
<p>Tips / Further activities</p>	<p>Students listen to the ABC and practice it with their partners.</p> <p>Ask students to listen to the song as many times as necessary.</p> <p>Students to the exercise on spelling. Explain the task carefully, emphasizing the difference in pronunciation between the sounds contrasted in the exercise.</p> <p>Students can play HANGMAN with each other.</p> <p>You can have a SPELLING CONTEST in class.</p>

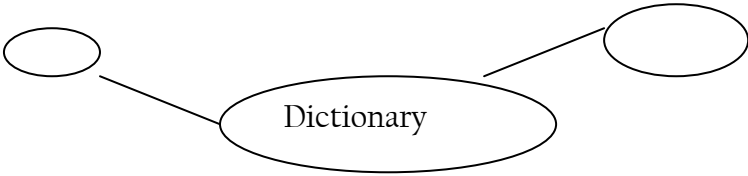
TEACHER'S GUIDE
UNIT EIGHT
SYSTEM TOOLS

Pre activity	<p>Schema Building:</p> <p>Elicit from students different kinds of questions. Write them on the board and if information questions come up, emphasize them.</p>	
Activity	Grouping: Individual work	15 minutes
	<p>Explain the way in which information questions are formed.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;"> <div style="border: 1px solid black; padding: 2px 10px;">Wh-</div> <div style="border: 1px solid black; padding: 2px 10px;">Aux</div> <div style="border: 1px solid black; padding: 2px 10px;">Subj</div> <div style="border: 1px solid black; padding: 2px 10px;">Complement</div> <div style="border: 1px solid black; padding: 2px 10px;">?</div> </div> <p>Tell students that these questions are used to request information we don't know or we want to be sure about.</p> <p>Ask student to do the exercise by filling out in the blanks with the corresponding word.</p> <p>Key: 1. is, 2. is, 3. are, 4. is, 5. are</p> <p>1. does, 2. do, 3. do, 4. did</p>	
<p>Post activity</p> <p>10 minutes</p>	<p>YOUR TURN</p> <p>Students practice the new structure asking information 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.</p> <p>Model the task. Ask a student to take a content word (especially nouns) and ask the following questions: How long is the word? What is the first letter of the word? What is the last letter of the word? How many syllables does the word have? What is the definition of the word?</p> <p>Students can use these questions or some others they come up with.</p>	
Tips / Further activities		

TEACHER'S GUIDE
UNIT EIGHT
SCAN IT

Pre activity	<p>Schema Building:</p> <p>Are you good at orthography?</p> <p>How good are you at spelling in English?</p> <p>Why is it that English spelling is more difficult than Spanish spelling?</p> <p>Pre-reading</p> <p>It is always advisable to predict what a reading is about by paying attention to the title, pictures, or subtitles. Guess the main topic of this reading by considering these aspects.</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?</p> <p>Students read a second time paying attention to difficult words. Refer students to the glossary section of unit 8.</p> <p>Ask students to go over the reading for a third time. Ask them to do the exercises.</p> <p>Key: Government, February, Antidote, All right, Antecedent</p> <p>13, 1000 basic words,</p> <p>Make a mark next to the word, Write the reason why you look up the word, Learn the spelling, Learn the pronunciation...</p>	
Post activity 10 minutes	<p>YOUR TURN</p> <p>Students use their dictionaries to look up words in the reading.</p> <p>Make a class activity sharing the information found.</p>	
Tips / Further activities	<p>Ask students to go to the Web to find different dictionaries.</p>	

TEACHER'S GUIDE
 UNIT EIGHT
 TYPE IT UP

Pre activity	Schema Building: Ask students to think of possible uses of the dictionary.	
Activity	Grouping: Individual work	15minutes
	Explain the task to the student. Write the word dictionary on the board. Make a cluster with the ideas suggested by the students  Emphasize functions, uses, kinds of dictionaries, and personal use of dictionary. Students write their compositions as homework.	
Post activity 10 minutes	YOUR TURN Students share their compositions and compare their dictionaries.	
Tips / Further activities	Students make a list of websites that include dictionaries.	

TEACHER'S GUIDE
UNIT EIGHT
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
	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. Give students general guidelines about the activity. 2. Assign roles to the group members. 3. Ask students to do list of the most commonly used words in the classroom. 4. Ask students to compare their lists with other groups and to divide them up so that they are not repeated in each group. 			
Post activity 50 minutes	Students share their findings with the rest of the class.		
Tips / Further activities	SURF THE NET		

B. Surfing the Net

1. Search the web on the following topic: Dictionary of Idiomatic Expressions.
You can visit [Idioms](#) or [Yahoo](#)

SURFING THE NET

Search the web on the following topic: Virtual Dictionary
Go to
<http://www.usingenglish.com/reference/idioms/m.html>



Two other Websites that include dictionaries.	http://
	http://
Synonyms and antonyms for:	Malleable, tough, kind, pouch
Meaning of idioms such as:	Red tape, loan shark, bricks and mortar
Acid test, all over the place.	All fingers and thumbs, apple of your eyes.
Make hay, man of means.	Tall story, sacred cow, lesser of two evils.
Some idioms you want to	