

TEACHER'S GUIDE
UNIT ONE
LOGGING ON

Pre-activity	<p>Schema Building:</p> <p>-Ask students to brainstorm family members. Start by giving them an example: FATHER</p> <p>-Write as many members as they mention on the board sparingly.</p> <p>-Hand a slip of paper to each student and ask them to write the name of a member of his/her family.</p>	
Activity	<p>Grouping:</p> <p>-Individual work or -Pairs</p>	<p>Setup:</p> <p>Students should work first on the pre-activity.</p>
	<p>VOCABULARY</p> <p>-Make students acquainted of the goals of the unit.</p> <p>-Tell students to work by parts in a sequence. Vocabulary section first; then, warm-up</p> <p><u>Vocabulary</u></p> <p>Section 1</p> <ul style="list-style-type: none"> - Students look at the pictures; then the students read the conversation, and understand the family relations. <p>Section 2</p> <ul style="list-style-type: none"> - Students should read again the conversation and write the family relation on the space provided. Make sure students understand section 1. <p>Section 3 (Warm-up)</p> <ul style="list-style-type: none"> - Students are now prepared to put into the practice the vocabulary. They have to write the number on the appropriate picture that describes the family relations in the photo album. 	
Post-activity	<p>YOUR TURN</p> <ul style="list-style-type: none"> - Students apply the vocabulary on their real life experiences. For this activities, students should relate the members of the family with their real family. - Then students sit in pairs and tell a classmate the name of the member of the family. Example: Esther is my mother. Raul is my father. etc... 	
Tips/Further activities	<p>EXTRA ACTIVITY.</p> <p>-Students bring pictures of the members of their family.</p> <p>-Students sit in pairs and describe the members to one another. <u>Example:</u> <i>This is my mother. She is Esther.</i></p>	

TEACHER'S GUIDE

UNIT ONE TURN IT UP

Pre-activity	<p>Schema Building:</p> <ul style="list-style-type: none"> - The teacher brings a simple family tree. Then she/he asks questions related to the family tree. Example: Who is Clara's sister? Who is Tom and Mary's father? etc. <p>Pre-listening (Activity 1)</p> <ul style="list-style-type: none"> - First students get acquainted with the picture. Then students put their headphones and listen to a short description of a family once. Then, students listen again and click on the correct answer (multiple choice). Students listen the third time to check the information. <p>* If students get one answer wrong, students should start the pre-listening activity again until they get a better score.</p>	
Activity	<p>Grouping</p> <ul style="list-style-type: none"> - Individual work 	<p>Setup:</p> <p>Each student should have a headphone.</p>
	<p>While-listening</p> <ul style="list-style-type: none"> - Students listen to a description of each member of the family from the family tree on the pre-listening task. - Students have to listen two times before writing the name of the family member on the space provided. - Then students have to listen the second time; they write the name of the person that corresponds on the space provided. - The feedback will indicate whether the answer is right or wrong. Make sure students read the feedback.. 	
Post-activity	<p>Post-Listening</p> <ul style="list-style-type: none"> - First have students draw a family tree with the names of their family members. Students share the information with a classmate. - Then students complete the family. - Students print their family tree and explain it to class. 	
Tips/Further activities	<p>-Students practice pronunciation on the possessive forms of family members and names of persons when referring to family relations. Special attention is given to [S] , [Z], [IZ].</p> <p>-Students tell their family relations from their family tree and practice pronunciation of the possessive forms. Marco is Carlos' brother.</p>	

TEACHER'S GUIDE
UNIT ONE
SYSTEM TOOLS

Pre-activity	<p>Schema Building: Read and understand</p> <ul style="list-style-type: none"> - Students read the information of the family and do a concept map with the name, occupation, and family relation. <p>Activity 1</p> <ul style="list-style-type: none"> - Students fill in the blanks with the correct family relation. The concept map will help them understand the reading better. - Students must read the feedback provided when they have answered correctly or incorrectly. 	
Activity	<p>Grouping Class work</p>	<p>Setup: The teacher prepares students for the “rules” part by calling their attention on personal pronouns vs possessive pronouns. The teacher shows the relationship with the aid of pictures and/or a family tree. Ex. Susan is her mother. or This is her car.</p>
	<p>RULES</p> <ul style="list-style-type: none"> - The teacher brings pictures of objects to show possession. She writes sentences on the board related to the pictures, and leaves a blanked space for the possessive pronoun. Students choose correct possessive pronoun from a group of cards and place them appropriately on the space provided. This activity can be adapted to a family tree. - Students read the rules on possessive pronouns and personal possession. - Students do the three activities from System Tools based on the rules. To do this, they have to follow instructions. - Students check their answers with a classmate. - Explain students that they can see the relationship by observing the pictures provided in the on-line unit. 	
Post-activity	<p>YOUR TURN</p> <ul style="list-style-type: none"> - First ask students about personal belongings in class. Where’s your notebook? (to the student) ; or Is this Pedro’s book? (to a student about another student), etc. - Students answer the questions on the YOUR TURN section about their family’s favorite music, color, sport, actor , hobby. These questions make students find meaning to the use of the possessive pronouns. 	
Tips/Further activities	<p>Remember: The more students relate the use of possessive pronouns to their everyday activities, the easier will its use be. Ask questions related to their possession, or classmates possessions in class so that they can make the difference between “his”, “her”, “their”, “your”, “my”</p>	

TEACHER'S GUIDE

UNIT 1 SCAN IT

Pre-activity	<p>Schema Building:</p> <ul style="list-style-type: none"> - Activate prior knowledge by asking students if they know what extended or nuclear families are. (They might say the meaning in Spanish. It is acceptable). - Tell students to brainstorm the members of an extended family and the members of a nuclear family. Complete the list after students have brainstormed. <p>PRE-READING</p> <ul style="list-style-type: none"> - Students should read the characteristics of extended or nuclear families. Based on their background knowledge and on the previous brainstorming activity, students should decide whether these characteristics belong to one of the two types of family: extended or nuclear. - After the activity has been accomplished, discuss the characteristics with the students and relate it to their families. 	
Activity	<p>Grouping Pair work</p>	<p>Setup: Students sit in pairs. The teacher hands in a sheet for students to complete as they read. This will help them understand the reading.</p>
	<p>WHILE READING</p> <ul style="list-style-type: none"> - Students read one time first. - Students read the second time and answer the TRUE and FALSE in activity A. - Students read the third time and choose the right answer from the multiple choice in activity B. - When these two tasks are completed, students discuss answers with their classmates. - Feedback is provided for each activity. Make sure students read the feedback. 	
Post-activity	<ul style="list-style-type: none"> -Students answer the questions. - Students describe their families to the class. - Students bring to class sample pictures of nuclear families and extended families. 	
Tips/Further activities	<p>Give the students a list of 6 words from the reading and make them look for their definitions in an English-English dictionary.</p>	

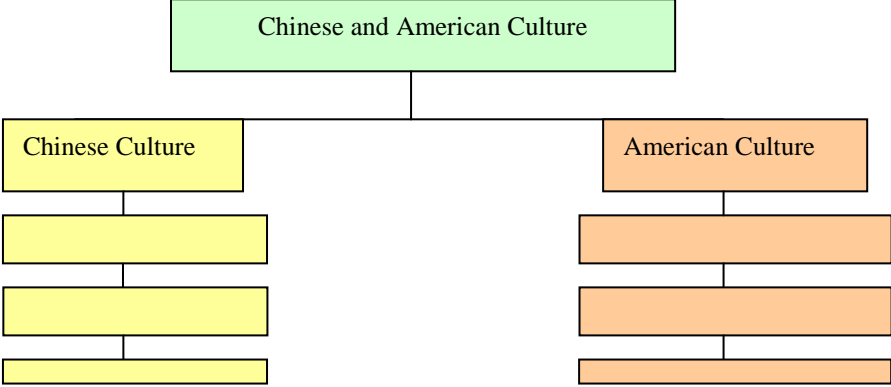
TEACHER'S GUIDE
UNIT 1
TYPE IT UP

Pre-activity	<p>Schema Building: Prepare students for the interview by brainstorming the following areas: Obligations of Parents / Obligations of Children / Goals in Parenting</p> <p>PRE-WRITING</p> <ul style="list-style-type: none"> - In order to develop the interview to parents, students should work on an answer sheet, similar to a survey. - Have students insert choices to the different questions. This should be done in class before students interview their parents. Students should also brainstorm ideas. Teacher acts as a facilitator Samples choices for question 1: a. proud b. happy c. worried d. enthusiastic. Sample choices for question 2: a. To educate children b. to be a model parent c. to raise children as responsible persons d. to understand children's needs Sample choices for question 3: a. To be strict b. to communicate with sons / daughters c. That education is more important d. to protect sons/daughters Sample choices for question 4: a. to be responsible b. to study c. to go to the university d. to help at home e. to respect others - The different choices can help students develop an easy and more organized interview. 	
Activity	<p>Grouping Individual work</p>	<p>Setup: Students should bring their interviews to class.</p> <ul style="list-style-type: none"> - Teacher will help students write the topic sentence, supporting sentences and concluding sentence. - Explain students that the first question of the interview makes reference to the topic sentence. Example: "My father feels happy to be a parent" or "My mother is excited to be a parent". - Explain students that questions 3,4,5 are the supporting ideas to the topic sentence. Example: "He thinks that a challenge of being a parent is to educate children, but he likes it. My father's parents taught him that education is important. That is why he wants me to get a degree. He expects me to study hard." <u>A sample paragraph is provided.</u> - Work with students on the concluding statement by explaining them that the concluding sentences is re-stating the topic sentence. Example: "For this reason my father is a proud parent".
Post-activity	<ul style="list-style-type: none"> - Sit students in pairs. - Students should read their short paragraphs to one another. - Make sure students fill in the chart with differences and similarities related to the interviews. - Have students comment the consensus on differences and similarities about parenting to the whole class. 	
Tips/Further activities	<p>Things to remember:</p> <ul style="list-style-type: none"> - Students need to design a survey-type of interview because their parents do not speak English. The interview should be as easy as possible. - Monitor students as they are writing the short paragraph. - Give students a sample paragraph as suggested in the ACTIVITY section. 	

TEACHER'S GUIDE
UNIT 1
LOGGING OFF

Pre-activity	<p>Schema Building: Sit students in groups of three.</p> <ul style="list-style-type: none"> - Tell students to make a list of the different types of families usually found around the neighborhoods: single parents, married couples with no children, married couples with babies, married with children in primary school, etc. - Ask students about their family, and their relatives (aunt, married, no children, etc.) 	
Activity	<p>Grouping Groups of four students</p>	<p>Setup:</p> <ul style="list-style-type: none"> - The teacher assigns roles to each student. - The teacher explains the roles of each student.
	<ul style="list-style-type: none"> - The teacher explains students that they have to survey the families around their neighborhoods regarding the type of family they have. The survey should contain the following: (See chart provided) <ul style="list-style-type: none"> ▪ Couples: divorced, married, single ▪ Number of sons / daughters ▪ Age of students: babies ? school-age ? adolescents? Adults? ▪ Age of parents ▪ Nuclear or extended family - Students must design a survey for the research on types of families. - The teacher should revise each survey before students do the investigation. - After the investigation, students should work together and arrange the information from the categories provided, and design graphs to show results. Example: 20 % of the families are married with school-aged children; 25 % of the families are middle-aged with university students. - Students report results to class. The graphs or tables can be drawn. - Students collect all of the information and display it in the bulletin board. 	
Post-activity	<p>SURF THE NET</p> <p>- Give students the following websites: http://www.psychpage.com/family/library/baumrind.htm http://parenting.adoption.com/parents/grandparents-as-parents.html http://library.adoption.com/Working-Mothers/Work-and-Family/article/3208/1.html http://library.adoption.com/Single-Parent/Characteristics-of-Successful-Single-Parenting/article/2648/1.html http://library.adoption.com/Parenting-Skills/Parenting-Support-and-Education-Classes/article/3324/1.html</p> <ul style="list-style-type: none"> - Tell students to choose one of the websites. - Have students answer the questions on the chart provided after they have read the information on the website related to types of families. 	
Tips/Further activities	<p>Recommendations:</p> <ul style="list-style-type: none"> - Advise students to work as a team when they are researching the types of families on the neighborhood. It is important for students to have group work sessions to analyze the results. - Make sure each member of the group is developing his/her role. 	

TEACHER'S GUIDE
UNIT ONE
CULTURE NOTE AND PAIR WORK ACTIVITY

Pre-activity	<p>Schema Building: Trigger students' background knowledge.</p> <p>Pair Work</p> <ul style="list-style-type: none"> - Tell students to list characteristics of Chinese culture regarding families. - Tell students to list characteristics of the American culture regarding families. 	
Activity	<p>Grouping</p> <ul style="list-style-type: none"> *Pair work *Group of 4 *Pair Work 	<p>Setup:</p> <p>Group of 4 for Culture Note</p> <ul style="list-style-type: none"> - Get students together in groups of four to compare the list on Chinese and American culture regarding families.
	<p>CULTURE NOTE</p> <ul style="list-style-type: none"> - Students work in pairs and read the culture note “Did You Know...?” regarding cultural differences in Chinese and American families. - To understand the culture note, students do a concept map as the sample: <div style="text-align: center;">  <pre> graph TD Root[Chinese and American Culture] --- HLine[] HLine --- CC[Chinese Culture] HLine --- AC[American Culture] CC --- CC1[] CC --- CC2[] CC --- CC3[] AC --- AC1[] AC --- AC2[] AC --- AC3[] </pre> </div>	
Post-activity	<p>Pair activity (information gap activity): The purpose of the pair-work activity is to have students practice family relations.</p> <ul style="list-style-type: none"> - Form groups of two. Students sit one in front of the other. - One member is STUDENT A; the other member is STUDENT B. - The task is to complete the family tree. To do this, student A asks questions to student B on the members he/she is missing; Student B asks student A questions to complete his/her family tree. - Trigger sample questions from the students for appropriate questioning. Example: “<i>Who is Mark’s wife?</i>” - When students have finished, ask them questions to check the family tree. Example: “<i>Who are Marlene and Carlos’s son and daughter?</i>” 	
Tips/Further activities	<p>Tips for the teacher.</p> <ul style="list-style-type: none"> - Monitor around the groups. Students might have problems with the questions and responses and you can facilitate their production by helping them out. - Monitor around to make sure students are using the English language, not their native language. - Monitor that students are really questioning and responding in English, and not copying the answers. 	