

TEACHER'S GUIDE
UNIT THREE
LOGGING ON

<p>Pre-activity</p>	<p>Schema Building: Elicit background knowledge</p> <ul style="list-style-type: none"> - Write five columns on the board. On the top of each column write some personality adjectives. Example: <table border="1" data-bbox="437 421 1417 456"> <tr> <td style="text-align: center;">serious</td> <td style="text-align: center;">extrovert</td> <td style="text-align: center;">disorganized</td> <td style="text-align: center;">generous</td> <td style="text-align: center;">sympathetic</td> </tr> </table> <ul style="list-style-type: none"> - Tell students to write that list on a sheet of paper and assign a name of a member of the family that represents that description. - After that students have to report to class. Example: <i>My sister is disorganized.</i> or <i>My mother is a generous person.</i> - Students sit in pairs and comment answers. 	serious	extrovert	disorganized	generous	sympathetic
serious	extrovert	disorganized	generous	sympathetic		
<p>Activity</p>	<table border="1" data-bbox="437 629 1422 768"> <tr> <td style="width: 30%;">Grouping: -Pair work</td> <td>Setup: Have students list adjectives that describe personalities. These adjectives will help them to complete the vocabulary section.</td> </tr> </table> <p>VOCABULARY</p> <ul style="list-style-type: none"> - Make students acquainted of the goals of the unit. - Have students practice the vocabulary section by telling them to relate the descriptions to the pictures <p><u>Vocabulary</u> Section 1</p> <ul style="list-style-type: none"> - First students must read the words that describe personalities from the box provided. They can compare them with the list they already brainstormed before. - Next, the teacher asks students questions like: “Who is talkative in your family?” This questions will help learners associate meaning. - Then, students do the activity. They have to write the letter of the personality adjective to the picture it describes. - After that, students have to describe the pictures. Example: <i>The soldier is friendly.</i> <p>Warm-up</p> <ul style="list-style-type: none"> - Students have to read the common phrases said by different persons based on their personalities. - Students have to match the phrases to the personality adjectives by writing the adjectives on the space provided. - Students simulate the situation by acting it out. Then the other students describes the person who mimed the personality (a person has some books and hold them tightly and says: “<i>I’m sorry, but I don’t lend my books</i>”.) The other students says: “<i>You are selfish.</i>” This activity will help the other students understand the meaning of the adjectives in this section. 	Grouping: -Pair work	Setup: Have students list adjectives that describe personalities. These adjectives will help them to complete the vocabulary section.			
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<p>Post-activity</p>	<p>YOUR TURN</p> <ul style="list-style-type: none"> - Relate vocabulary to students’ real world by telling students to describe their families. This activity is similar to schemata building (see top), but this time students will use the different words from the vocabulary to describe several members of the family (include aunts, uncles, cousins, etc.) - Students compare members of the family by using “more... than”. Example: Raul is more talkative than Susana, 					
<p>Tips/Further activities</p>	<p>Further activity. (Reinforcing activity)</p> <ul style="list-style-type: none"> - Place eight pictures on the board of the personality adjectives students did not understand very well. They have to be expressive. - Write eight personality adjectives on eight slips of paper (choose the difficult ones) - Students should match the adjective with the picture. 					

TEACHER'S GUIDE
UNIT THREE
TURN IT UP

Pre-activity	<p>Schema Building:</p> <ul style="list-style-type: none"> - Ask students if they know the type of personality they have. - Students should state what their personality is. - Ask students if they know what a personality test is. - Show them the personality test and explain that they have to fill it in individually. - First, the teacher should explain the scale; then, the teacher should go over new vocabulary on personality adjectives. - Then, students fill in the test.; after that they count their answers and check their personalities from the description provided. 	
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"> - Ask students if they know families that have twins. Ask them if the twins have the same or different personalities. - Students listen once and the teachers asks students to detect the personalities adjectives. - Students listen twice and fill in the TRUE or FALSE . <i>Note: Before students complete the TRUE and FALSE , they have to read the statements first.</i> - Students listen the third time, and check the answers. <p>***After the listening, the teacher can tell students to write the adjectives they underlined, and write characteristics of these adjectives based on the listening activity.</p>	
Post-activity	<p>Post-Listening</p> <ul style="list-style-type: none"> - Students research three students and ask them what their personalities are. Students report to class.. - <p>PRONUNCIATION</p> <ul style="list-style-type: none"> - Students put their headphones on and listen to the stress / intonation of the different personality adjectives. - Students repeat for pronunciation. - Teacher checks pronunciation by calling students individually. 	
Tips/Further activities	<p>Further activity</p> <ul style="list-style-type: none"> - Teacher forms two groups. Students pick up a personality adjective from a bag. - One student mimes the adjective. The students from the other group guesses what adjective it is. - A point is given for right guesses. 	

TEACHER'S GUIDE
UNIT THREE
SYSTEM TOOLS

Pre-activity	Schema Building: <ul style="list-style-type: none"> - Activate prior knowledge by assigning students a practice on comparatives and superlatives. - Line three students in front with differences in height and weight. - Ask students to compare them. Example: Maria is taller than Raul, etc. - Practice comparative and superlative. - Highlight comparatives and superlatives by making students aware of their use in the UNIT. - Students read and understand based on the picture first. - Then students see the examples on the RULES chart for both comparative and superlative. - Write extra examples on the board. 	
Activity	Grouping Pair work	Setup: The teacher hands out a practice on comparative and superlatives. Students have to fill in with either form, based on the instructions.
	Activity 3.1 <ul style="list-style-type: none"> - Students read the adjectives. Then they decide on two objects or persons they can compare. Students write the comparative form. - Students check answers with another student. Activity 3.2. <ul style="list-style-type: none"> - Students look at the pictures provided. - Students read the scrambled statements. - Students unscramble the statements related to the superlative form. - Teacher call students to report for answers. Activity 3.3 <ul style="list-style-type: none"> - Students describe the picture first. Example: They are sisters. They are pretty, etc. - Students make comparisons based on the pictures. To do this, students read the adjective in parentheses and writes the comparison in the blanks provided. - Students compare answers. 	
Post-activity	YOUR TURN <ul style="list-style-type: none"> - Students write descriptions of their families. These descriptions should be either in the comparative or superlative form. Example: <i>My father is more serious than my mother.</i> - Students should go around class and collect three comparisons from two different students. Students report to class. Example: <i>Pedro's father is more serious than his mother.</i> 	
Tips/Further activities	Further activity. <ul style="list-style-type: none"> - Students bring pictures of the family and describe their personality to other classmates. As students do this, meaningful learning takes place because they are experiencing the use of these adjectives to their real life. 	

TEACHER'S GUIDE

UNIT THREE

SCAN IT

Pre-activity	<p>Schema Building:</p> <ul style="list-style-type: none"> - Ask students if they are only children, or the youngest, or oldest among their brothers and sisters. - Students read the statements in the pre-reading task and decide whether the information is a MYTH or a REALITY. - Students compare answers. - Students report back. Example: <i>Laura believes that only children are generous persons.</i> 	
Activity	<p>Grouping Pair work</p>	<p>Setup:</p> <ul style="list-style-type: none"> - Both teacher and students discuss characteristics of first child, middle child, last child, and only child. -
	<ul style="list-style-type: none"> - Students read once and compare the information on the reading with the information they guessed in the setup. - Students read a second time and answer the TRUE or FALSE activity. - Students read a third time and do a concept map with the characteristics of the first child, the middle child, and the only child based on the reading.. 	
Post-activity	<ul style="list-style-type: none"> - Students do a birth date history regarding their brothers and sisters. Students should write the name, birth date, age and put next to the name if he/she is the first child, middle child, etc. - Students write a description of the personality based on the birth order. Example: <i>My brother is the first child. That is why he is very serious and responsible. I am the middle child. I am more extrovert.</i> <p>***This is based on the reading. Students have to select the adjectives based on the information provided in the reading.</p>	
Tips/Further activities	<p>Supplementary activity:</p> <ul style="list-style-type: none"> - Assign students to read the following website: http://www.bbc.co.uk/radio1/onelife/personal/families/siblings_oldest.shtml - Tell students to choose the four categories in the website and write three characteristics for each type of child.. - Compare characteristics during class. 	

TEACHER'S GUIDE
UNIT THREE
TYPE IT UP

Pre-activity	Schema Building: <ul style="list-style-type: none"> - Review vocabulary by playing the “hangman game”. - Divide the class in have. - Students from group A think of an adjective. - Students from Group B guess by saying letters. Then they switch. - If the word is not guessed, the man is hanged. 	
Activity	Grouping Individual work	Setup: Students choose five personality adjectives that describe their brothers and sisters.
	<ul style="list-style-type: none"> - The teacher works with students on possible topic sentences for the description of their brothers and sisters regarding their birth order. <i>Example: My brothers and sisters are different from me.</i> - Students should write the supporting details to that topic sentence by writing about personality characteristics based on their birth order. Example: <i>My oldest brother, Oscar, is a very responsible person. However, my youngest sister, Matilde, is more talkative than Oscar. She also is very creative and likes to play around the house. (OBSERVE SAMPLE PARAGRAPH)</i> - After the supporting details, students have to work on the concluding statement. Example: <i>The birth order can determine your personality.</i> - Exchange paragraphs with other students. Students should revise and correct. 	
Post-activity	<ul style="list-style-type: none"> - Students get back their paragraphs. - Students receive a checklist to edit for the use of comparative and superlative forms and for punctuation. 	
Tips/Further activities	Additional activity. -Direct students to the following website: http://www.emotionalwellness.com/birthorder.htm - Tell students to read first and then write five characteristics for the following types of children: First Born, Second Born, Last Born	

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Pre-activity	Schema Building: - The teacher elicits personality characteristics for the following categories: - Shopping - Eating - Sleeping - Driving - Dating	
Activity	Grouping Groups of four students	Setup: - The teacher assigns roles to each student. - The teacher explains the roles of each student. - The teacher assigns a test category for each group to create.
	- The teacher explains students that they have to design a Personality test on the different categories. - Students decide on the scale, score, and description of results on the category assigned. - First, students design the test. - Then the teacher revises the test for mistakes and coherence. - After that, the student applies the test to the members of the group during class. - Students collect the tests and analyze the results. - Example: Ten of the students are calm drivers. (State why) - Five of the students are disorganized buyers. (state why), etc. - Students design graphs or tables of their results. - Students present their results in class orally. - Students display results on the back of the room	
Post-activity	SURF THE NET Website 1 - Students click on the website and discover their personality. Students write the characteristics they agree with Students share their results with a classmate. Website 2 - Students register by writing their names, and e-mail and do the personality test. Students report to class the result of the test.	
Tips/Further activities	Further Activity. <i>Are you a compulsive overeater?</i> - Tell students to click on this website: http://www.3fatchicks.com/forum/showthread.php?t=34798 - Students should answer the questions and the test will decide if they are a compulsive overeater.	

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CULTURE NOTE AND PAIR WORK ACTIVITY

Pre-activity	<p>Schema Building:</p> <ul style="list-style-type: none"> - Write these four words on the board: idealists, rationalists, traditionalists, hedonists - Have students guess what they are or represent. - Now write these characteristics: <ul style="list-style-type: none"> • They take care of others. • They are impulsive. • They like to be self-actualized. • They want to gain power. - Have students guess what characteristic belongs to the words written. 											
Activity	<p>Grouping Pair work</p>	<p>Setup: The teacher asks students if they know what temperaments are. The teacher tells students to read David Keirsey's typology of four temperaments.</p> <ul style="list-style-type: none"> - Students sit in pairs and read the information on the four temperaments <ul style="list-style-type: none"> - Students fill in a chart to specify the information in a clearer form. Follow the table: <table border="1" data-bbox="520 1050 1345 1335" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="color: red;">Temperament</th> <th style="color: red;">Characteristics</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> <p>***At the end, students choose the temperament that represents them.</p>	Temperament	Characteristics								
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Post-activity	<p>Group Work Activity: FIND SOMEONE WHO...</p> <ul style="list-style-type: none"> - The whole group participates - The teacher hands out a sheet of the FIND SOMEONE WHO to all of the students. - First the teacher asks students to read the statements. - Then, the teacher elicits the questions students should ask in order to complete the task which is someone with the descriptions. Example: <i>Is your brother shorter than you? Is your sister more extrovert than you?</i> - Students go over all of the questions and answers like for example, <i>Yes, he is. No, he isn't.</i> - Explain students that they have to repeat the questions as many times as possible until they find someone who answers "yes". Then they write the name of that person on the space provided.. - Tell all of the students to stand up and mingle around by asking the questions. - When they have finished, tell students to report their answers to the class. 											
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 the group as they are questioning one another to make sure they are making complete questions, giving short answers as requested, and using English. 											

