

**TEACHER'S GUIDE**  
**UNIT EIGHT**  
**LOGGING ON**

<b>Pre-activity</b>	<p><b>Schema Building: Elicit background knowledge</b></p> <ul style="list-style-type: none"> <li>- The teacher elicit information of parts of speech by drawing five columns of the board: NOUNS, PRONOUNS, VERBS, ADJECTIVES, ADVERBS.</li> <li>- Students should brainstorm words that fit into those categories.</li> <li>- Then, the teacher pair students up. One student receives five sentences. The other student receives five words. The student reads the first sentence (which needs a part of speech); and the other student reads the word that completes the sentence. Example: My sister _____ in the afternoon</li> </ul> <div style="display: flex; justify-content: space-around; text-align: center;"> <div style="border: 1px solid black; padding: 2px 10px;">she</div> <div style="border: 1px solid black; padding: 2px 10px;">always</div> <div style="border: 1px solid black; padding: 2px 10px;">studies</div> <div style="border: 1px solid black; padding: 2px 10px;">tall</div> <div style="border: 1px solid black; padding: 2px 10px;">brother</div> </div> <p><b>*The students completes : My sister <u>studies</u> in the afternoon.</b></p>	
<b>Activity</b>	<p><b>Grouping:</b> -Pair work</p>	<p><b>Setup:</b> <b>The teachers places five cards on the board, and writes five incomplete sentences. Students complete the sentence with the correct card and identify the part of speech.</b></p>
	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>- Make students acquainted of the goals of the unit.</li> <li>- Have students practice the different parts of speech which belong to the unit.</li> </ul> <p><u>Vocabulary</u> Section 1</p> <ul style="list-style-type: none"> <li>- First students read the sentences; then, they read the words.</li> <li>- Students complete the space with the correct part of speech.</li> <li>- Then, students check answers with the teacher.</li> </ul> <p><u>Warm Up</u></p> <ul style="list-style-type: none"> <li>- Students read the incomplete statements first; then the vocabulary shown below..</li> <li>- In pairs students fill in the correct word that completes the statement correctly.</li> </ul> <p>NOTE: When the word flies back to the vocabulary section, it means that the word is being used inappropriately.</p>	
<b>Post-activity</b>	<p><b>YOUR TURN</b></p> <p>-Students write sentences with the words provided. They have to match words from the different categories to form a coherent sentence. Example: <i>I cleaned my house immediately.</i></p> <ul style="list-style-type: none"> <li>• Students should use the correct form of the verb according to the sentence.</li> <li>• Then students detect the different parts of speech in the on-line activity. To do this, they click on the words that represent the parts of speech requested.</li> </ul>	
<b>Tips/Further activities</b>	<p><b>Further activity. (Reinforcing activity)</b></p> <ul style="list-style-type: none"> <li>- Students work in pairs and work on the following website: <a href="http://www.uottawa.ca/academic/arts/writcent/hypergrammar/rvpartsp.html">http://www.uottawa.ca/academic/arts/writcent/hypergrammar/rvpartsp.html</a></li> <li>- Students do the practices to identify the parts of speech.</li> <li>- IN that same website they can click on “Review Parts of Speech”, to do information related to parts of speech.</li> </ul>	

**TEACHER'S GUIDE**  
**UNIT EIGHT**  
**TURN IT UP**

<b>Pre-activity</b>	<b>Schema Building:</b> <ul style="list-style-type: none"> <li>- Students read the passage. Some words are highlighted. Students should drag the words to the corresponding column or category.</li> <li>- Student exchange papers with a partner and peer correct.</li> </ul>	
<b>Activity</b>	<b>Grouping</b> - Individual work	<b>Setup:</b> - <b>Each student should have a headphone.</b> - <b>The teacher tells students to read the words listed and to form sentences orally with them.</b>
	<b>While-listening</b> <ul style="list-style-type: none"> <li>- Students listen once.</li> <li>- Then students place the words correctly on the space provided to complete the sentences.</li> <li>- Students listen a second time and check answers.</li> <li>- Students listen a third time and re-check.</li> <li>- Teacher reviews answers with students.</li> </ul>	
<b>Post-activity</b>	<b>Post-Listening</b> * This activity is done one by one. <ul style="list-style-type: none"> <li>- Students listen to the answers attentively. They listen to each one individually. They have to choose the correct question for the response provided right after they listen.</li> <li>- Students listen a second time and check answers.</li> <li>- Students sit with a partner. One student reads the question; the other student reads the answer. If they match, they are correct.</li> </ul> <b>PRONUNCIATION:</b> -Students listen to the pronunciation of different sentences, especially the contracted forms. -Students listen again and repeat. They can do this several times until they feel confident.	
<b>Tips/Further activities</b>	Further activity (Pair Work). <b>Reinforce previous knowledge</b> <ul style="list-style-type: none"> <li>- Direct students to the following website:  <a href="http://eslus.com/LESSONS/GRAMMAR/POS/pos.htm">http://eslus.com/LESSONS/GRAMMAR/POS/pos.htm</a></li> <li>- Students first click on the topic they want to practice: Nouns, verbs, adjectives, etc.</li> <li>- After they read and see examples, they click on "POP QUIZ".</li> <li>- This practice will help them in extra activities on the parts of speech.</li> </ul>	

**TEACHER'S GUIDE**  
**UNIT EIGHT**  
**SYSTEM TOOLS**

<b>Pre-activity</b>	<b>Schema Building:</b> <ul style="list-style-type: none"> <li>- Students read the article on “The Stairway”.</li> <li>- Some words are highlighted. As students read, they should pay attention to the words that are highlighted and see how they are grouped as nouns, adjectives, adverbs, verbs, prepositions.</li> <li>- The teacher asks questions about these words and request student to do other sentences.</li> </ul>	
<b>Activity</b>	<b>Grouping</b> Pair work	<b>Setup:</b> <ul style="list-style-type: none"> <li>-Students check the <b>RULES</b> section and read the examples.</li> <li>- The teacher hands out a practice sheet where students have to fill in with appropriate use of the different parts of speech.</li> </ul>
	Activity 3.1 <ul style="list-style-type: none"> <li>- Students re-read “The Stairway”, and select other parts of speech .</li> <li>- Students place these words on the appropriate column.</li> <li>- Students check answers with the teacher.</li> <li>- <b>On-line:</b> Students click on the different words that represent the part of speech requested.</li> </ul> Activity 3.2. <ul style="list-style-type: none"> <li>- Students write the correct answer as requested.</li> <li>- First, students start by choosing the correct pronoun. Then they on prepositions.</li> <li>- After that students have to decide whether the word is a noun, verb or adjective..</li> </ul> Activity 3.3. <ul style="list-style-type: none"> <li>- Students again check the words in the box provided.</li> <li>- Students complete the sentences with these words.</li> <li>- Students engage in peer correction on the sentences written.</li> </ul>	
	<b>YOUR TURN (INDIVIDUAL WORK)</b> <ul style="list-style-type: none"> <li>- Students review the list of words.</li> <li>- Students write sentences with each word.</li> <li>- Students exchange papers.</li> <li>- Students peer correct individually.</li> <li>- Students sit in pairs and check their mistakes.</li> <li>- Students read their sentences in class.</li> </ul>	
<b>Tips/Further activities</b>	<ul style="list-style-type: none"> <li>- <b>Supplementary Activity:</b></li> <li>- Students visit the following website: <a href="http://www.funbrain.com/grammar/">http://www.funbrain.com/grammar/</a></li> <li>- Students click on <u>beginners</u> first and follow instructions. In this web page they practice <i>nouns and verbs</i>.</li> <li>- When students have finished, they go to the <u>advanced</u> section where they will be able to practice <i>all parts of speech</i>.</li> </ul>	

**TEACHER'S GUIDE**  
**UNIT EIGHT**  
**SCAN IT**

<b>Pre-activity</b>	<b>Schema Building:</b> <ul style="list-style-type: none"> <li>- Students read the paragraph first.</li> <li>- Then students read the individual sentences and they have to classify the word or phrases as a thing, a person, a place or a part of speech.</li> <li>- Teacher checks answers with students.</li> </ul>	
<b>Activity</b>	<b>Grouping</b> Pair work	<b>Setup:</b> - The teacher elicits vocabulary related going to the supermarket, being attacked by someone, or running away.
	<p>***<b>Students must read the information “A Killer on the Backseat” once.</b></p> <ul style="list-style-type: none"> <li>- The text has incomplete sentences.</li> <li>- The box next to the text repeats the sentences which are incomplete.</li> <li>- Students must select the word that best completes the sentence.</li> </ul> <p>***<b>Students must read the information a second time</b></p> <ul style="list-style-type: none"> <li>- Students read the story the second time when it is complete. They read and understand.</li> </ul> <p>***<b>Students must read a third time.</b></p> <ul style="list-style-type: none"> <li>- Students check answers with other classmates.</li> </ul> <p>***<b>THE TEACHER CHECKS ANSWERS WITH STUDENTS.</b></p>	
<b>Post-activity</b>	Individual work <ul style="list-style-type: none"> <li>- Students re-read the story “A Killer in the Back seat”.</li> <li>- Students scan for the information required.</li> <li>- Students compare their answers and enlarge the list they have.</li> <li>- Students re-check answers with the teacher.</li> </ul>	
<b>Tips/Further activities</b>	<b>Supplementary activity:</b> <ul style="list-style-type: none"> <li>- Direct students to the following website:  <a href="http://www.uvsc.edu/owl/tests/parts/partsofs.html">http://www.uvsc.edu/owl/tests/parts/partsofs.html</a></li> <li>- Students have to identify the part of speech that is underlined. If the answer is right, the site explains why; if it is wrong the site explains why not.</li> </ul>	

**TEACHER'S GUIDE**  
**UNIT EIGHT**  
**TYPE IT UP**

<b>Pre-activity</b>	<b>Schema Building:</b> <ul style="list-style-type: none"> <li>- Students prepare to write a poem.</li> <li>- First, students brainstorm a list of nouns that could have possible adjectives. Example : fork / knife ; children/adults; mom/dad, etc.</li> <li>- Then students choose the pair that most interest them.</li> <li>- After that they have to write the first word of the pair on the top of the sample WORD PAGE provided; the second word of that pair is written on the bottom part.</li> <li>- Finally, they write the words requested on the WORD PAGE to complete numbers 1-8.</li> </ul>	
<b>Activity</b>	<b>Grouping</b> Individual work	<b>Setup:</b> <b>The teacher brings to class a sample poem and reads it to class. The teacher asks questions about the poem. The teacher explains how the words describe the words on the top and bottom part of the WORD PAGE SAMPLE.</b>
	<ul style="list-style-type: none"> <li>- <b>(Previously, the teacher has requested a picture of the pair of nouns students have chosen=MOM/DAD, for example)</b></li> <li>- First, write a title to the poem and their names (to identify the poet).</li> <li>- Then, students write a the poem considering the following tips:             <ul style="list-style-type: none"> <li>▪ Opposite nouns are written on line 1 and line 9</li> <li>▪ Adjectives are used on lines 2 and 8 to describe the nouns in lines 1 and 9</li> <li>▪ Lines 3 and 7 have words that end in <b>ing</b> or <b>ed</b> for each noun</li> <li>▪ Vivid words that are used quickly bring interesting images to mind (lines 4 and 6)</li> <li>▪ Figurative words may be used to bring nouns to life (line 5)</li> </ul> </li> </ul> <b>* Students should decorate their poem with pictures or drawings related to their topic. A SAMPLE POEM IS PROVIDED.</b>	
<b>Post-activity</b>	<ul style="list-style-type: none"> <li>- The students must exchange their poems.</li> <li>- Classmates check coherence in the use of the different adjectives, verbs, and other type of figurative language.</li> <li>- Classmates come out with possible message from each of the poems.</li> </ul>	
<b>Tips/Further activities</b>	<b>Tips for the teacher.</b> <ul style="list-style-type: none"> <li>- Monitor students as they are writing.</li> <li>- Check that the paragraphs have the correct form of the different parts of speech and that these parts of speech have been used appropriately.</li> <li>- Monitor students as they are peer-correcting.</li> </ul> <b>Extra Activity:</b> <ul style="list-style-type: none"> <li>- Students click on the website <a href="http://www.teachersdesk.org/engparts.html">http://www.teachersdesk.org/engparts.html</a></li> <li>- Students read the instructions and play THE PARTS OF SEECH QUICKIE.</li> </ul>	

**TEACHER'S GUIDE**  
**UNIT EIGHT**  
**LOGGING OFF**

<b>Pre-activity</b>	<b>Schema Building:</b> -The teacher asks students if they would like to see some of their poems or paragraphs published in a newsletter. - Teacher requests students a criteria for the selection of the best written texts.	
<b>Activity</b>	<b>Grouping</b> Groups of four students	<b>Setup:</b> - <b>The teacher assigns roles to each student.</b> - <b>The teacher explains the roles of each student.</b>  - The teacher explains students that they have to design a newsletter that collects poems and other writings that students have worked on during the semester. - To do that, students must collect these writings from their classmates. <ul style="list-style-type: none"> <li>- Students have to decide on a design for the newsletter, taken from PUBLISHER.</li> <li>- They also have to write a title for the newsletter.             <ul style="list-style-type: none"> <li>• Students have to search for pictures or drawings that are related to the different writings.</li> <li>• Students work as a team for proofreading the information on the newsletter.</li> <li>• Students bring the newsletter to class and display it. Each group displays the newsletter.</li> </ul> </li> </ul>
<b>Post-activity</b>	<b>SURF THE NET</b> Website <ul style="list-style-type: none"> <li>- Students click on the website:  <a href="http://pbskids.org/itsmylife/body/solosports/create_story.html">http://pbskids.org/itsmylife/body/solosports/create_story.html</a> and create a funny story by placing words of the part of speech required. After this, students read their stories in class.</li> <li>- Students click on the following website for vocabulary practice.  <a href="http://pbskids.org/adventures/treasurebox/aurora_card.html">http://pbskids.org/adventures/treasurebox/aurora_card.html</a> . This website allows them to send an e-card to a friend.</li> <li>- Then students click on the next website:  <a href="http://pbskids.org/adventures/treasurebox/hiddenword/index.html">http://pbskids.org/adventures/treasurebox/hiddenword/index.html</a> This website helps students practice vocabulary.</li> <li>-</li> </ul>	
<b>Tips/Further activities</b>	<b>Further Activity.</b> <ul style="list-style-type: none"> <li>- Students go to this website:  <a href="http://pbskids.org/adventures/treasurebox/games.html">http://pbskids.org/adventures/treasurebox/games.html</a> This page allows students to practice vocabulary with crossword puzzles, concentration games, word search and hidden word.</li> <li>- All parts of speech can be practiced in this website.</li> <li>.</li> </ul>	

**TEACHER'S GUIDE**  
**UNIT EIGHT**  
**CULTURE NOTE AND PAIR WORK ACTIVITY**

<b>Pre-activity</b>	<p><b>Schema Building:</b></p> <ul style="list-style-type: none"> <li>- The teacher writes the following sentences on the board. Students should decide which sentence uses the underlined word appropriately.</li> </ul> <p>Sample Sentences:</p> <ul style="list-style-type: none"> <li>* <u>Actually</u>, I teach in UCR in the mornings. I am <u>actually</u> waiting since 7:00.</li> <li>* She was <u>embarrassed</u> about arriving late to the meeting. I am <u>embarrassed</u>. I'll have my baby by December.</li> <li>* In class, you have to <u>try</u> with different types of students. Could you please <u>try</u> to do your homework?</li> <li>* Did you <u>realize</u> your mistake? I <u>realize</u> a lot of activities in class.</li> </ul>
<b>Activity</b>	<p><b>Grouping</b> Pair work</p> <p><b>Setup:</b></p> <ul style="list-style-type: none"> <li>*The teacher explains what false cognates are and gives examples. Library for librería; parents for parientes; scientific for científico (the person); familiar for familiar.</li> <li>*The teacher gives the correct forms. Librería = bookstore; parientes= relatives; científico=scientist; familiar = relative</li> </ul> <ul style="list-style-type: none"> <li>- Students sit in pairs and read the information on <b>False Cognates</b></li> <li>- Students write sentences with the following words.</li> </ul> <div style="border: 1px solid black; background-color: #e0ffff; padding: 2px; margin-bottom: 5px;">Actually;</div> <div style="border: 1px solid black; background-color: #ffffe0; padding: 2px; margin-bottom: 5px;">Career:</div> <div style="border: 1px solid black; background-color: #ffe0ff; padding: 2px; margin-bottom: 5px;">Try:</div> <div style="border: 1px solid black; background-color: #d3d3d3; padding: 2px; margin-bottom: 5px;">Lecture:</div> <div style="border: 1px solid black; background-color: #e0ffff; padding: 2px; margin-bottom: 5px;">Realize:</div> <div style="border: 1px solid black; background-color: #e0e0ff; padding: 2px; margin-bottom: 5px;">Approve</div> <p>* Students exchange papers and check their answers.</p>
<b>Post-activity</b>	<p><b>Pair Work Activity: "Grammar TIC-TAC-TOE"</b></p> <ul style="list-style-type: none"> <li>- Pair students up. <ul style="list-style-type: none"> <li>- Students play three types of TIC-TAC-TOE. <ul style="list-style-type: none"> <li>• No. 1. A student says one word (a noun, a verb, an adjective, etc.) and mark (o) or (x) on the space he/she wins, and if he/she gets a row, he/she wins the game</li> <li>• No. 2: Students read and say what is requested (possessive of "I", etc, and follows the same procedure as No. 1.</li> <li>• No. 3: The student complete the space to form the sentence, and follows the same procedure as No. 1</li> </ul> </li> </ul> </li> </ul> <p>***Students take turns as they play. One student starts; the other student continues. Students can not repeat twice his/her turn.</p>
<b>Tips/Further activities</b>	<p><b>Tips for the teacher on Pair work activity.</b></p> <ul style="list-style-type: none"> <li>- Monitor around the groups. Students might have problems with responses and you can facilitate their production by helping them out.</li> <li>- Monitor the group as they are playing TIC-TAC-TOE to direct them in the game.</li> </ul> <p><b>EXTRA ACTIVITY:</b> Students visit the following website:  <a href="http://www.geocities.com/Athens/Thebes/6177/ws-cognates.html">http://www.geocities.com/Athens/Thebes/6177/ws-cognates.html</a>  Students <b>click</b> on the nouns, adjectives, verbs, and adverbs and <b>learn about cognates</b>.</p>

