

TEACHER'S GUIDE
UNIT FOUR
LOGGING ON

Pre activity	<p>Schema Building:</p> <p>What do you do when you do not know a word in Spanish?</p> <p>Elicit different answers from the students until they come up with the word dictionary.</p> <p>What do you do when you do not know a word in English?</p> <p>What information can you find in a dictionary?</p> <p>Show students different kinds of dictionaries.</p>	
Activity	Grouping: Individual work / Pair work	10 minutes
	<p>VOCABULARY</p> <p style="color: red;">Unscramble the following words. They are all related to dictionary usage.</p> <ol style="list-style-type: none"> 1. To say a word letter by letter: SPELLING 2. A book with the definition of words: DICTIONARY 3. One who speaks two languages: BILINGUAL 4. The ABC: ALPHABET <p>Tell students to work individually or in pairs looking up the words in the dictionary.</p> <p>Once students have completed the task, ask them to give the Spanish translation of the words.</p> <p>Provide an ample explanation on the kind of information that students can find in a dictionary entry: pronunciation, part of speech, spelling, syllabification, different definitions, idiomatic expressions.</p> <p>Give students examples in Spanish of words that illustrate the concepts of noun, adjective, adverb, and verb.</p> <p>Do the Warm-up activity together with the students:</p> <p style="color: red;">KEY: Curita bandaid maletín briefcase tajador sharpener pañuelo handkerchief cordón de zapato shoelace</p>	
Post activity 10 minutes	<p>YOUR TURN</p> <p>Students apply the vocabulary to their own classroom experiences.</p> <p>Pair up students to share their information with a partner.</p> <p>Make a list of the words students came up with. Write the words on the board and a definition or translation.</p>	
Tips / Further activities	<p>Students can play hangman by looking up different words in the dictionary.</p> <p>.</p>	

TEACHER'S GUIDE
UNIT FOUR
TURN IT UP

Pre activity	<p>Schema Building:</p> <p>Give students some difficult words in Spanish such as “ósculo”: kiss, ladino, coyuntura.</p> <p>What is the question you would ask to find the definition of a term?</p> <p>Pre-listening:</p> <p>Tell students that they are going to listen to two people talking (a teacher and a student) about the meaning of a strange word. What is the word they are talking about?</p>													
Activity	Grouping: Individual work	10 minutes												
	<p>While listening:</p> <p>Write on the board the terms meaning, look it up, and non-count noun. Tell students that they refer to different aspects included in dictionary entries or activities related to a dictionary. Do not explain the words yet.</p> <p>Tell stds to listen to the conversations for at least three times. First time to get the gist of the conversation, second time to get specific details, and third time to do the exercise.</p> <p>Students work on the exercise and then check the answers by asking different stds the different items.</p> <p>KEY: 1 a, 2 b, 3 a</p>													
Post activity 10 minutes	<p>YOUR TURN</p> <p>Students look up some words in the dictionary and then play hangman with their partners.</p> <p>Go over the pronunciation task.</p> <p>Students arrange the nouns in plural in the correct column.</p> <p>KEY</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">-s</td> <td style="text-align: center;">-z</td> <td style="text-align: center;">-iz</td> </tr> <tr> <td style="text-align: center;">Tests</td> <td style="text-align: center;">Cars</td> <td style="text-align: center;">Churches</td> </tr> <tr> <td style="text-align: center;">Books</td> <td style="text-align: center;">Pencils</td> <td style="text-align: center;">Beaches</td> </tr> <tr> <td style="text-align: center;">Caps</td> <td style="text-align: center;">Windows</td> <td style="text-align: center;">Kisses</td> </tr> </table> <p>Review phonetic sounds.</p> <p>/ae/ 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>		-s	-z	-iz	Tests	Cars	Churches	Books	Pencils	Beaches	Caps	Windows	Kisses
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	/sh/ as in she, /t/ as in tea, /θ/ as in thin, /σ/ as in this, /ʊ/ as in book, /v/ as in vine, /w/ as in wine, /y/ as in yes, /z/ as in zebra, /zh/ as in vision.
Tips / Further activities	Give students practice on the different phonetic sounds by giving them a list of words with specific sounds. Make a CONTEST in class to see who can find words faster in a dictionary.

TEACHER'S GUIDE
UNIT FOUR
SYSTEM TOOLS

Pre activity	<p>Schema Building:</p> <p>Write a noun, an adjective, an adverb and a verb on the board. Form a sentence with each word.</p> <p>Crazy dogs are barking furiously.</p> <p>Beautiful children play joyfully.</p> <p>WARM UP</p> <p>Circle the nouns:</p> <p>Telephone, notepad, word, desk, shoe, pen</p>	
Activity	Grouping: Individual work	15 minutes
	<p>Go over dictionary entries and tell students to get familiar with the abbreviations used to indicate the part of speech of each word: adj., adv., v.t., v.i., n.c. (adjective, adverb, transitive verb, intransitive verb, count noun... etc.).</p> <p>Ask students to look up in their dictionaries different words to fill in the chart. Remind students to pay attention to the meaning of the words they look up.</p> <p>When students finish ask them to compare and share answers with another student.</p> <p>Tell students that the some dictionaries also provide the plural form of words.</p> <p>What part of speech are the following words?</p> <ol style="list-style-type: none"> 1. Beautiful <ol style="list-style-type: none"> i. Noun ii. <u>Adjective</u> iii. Verb iv. Adverb 2. Calculator Noun 3. Interesting Adj. 4. Often Adverb 5. Run Verb 6. Never Adv. 7. Computer Noun 8. Write Verb <p>Students do the exercise on plural nouns:</p> <p>What is the plural forms of the following nouns?</p> <p>Man men, woman women, person persons/people, church churches, telephone(s), party parties, girl(s), calendar(s), child children, tooth teeth.</p>	

	<p>Explain the formation of plurals in English.</p> <p>-s is the most common plural affix in English, just as in Spanish. If a word ends in –ks, –ch, –sh, –s, /j / the plural is formed with –es. If the word ends in y, the y is changed to i and you add –es: party-parties.</p> <p>There are some irregular plural forms like ox, oxen. Students do the exercise on irregular plural nouns.</p> <p>Pronunciation of plural –s, –es</p> <p>If a noun ends in the following sounds: p, t, k the –s plural is pronounced /s/</p> <p>If a noun ends in the following sounds: b, d, g, n, m, ng, r, or a vowel sound the –s plural is pronounced /z/</p> <p>If the noun ends in –s, –z, –sh, –ch, –dg /j /, /zh/ the plural form –es is pronounced /iz/</p>
	<p>What is the grammatical function of the underlined word?</p> <ol style="list-style-type: none"> 1. We'll <u>probably</u> have a quiz on Monday. Adverb 2. My best friend, Susan, is a very <u>generous</u> person. adjective 3. Paula <u>leaves</u> the bathroom in a big mess every day. verb 4. She tried on several <u>sweaters</u> and decided to buy a pink one. noun 5. Pedro <u>immediately</u> turned it in to the manager of the store. adverb 6. Everything in my brother's room has an <u>exact</u> place. adjective 7. The Palm Pilot date book <u>contains</u> everyone's birthday as well as his appointments. verb 8. My brother-in-law Arturo is the most <u>stubborn</u> person I know. adjective 9. There are large, grassy <u>areas</u> near Stowe Lake. noun 10. My doctor <u>told</u> me to get more exercise. verb
<p>Post activity 10 minutes</p>	<p>YOUR TURN</p> <p>Students practice the new structure asking yes/no 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 to share their information with a partner.</p> <p>Make a list of possible names of famous people elicited from the students. Write the names on the board.</p>
<p>Tips / Further activities</p>	<p>Bring pictures of different people in different professions and ask them questions that do not apply to the picture. For example, bring a picture of a dentist and ask: Is she a teacher? Students answer: No she isn't. Keep on asking until you get to the correct question and consequently you get the correct answer.</p>


TEACHER'S GUIDE
UNIT FOUR
SCAN IT

Pre activity	<p>Schema Building:</p> <p>Activate students' background knowledge by asking them about dictionaries. Bring bilingual dictionaries and show them to your students.</p> <p>Pre-reading</p> <p>Students ask each other the questions. They can answer in Spanish.</p> <p>Go over any word that may be difficult for your students, such as: comprehensive, available, coverage.</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. Refer students to the glossary section of unit 4.</p> <p>Ask students to go over the reading for a third time. Ask them to do the exercises.</p> <p>Key: 1. (culture) 2. (15000) 3. (80000) 4. (British) 5. (400) 6. (32)</p>	
Post activity 10 minutes	<p>YOUR TURN</p> <p>Students should bring their dictionaries to class to do this exercise.</p> <p>Pair up students to share their information with a partner.</p> <p>Ask students to think of famous people who have the names of the students.</p> <p>Make a class activity sharing the information found.</p>	
Tips / Further activities	<p>Ask students to go to the Web to find the meaning of their names or to go to a library to find it out.</p>	

TEACHER'S GUIDE
UNIT FOUR
TYPE IT UP

Pre activity	<p>Schema Building:</p> <p>Prepare students by giving them examples of the following terms: First name, middle name, last name. Do not explain the terms, just show real name of your classmates next to each term. Provide the nickname of famous people to explain the term.</p> <p>Ask students to do the pre-writing activity by either using their own dictionaries or the glossary section of unit 1.</p>	
Activity	Grouping: Individual work	15minutes
	<p>Explain the task to the student.</p> <p>Ask them to fill out the chart with their own information.</p> <p>Form groups of five students and ask them to share their information.</p>	
Post activity 10 minutes	<p>YOUR TURN</p> <p>Students move around the class asking for the information in their charts.</p> <p>Make this an oral activity, not a writing one.</p>	
Tips / Further activities	<p>Ask students to think of different circumstances in which they have to write their personal information.</p> <p>Make a list of famous people who have a nickname.</p> <p>Ask students to check in the web the real names of different Hollywood actors.</p>	

TEACHER'S GUIDE
UNIT FOUR
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																		
<p>1. Assign roles to the group members.</p> <p>2. Give students general guidelines about the activity.</p> <p>3. Ask students to do list of their partners' names and to begin an study of the history of their names, family names, and nicknames when applicable.</p>																			
Post activity 50 minutes	<p>Students share their findings with the rest of the class.</p> <p>If this activity is not possible, ask students to provide a written report with their findings.</p>																		
Tips / Further activities	<p>SURF THE NET</p> <hr/> <p>B. Surfing the Net</p> <p>1. Search the web on the following topic: Dictionaries. You can visit Dictionary.com or Yahoo</p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 60%;"> <p>SURFING THE NET</p> <p>Search the web on the following topic: Dictionaries</p> <p>Go to http://www.dictionary.com</p> </div> <div style="width: 30%; text-align: center;">  </div> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Two other dictionary Websites</td> <td>http//</td> </tr> <tr> <td></td> <td>http//</td> </tr> <tr> <td>Kind of information provided in each entry</td> <td></td> </tr> <tr> <td>Thesaurus?</td> <td></td> </tr> <tr> <td>Translator?</td> <td></td> </tr> <tr> <td>Encyclopedia?</td> <td></td> </tr> <tr> <td>Bilingual dictionary?</td> <td></td> </tr> <tr> <td>Important elements about the</td> <td></td> </tr> </table>			Two other dictionary Websites	http//		http//	Kind of information provided in each entry		Thesaurus?		Translator?		Encyclopedia?		Bilingual dictionary?		Important elements about the	
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