

TEACHER'S GUIDE
UNIT TWO
LOGGING ON

Pre-activity	Schema Building: <ul style="list-style-type: none"> - Check students knowledge about describing physical appearance. - Trigger descriptive vocabulary on people's appearance by asking students questions related to their families. Ex: Does your mother have long hair or short hair?? or How does your sister/brother look like? - Practice describing physical appearance by engaging students in descriptions of their classmates. - 	
Activity	Grouping: -Individual work	Setup: Students should have practiced descriptions first to trigger background knowledge.
	VOCABULARY <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 <u>Vocabulary</u> Section 1 <ul style="list-style-type: none"> - Students should match the picture to the description. To do this, they must choose the description from the adjectives provided. Section 2 <ul style="list-style-type: none"> - Prepare students to the use of "a" and "an" by doing a previous practice. Write some sentences on the board with blank spaces. Have slips of paper with the words, a, an, the, written over them. Have several samples. - Students should choose the correct article and place it on the space. Let students try getting the rule first. - Have other students correct mistakes. - The teacher corrects mistakes and gives a brief explanation on the use of these articles. (Warm-up) <ul style="list-style-type: none"> - Have students work in the computer on the practice provided by explaining students to write the correct article on the space provided. - Sit students together (in pairs) to comment answers and peer correct. 	
Post-activity	YOUR TURN <ul style="list-style-type: none"> - Relate vocabulary to students' real world. Have students choose the correct answer regarding their family. - After they have completed the task, make students write sentences related to their answers. This is done to reinforce the use of articles and descriptive words for physical appearance. Example: <i>My father has a moustache.</i> 	
Tips/Further activities	EXTRA ACTIVITY. (GUESSING GAME) <ul style="list-style-type: none"> - Teachers bring pictures of famous people. - Students describe them and give other students three choices. EXAMPLE: He is a short actor. He has short black hair. A. Tom Cruise B. Arnold Schwachnaegger C. Kevin Costner Note: The teacher should be prepared and bring names of actors or actresses.	

TEACHER'S GUIDE

UNIT TWO TURN IT UP

Pre-activity	<p>Schema Building:</p> <ul style="list-style-type: none"> - Activate background knowledge by placing two pictures of two persons on the board. Write a series of descriptions on slips of paper about the pictures. Make students assign the descriptions to the pictures. To do this, students pick the correct description and attach it next to the picture. The class can correct mistakes as a group. - Have students do the pre-activity on the unit by filling in the word on the space that corresponds. Make sure students read feedback for right and wrong answers. - Students should re-do the ones that are wrong. 	
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 should listen to the description the first time. During this listening session, students should just listen and understand. - Engage students in the second listening. This time they have to write the number of the person described next to the name. - Engage students in the third listening. This stage is used for correcting any mistake. - After listening three times, pair students up to correct answers. - <u>Additional activity:</u> Have students write short descriptions about the pictures they just saw. This activity can help them remember the descriptions they listened to by writing key words down. <i>Tell students that they cannot listen again to do this task.</i> 	
Post-activity	<p>Post-Listening</p> <ul style="list-style-type: none"> - Tell students to write down key characteristics of their physical appearance. - After this, students can answer the first question of the post-listening. Students can use the key vocabulary they wrote previously. - Assign the student for the description of the classmate to avoid repetition. Give each student the opportunity to describe a classmate - Before playing the game, students should first write down the description of the student. Then, divide the group in two teams and have students take turns to make descriptions. The point is assigned when the description is correct and when the other team guesses who the student is. <p>PRONUNCIATION</p> <ul style="list-style-type: none"> - Have students listen and repeat the examples provided on descriptive adjectives for physical appearance three times. - Students are given a list of descriptive words and they have to place them on the column according to stress. 	
Tips/Further activities	<p>Tips for the teacher.</p> <ul style="list-style-type: none"> - Prepare the slips of paper for the pre-activity before class time. Doing this before class will allow more classroom practice because time will not be spent in organizing the slips of paper. - Choose pictures that are easy to describe and that are related to the vocabulary being practiced. 	

TEACHER'S GUIDE
UNIT TWO
SYSTEM TOOLS

Pre-activity	<p>Schema Building:</p> <ul style="list-style-type: none"> - Activate prior knowledge by engaging students in an error correction activity - Write a series of descriptions on the board. Students have to detect the errors. <i>Example: eyes green ; a beard with a bald man, etc.</i> - Students sit in pairs and work on the activity and suggest the changes. - Discuss the answers. <p>PRE-TASKS (ACTIVITY 1)</p> <ul style="list-style-type: none"> - Students should first write the descriptions on the pictures shown. This can be done on a separate sheet of paper. - Then students should drag the descriptions to the corresponding picture. Students compare their answers. <p>(ACTIVITY 2)</p> <ul style="list-style-type: none"> - Students observe the pictures and read the phrases below them. These phrases are in disorder. Students must order the descriptions by placing the correct order on the space provided. Students must follow the rule related to the order of adjectives. 	
Activity	<p>Grouping Pair work</p>	<p>Setup: The teacher explains the different categories of adjectives to describe clothes and gives examples. The teacher shows the rule for the order of descriptive adjectives.</p>
	<p>Activity 1</p> <ul style="list-style-type: none"> - Students read the adjectives first and understand them.. - The teacher gives an example by clicking one of the adjectives to the corresponding category. - Students sit in pairs or individually and categorize all of the adjectives according to the titles. - Students and teacher check answers <p>Activity 2.</p> <ul style="list-style-type: none"> - The teacher writes a phrase describing a specific type of clothing in a scrambled order. - Both students and teacher unscramble the phrase. Explain any doubt. - Students go to the on-line task. They read the scrambled order on the left, and unscramble it on the right by writing the correct order of adjectives on the space provided. <p>Activity 3</p> <ul style="list-style-type: none"> - Students first read the descriptions and understand them. They can ask the teacher any questions regarding the descriptions. - Students place the number of the corresponding picture next to the description provided. - Check answers with students. 	
Post-activity	<p>YOUR TURN</p> <ul style="list-style-type: none"> - Students first describe their physical appearance; then what they are wearing and what a classmate is wearing. This makes the practice of describing their appearance and clothing more meaningful. - Students should just choose three persons from the picture and write a description of the persons. The they report back to class. Choose the two best descriptions. 	
Tips/Further activities	<p>Competitive game.. The teacher brings two sets of unscrambled descriptions of physical appearance and of clothing. Students form two teams. First team that unscrambles the set of descriptions win. <i>NOTE: THESE SETS OF WORDS SHOLULD BE PREPARED BEFORE CLASS BEGINS.</i></p>	

TEACHER'S GUIDE
UNIT TWO
SCAN IT

Pre-activity	<p>Schema Building:</p> <ul style="list-style-type: none"> - Elicit vocabulary related to an ideal man or an ideal woman. Have students cluster words that describe an ideal man or woman. The circle in the center should say: IDEAL MAN or IDEAL WOMAN. Check vocabulary. - Students open the on-line activity and match the descriptions with the pictures provided. 	
Activity	<p>Grouping Pair work</p>	<p>Setup: Students should read the article once. They have to select the descriptive adjectives and write them on a sheet of paper.</p>
	<ul style="list-style-type: none"> - Students read once and compare the information on the reading with the information they guessed in the pre-activity. - Students read <i>the video dating form</i> and click on Lindsay's characteristics and also on the characteristics that represent Lindsay's ideal man based on the reading. - Students re-tell Lindsay's characteristics of her ideal man in their own words , based on the answers from the video dating form. 	
Post-activity	<p><i>What is your ideal couple?</i></p> <ul style="list-style-type: none"> - The teacher asks students the following question: <i>Do you have an ideal man (to girl students)? Or Do you have an ideal woman? (to men students). What are his/her characteristics?</i> - The teacher hands in a concept type of map where students have to fill in characteristics of their ideal man or woman in the following areas: physical appearance, clothing, personality. <p>* Since students have not practiced vocabulary for personality, students can use words from the dating form used in the previous activity.</p> <ul style="list-style-type: none"> - Students share their papers and tell other students the information. - Then students fill in the form in the UNIT. 	
Tips/Further activities	<p>Supplementary activity: Teachers can take advantage of the post-activity and have students do a survey on the ideal man or woman. Then students can report to class similarities of the characteristics.</p>	

TEACHER'S GUIDE
UNIT TWO
TYPE IT UP

Pre-activity	Schema Building: <ul style="list-style-type: none"> - Review vocabulary for physical descriptions and descriptions of clothing. - Have students fill in the chart on the members of the family on looks, regular clothing, and clothing for the weekend. The column on “Your Category” refers to a type of clothing for going out, or for parties. Students can decide on that category. Have students write the category before filling in the table. - Monitor students as they fill in the chart for vocabulary and spelling. 	
Activity	Grouping Individual work	Setup: Students should use the table from the pre-activity to do the writing.
	<ul style="list-style-type: none"> - Teacher will provide the topic sentence to the students. The sample topic sentence is: <i>There are certain characteristics about my family that make them special: their looks and their particular tastes for clothing.</i> - Students should write the supporting details to that topic sentence by writing about each member of the family on the areas requested. - Example: <i>My dad is a tall man with a beard. He has short brown hair. He likes to wear jeans and long-sleeve shirts everyday. On the weekends, he wears shorts all day. But he wears turtle-neck sweaters for parties.</i> - After the supporting details, students have to work on the concluding statement. Example: <i>My dad is a special person because of his looks and his clothing.</i> - 	
Post-activity	<ul style="list-style-type: none"> - Students sit in pairs and share their answers. - Volunteers read their short description to the class. - Students should complement the description with a picture of the members of the family they described. - Have students show the pictures to students and have students guess who the member of the family is by paying attention to the descriptions. 	
Tips/Further activities	Additional activity. The teacher collects the descriptions with the pictures and develops an album. It is displayed in class for students to read.	

TEACHER'S GUIDE
UNIT TWO
LOGGING OFF

Pre-activity	Schema Building: <ul style="list-style-type: none"> - The teacher asks students if they know what puppets are. - The teacher brings a puppet to class. 	
Activity	Grouping Groups of four students	Setup: <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 design a Puppeteer Show. It should be a Fashion Puppeteer Show. - Students have to design clothing for their puppets and present the show to the other students in class. - First, students work in groups and write the descriptions of the puppets: physical description and clothing. - Then the teacher have individual assessment sessions with the students and guide them in correcting their descriptions. - After that, students design the clothing of their puppets. The teacher should recommend students to use old or used cloth that they can find at home. Students should also design a stage for the show. (Note: One stage can be used for all of the presentations). - Students should have practice sessions before the show for communication purposes (pronunciation, stress). - Students present the show. <p><i>Suggestion:</i> The teacher can invite other teachers and make a contest and choose the best fashion show.</p>	
Post-activity	SURF THE NET <ul style="list-style-type: none"> - Direct students to the website suggested. - Tell students to read the information and fill in the chart as they read - Explain students that they also have to search for two other websites about famous celebrities. When they find them, make sure they write the website and they say the names of the celebrities they found. - Check the answers they filled in the chart provided. Compare answers among students. 	
Tips/Further activities	Further Activity. Send students to the following website: http://www.magixl.com/heads/poir.html called "You are the Artist" <ul style="list-style-type: none"> -Have students do "caricatures" of different persons they know. -Tell students to print them and display them in class. Students will have fun 	

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UNIT TWO
CULTURE NOTE AND PAIR WORK ACTIVITY

Pre-activity	Schema Building: <ul style="list-style-type: none"> - Ask students what their favorite colors are when they choose their clothes to get dressed. - Ask students if they know what colors represent. Make them guess what colors represent. 																		
Activity	Grouping Pair work	Setup: The teacher prepares students to cultural differences by explaining that colors in clothing in different cultures mean different things.																	
	<ul style="list-style-type: none"> - Students sit in pairs and read the information on what colors project on the clothing you wear. - Students fill in a chart to specify the information in a clearer form. Follow the table: <table border="1" data-bbox="520 891 1294 1182" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: yellow;">COLOR</th> <th style="background-color: yellow;">WHAT IT REPRESENTS</th> </tr> </thead> <tbody> <tr> <td style="color: red;">red</td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <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>		COLOR	WHAT IT REPRESENTS	red														
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Post-activity	Pair activity (information gap activity) <ul style="list-style-type: none"> - Form groups of two. - One member is STUDENT A; the other member is STUDENT B. - Explain students that each one needs the information of the other student to complete the task. To do that, they have to ask questions and fill in the information required. - Explain the situation. Student asks the questions to complete the inventory. A sample question is provided. Work on another example to make sure student A understands what to do. Student B must provide the information. A sample response is provided. Do another example to make sure student B has understood. - Time the activity. - Check if the inventory is complete - Have students report answers to class in complete sentences. <i>Example: <u>There are 50 red linen short sleeve shirts.</u></i> 																		
Tips/Further activities	Tips for the teacher. <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. 																		