

TEACHER'S GUIDE
UNIT SEVEN
LOGGING ON

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|----------------------------------|--|--|--------------------------|------------------------------------|----------------------------------|-------------------|----------------------------|------------------------------|---------------------------|----------------------|
| Pre-activity | <p>Schema Building: Elicit background knowledge</p> <ul style="list-style-type: none"> - Students practice a short find someone who... <p>FIND SOMEONE WHO...</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">_____ likes to watch TV.</td> <td style="width: 50%; border: none;">_____ dislikes cleaning the house.</td> </tr> <tr> <td style="border: none;">_____ loves to go to the movies.</td> <td style="border: none;">_____ hates pets.</td> </tr> <tr> <td style="border: none;">_____ can't stand smoking.</td> <td style="border: none;">_____ likes to get up early.</td> </tr> <tr> <td style="border: none;">_____ hates horror films.</td> <td style="border: none;">_____ loves dancing.</td> </tr> </table> <ul style="list-style-type: none"> • First the teacher asks students personal questions: “Do you like pizza?” “Do you dislike cooking?”, etc. • Then the teacher gives students the slip of paper with the short Find Someone Who... • After that, both teacher and students practice the questions and possible answers: Yes I do. / No, I don't. • Finally students stand up and mingle around by asking questions (<i>Do you like to watch TV? / Do you dislike cleaning the house? / etc.</i>). When they finish, students report information to class. | | _____ likes to watch TV. | _____ dislikes cleaning the house. | _____ loves to go to the movies. | _____ hates pets. | _____ can't stand smoking. | _____ likes to get up early. | _____ hates horror films. | _____ loves dancing. |
| _____ likes to watch TV. | _____ dislikes cleaning the house. | | | | | | | | | |
| _____ loves to go to the movies. | _____ hates pets. | | | | | | | | | |
| _____ can't stand smoking. | _____ likes to get up early. | | | | | | | | | |
| _____ hates horror films. | _____ loves dancing. | | | | | | | | | |
| Activity | <p>Grouping: -Pair work</p> | <p>Setup: The teachers brings pictures of everyday activities and ask students questions about the things they like and dislike. Then students use the same pictures and ask questions to one another.</p> | | | | | | | | |
| | <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 work in pairs and look at the pictures. - The teacher asks students if they know what the persons in the picture are doing. - Then students match the pictures with the corresponding phrase. - The teacher checks answers with students. <p><u>Warm Up</u></p> <ul style="list-style-type: none"> - Students listen to the conversation about Kevin who is looking for a roommate. - Students listen the first time and check the pictures. - Students listen the second time and fill in the chart by ticking “YES” or “NO”. - Students listen the third time and check their answers. <p>At the end of this activity, the teacher checks answers by asking students oral questions: <i>Does Kevin smoke? / Does Kevin like to have parties? , etc.</i></p> <ul style="list-style-type: none"> - Students read the questions first. - Then students answer the questions. - After that students interview three students. - Finally students write a short description about their classmates and report to class orally. | | | | | | | | | |
| Post-activity | <p>YOUR TURN</p> <ul style="list-style-type: none"> - Students read the questions first. - Then students answer the questions. - After that students interview three students. - Finally students write a short description about their classmates and report to class orally. | | | | | | | | | |
| Tips/Further activities | <p>Further activity. (Reinforcing activity)</p> <ul style="list-style-type: none"> - Students work in pairs and work on the following website: http://www.esl-lab.com/like1/lksrt1.htm - Students listen to the conversation and click on vocabulary they are not familiar with. - After students listen, they go to the end of the page and do the ‘TEXT COMPLETION QUIZ’. | | | | | | | | | |

TEACHER'S GUIDE
UNIT SEVEN
TURN IT UP

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| Pre-activity | Schema Building: <ul style="list-style-type: none"> - The teacher asks students if they have played TIC-TAC-TOE. - The teacher writes an example of a TIC-TAC-TOE game. - She explains students that this time they will play the game by forming sentences with <i>like, dislike, hate, can't stand, enjoy</i>. - Students sit in pairs, read the instructions and play the game. - As students play and make the sentences, they drag the naughts and crosses over the space where they have formed a sentence. - Students unscramble the statements about likes and dislikes in the on-line activity. To do this, they write the correct statements on the space provided. | |
| Activity | Grouping - Individual work | Setup: <ul style="list-style-type: none"> - Each student should have a headphone. - Before listening, the teacher asks students about the things the members of his/her family <u>like and dislike</u>. For example: <i>What does your mother like doing? My mother likes cooking. What kind of movie does you father like? He likes action moves.</i> |
| | While-listening <ul style="list-style-type: none"> - Students click on the audio and listen to the story of the things a family likes and dislikes. Students listen once. - Then students read the TRUE and FALSE statements. - Then, students can engage in the second listening. After they listen, then they choose whether the statements are TRUE or FALSE. - After that, students listen the third time, and check their responses. - At the end, the teacher revises answers with students. | |
| Post-activity | Post-Listening <ul style="list-style-type: none"> - First, students fill in the spaces with the information requested: three things they enjoy doing, three things they like to do, and three things they hate doing. - Pay special attention that they write complete sentences and make them aware about the use of infinitive or gerund. Example: <i>I enjoy playing cards. I like to play cards.</i> - Then students interview two students and report to class. Example: <i>Robert enjoys collecting comic books.</i> PRONUNCIATION: <ul style="list-style-type: none"> -Students listen to the pronunciation of “don’t” and “doesn’t” in sentences related to likes/dislikes. Students listen once and then repeat. -The teacher calls students individually to monitor their pronunciation practice. | |
| Tips/Further activities | Further activity (Pair Work). Reinforce previous knowledge <ul style="list-style-type: none"> - Direct students to the following website: http://esl.about.com/library/listening/bllis_joblikes2.htm - Students listen to “Job likes and dislikes 2”, and choose True or False. - Students should engage in at least two listening before responding. - Students check answers with the teacher. - Then students go to the bottom of the page and click on the second listening: “Job Likes and dislikes 1” and follow the same procedure | |

TEACHER'S GUIDE
UNIT SEVEN
SYSTEM TOOLS

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| Pre-activity | Schema Building: <ul style="list-style-type: none"> - Students read the article of a famous news correspondence “Andy Rooney” about the things he likes doing and dislikes doing. - The teacher hands out a sheet of paper with questions about the reading. - Students sit in pairs and answer the questions. - Students sit with another pair of students (forming a group of four) and revise their answers. | |
| Activity | Grouping Pair work | Setup: <ul style="list-style-type: none"> -Students check the RULES section and read the examples. - The teacher hands out a practice sheet where students have to fill in with appropriate use of the verbs in infinitive / gerund, and appropriate use of the third person singular. |
| | Activity 3.1 <ul style="list-style-type: none"> - Students read Andy Rooney’s article again and click on the things he likes and dislikes doing. - The teacher checks answers with students. Activity 3.2. <ul style="list-style-type: none"> - Students read the statements and complete the spaces with <i>likes, like, dislikes, dislike, hate, hates, doesn't like, don't like</i>. - The teacher monitor students as they do this practice. It is important to make students aware when to use the third person singular. - Students sit in pairs and check their answers. Activity 3.3. <ul style="list-style-type: none"> - Students see the pictures. - The teacher elicits vocabulary from the students. - Then, students form sentences by using the vocabulary practiced and cue words from the list provided. - Students write their answers. - Students engage in peer correction on the sentences written. | |
| Post-activity | YOUR TURN (GROUP WORK) <ul style="list-style-type: none"> - Students receive a “FIND SOMEONE WHO”.. sheet. - First, students revise the questions with the teacher. The teacher makes sure students have correct questions, and possible answers. - Students repeat the questions before starting the activity. - Students stand up and mingle around the class asking questions from the sheet. The aim of the activity is for students to find students who likes, dislikes, hates, enjoys the activities. - Students report to class after they have complete the sheet by writing down the information. See sample. | |
| Tips/Further activities | <ul style="list-style-type: none"> - Supplementary Activity: - Students visit the following website: http://www.eslgold.com/site.jsp?resource=pag_stu_speaking_phrases_lb_expr_likes_dislikes - Students listen and then move to the web age at the end entitled “For conversation practice: Expressing likes and dislikes”. - There students click on HOBBIES/ SPORTS/ FOOD. They can choose either one. - First they have to read the sample conversations; read the instructions for conversation practice; then, click on one of the topics (hobbies, sports, food) and students design their own conversations based on the sample given. | |

TEACHER'S GUIDE
UNIT SEVEN
SCAN IT

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| Pre-activity | Schema Building: <ul style="list-style-type: none"> - Students guess what activities are usually done by people over 50 years old. - Then, they compare their answers with the table provided on the survey done to people over 50 years old. - After that, students fill in the table on leisure activities done by Costa Rican men and women. - Students exchange papers and compare their answers. | |
| Activity | Grouping Pair work | Setup: - The teacher elicits vocabulary related to outdoor activities performed by most Costa Rican teenagers. |
| | ***Students must read the information “Call of the Wild” once. <ul style="list-style-type: none"> - Students scan for vocabulary related to outdoor activities. - Students scan for verbs that refer to outdoor activities. - Students write these words on a separate sheet of paper. ***Students must read the information a second time <ul style="list-style-type: none"> - After they read, students answer the TRUE or FALSE. ***Students must read a third time. <ul style="list-style-type: none"> - Students fill in the information requested. ***THE TEACHER CHECKS ANSWERS IN EACH READING. | |
| Post-activity | Individual work <ul style="list-style-type: none"> - Students write about the leisure activities their family members perform during the week, on weekends, once a month or once a year. - Students should prepare for an oral presentation about the things their family members do. | |
| Tips/Further activities | Supplementary activity: <ul style="list-style-type: none"> - Direct students to the following website: http://english.baladre.org/sedaviwebfront/Alfredquestions.htm - Students complete the space provided with the correct verb. | |

TEACHER'S GUIDE
UNIT SEVEN
TYPE IT UP

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| Pre-activity | Schema Building: <ul style="list-style-type: none"> - Students work on a character web about a special person. - The character web should include all of the things the person likes, dislikes, hates, can't stand, enjoy, or loves. - To do this, previously, students should interview this special person to get all of the information. - Then, students work on the character web on the lab. - Students exchange their character web and talk about the special person. | |
| Activity | Grouping Individual work | Setup: The teacher brings to class an example of a character web with a photo album. She talks about this special person to the students, and shows a paragraph describing all of the things this person likes, loves, hates, dislikes and can't stand. |
| | <ul style="list-style-type: none"> - (Previously, the teacher has requested a picture of the special person) - First, students use the character web they already made and talked about with their classmates. - Then, students write a paragraph with all of the characteristics or descriptions found in the character web by writing an attention-getting topic sentence. They also should include the supporting sentences which are the characteristics about likes or dislikes. And finally, they must write a concluding sentence that summarizes why this person is so special. - Finally, they paste the picture below the paragraph, and wrap it up as a present. - Students should give this present to the special person they wrote about. | |
| Post-activity | <ul style="list-style-type: none"> - The students must exchange the paragraphs in class and students should talk about this special person to at least three students. - When students are listening to their classmates, they should fill in the form provided: <i>name of the character, things the person likes, things the person dislikes, and reasons why this person is special.</i> | |
| Tips/Further activities | Tips for the teacher. <ul style="list-style-type: none"> - Monitor students as they are writing. - Check that the paragraphs have the correct form of the present simple. - Monitor students as they are peer-correcting or peer listening. Extra Activity: <ul style="list-style-type: none"> - Students click on the website englishbanana.com - http://www.englishbanana.com/advan31.html - Students try to write the sentences as they read. They will go bananas... - Students can re-do the practice until they complete the quiz. | |

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| Pre-activity | Schema Building: -The teacher ask students if they know what a collage is. -Students asks students what is included in a collage. - Students brainstorm information on how a collage is done. | |
| Activity | Grouping Groups of four students | Setup: - The teacher assigns roles to each student. - The teacher explains the roles of each student. |
| | - The teacher explains students that they have to design a collage about their classmates. - To do that, students must collect photographs about their classmates, and information about their likes or dislikes. - Students can decide what they want to include in the collage. It could be photos of their classmates when they were children, or when they were growing up. <ul style="list-style-type: none"> • Students cut. The pictures and paste them altogether as a collage as well as pieces of information related to the photographs. • Students do a design in the collage. Designs may vary. It would depend on students' creativity. • Students display the collage around the classroom. • Students prepare a presentation about the collage by talking about the persons displayed on them. • The teacher monitors students before the presentation to check vocabulary y use of the language. • Each collage should have a TITLE. | |
| Post-activity | SURF THE NET Website - Students click on the website and follow the instructions. - Students first, must fill in the information about their family: zodiac sign - Then read what their family likes and dislikes are based on their sign. - At the end, they have to decide on a perfect gift for their family members based on their likes and dislikes. - They have to report to class why that gift is the special gift for each member of their family. | |
| Tips/Further activities | Further Activity. -Students must write their Top ten likes and dislikes. -Students talk about these to other students in class. -Students exchange information on their Top Ten likes and dislikes. -Student summarize this information in a graph by displaying the Top Ten likes or dislikes of students in class. | |

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

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| Pre-activity | Schema Building: <ul style="list-style-type: none"> - -The teacher asks students if they are vegetarian or if they know what anorexia is. - The teacher also asks students if they like eating, and what their favorite food is. | |
| Activity | Grouping Pair work | Setup: The teacher shows bring cans of food so that students can read the labels (nutritional facts). The teacher also brings a list of vegetarian food. <p>- Students sit in pairs and read the information on Why do teens become vegetarian?</p> <ul style="list-style-type: none"> - Students fill in a chart to specify the information in a clearer form. Follow the concept map - First students read the culture clips on e-commerce for kids - Then students place the title on the first rectangle - Then students complete the concept based on the reading. <div style="text-align: center;"> <pre> graph TD Title[Title] --> Reasons[Reasons to become a vegetarian] Reasons --- Box1[1.] Reasons --- Box2[2.] Reasons --- Box3[3.] Reasons --- Box4[4.] </pre> <p>The diagram is a concept map. At the top is a yellow box labeled 'Title'. An arrow points down from 'Title' to a green box labeled 'Reasons to become a vegetarian'. From the bottom of this box, four lines extend downwards to four separate green boxes, each containing a number: '1.', '2.', '3.', and '4.'.</p> </div> <p>-Students read the second article and answer the following question: <i>“Do kids read labels? / What are the disadvantages for not reading labels?”</i></p> |
| Post-activity | Pair Work Activity: “Pair-Up Couples <ul style="list-style-type: none"> - Pair students up. <ul style="list-style-type: none"> - One students gets STUDENT A; the other student gets STUDENT B. - The aim of the information gap activity is to find the ideal boyfriend for Sussanne and Margoth. To do this, both student A & student B have to ask questions to one another to match the couple. - Student A has the information of Sussanne & Margoth; Student B has the information on the male candidates. - When both students have asked the questions about female and male candidates on likes and dislikes, then the match is done. - Each pair of student must explain why they have matched the persons. | |
| Tips/Further activities | Tips for the teacher on Pair work activity. <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. | |

