

TEACHER'S GUIDE
UNIT 4
LOGGING ON

Pre-activity	<p>Schema Building:</p> <p>-Write the word "prefixes" on the blackboard. -Write these prefixes below the word: pre-, inter-, co-, and pre-.</p> <p>-Ask the students to give you words that begin with these prefixes. Write as many words as possible. Add your own words.</p> <p>-Do the same task with prefixes. Ask the students to give you words with -al, -ation, and -ment.</p> <p>-Let the students notice that (1) prefixes are placed before the word, and suffixes are placed after the word, and (2) both particles make the words undergo changes in meaning..</p>	
Activity	<p>Grouping: -Pairs</p>	<p>Setup: Two students on each computer terminal.</p>
<p>VOCABULARY</p> <p>-Make students acquainted with the goals of the unit. -Tell students to work by parts in a sequence. Vocabulary section first; then, warm-up</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> - Students drag each prefix to the corresponding word. Let them use the dictionary and supervise work.. <p><u>Warm-up</u></p> <ul style="list-style-type: none"> - Students are now prepared to practice the vocabulary. They have to fill in the blanks of the exercise with the words they formed in Exercise 2. 		
Post-activity	<p>YOUR TURN</p> <ul style="list-style-type: none"> - Students apply their knowledge of the prefixes in Exercise 2. - Students should form words of their own with the ten prefixes discussed without using the dictionary. - They share their sentences with the rest of the class. 	
Tips/Further activities	<p>-The Your Turn Activity provides a good opportunity for students to practice not only vocabulary words with the prefixes discussed, but also use these words in a context and have an opportunity to speak. -Encourage individual students to produce sentences containing the words that they have formed.</p>	

TEACHER'S GUIDE
UNIT 4
TURN IT UP

Pre-activity	<p>Schema Building:</p> <ul style="list-style-type: none"> - The teacher writes on the board. the list of prefixes discussed in the previous exercises: a-, -dis-, non-, in-, un-, inter-, pre-, bi-, co-, para-. - Then s/he asks students to use these prefixes to form words and encourages them to put them in a sentence. <p>Pre-listening (Activity 1)</p> <ul style="list-style-type: none"> - Ask students the two questions in the Pre-listening exercise. Have them form other words with the prefix pre-, ask them what these words mean, and encourage them to put the words in a context. 	
Activity	<p>Grouping - Individual work</p>	<p>Setup: Each student should have a headphone.</p>
	<p>While-listening</p> <ul style="list-style-type: none"> - Students listen to a selection about word formation in English through prefixes. - Students have to listen two times before connecting each prefix with the corresponding word. - If the prefix comes back to the column on the left, it means the answer is incorrect. 	
Post-activity	<p>Post-Listening</p> <ul style="list-style-type: none"> - For this exercise students may use their dictionaries. - Students can work in pairs in order to drag the prefixes to the corresponding word. - Ask them to take turns to put the words in a sentence. 	
Tips/Further activities	<ul style="list-style-type: none"> -Students practice the pronunciation of the three prefixes: in-, un-, and inter- in pairs. -Once they have completed the sentences, you can ask them for the meaning of each word and then encourage them to use these words in a sentence. -Students take turns to tell the meaning of the words and put them in context. -Have the students practice the pronunciation of the words in the chart. Model the pronunciation for them. 	

TEACHER'S GUIDE
UNIT 4
SYSTEM TOOLS

<p>Pre-activity</p>	<p>Schema Building:</p> <ul style="list-style-type: none"> - Give the students examples of nouns, verbs, adjectives and adverbs with sentences on the blackboard. - Underline each of the parts of speech and write noun, verb, adjective or adverb under each word. - Tell the students ways to recognize these words: an adjective is used to modify a noun, give information about it. <p>Activity 1 (Warm Up)</p> <ul style="list-style-type: none"> - Students work in pairs on the computer and complete the information for each of the words given. - Students write the information requested: (1) number of affixes, (2) meaning of affixes, (3) identification of the root, and (4) an example of the word that they are working with in a sentence. 	
<p>Activity</p>	<p>Grouping Pair work</p>	<p>Setup: The teacher prepares students for the “rules” part by calling their attention to the parts of speech and the prefixes that are used with each part. on personal</p>
	<p>RULES</p> <ul style="list-style-type: none"> - The students read the information in the charts. Be prepared to answer questions. - Once they have finished with the chart, they complete the chart in the Practice exercise. 	
<p>Post-activity</p>	<p>YOUR TURN</p> <ul style="list-style-type: none"> - Students put the words in the Practice exercise (<i>manager, lengthen, normal, honesty, explanation, agreement, realize, childish, friendship, artistic</i>) in a sentence. 	
<p>Tips/Further activities</p>	<ul style="list-style-type: none"> -Supervise in the Warm Up exercise and answer any questions. -Encourage students to write sentences with the four words (<i>imprecisely, disagreement, unappreciated, and interact</i>) and read them to the class. -Prepare a list of words that contain the prefixes in the first chart, write them on the board and ask the students to copy them on their notebooks for further use. -The use of dictionaries is crucial for students to complete the Practice. -When the Practice is finished call the students' attention to (1) the change in spelling in the word <i>explanation</i>, (2) the meaning of <i>realize</i>. 	

TEACHER'S GUIDE

UNIT 4 SCAN IT

Pre-activity	<p>Schema Building:</p> <ul style="list-style-type: none"> - Activate prior knowledge by asking students about the importance of using dictionaries to learn English. - Ask them about the difference between English-Spanish/Spanish-English dictionaries and English-English dictionaries. - Ask them about names of dictionaries: e.g. University of Chicago, Cuyás, etc. <p>PRE-READING</p> <ul style="list-style-type: none"> - Students discuss the five questions with their partners. - Then the teacher asks the class the questions and calls on individual students to answer. - 	
Activity	<p>Grouping Pair work</p>	<p>Setup: Students sit in pairs on each terminal.</p>
	<p>WHILE READING</p> <ul style="list-style-type: none"> - Students read the first time and ask the teacher questions about any unknown words. - Students read the second time and answer the questions in the While reading exercise. They do this exercise in pairs. - Students read the text a third time and answer the five questions in the While reading exercise. - The teacher asks the class the five questions and calls on individual students to answer. 	
Post-activity	<p>-Students click on the words that they don't know..</p> <ul style="list-style-type: none"> - Students tell their classmates and the teacher how they learned the meanings of the words that s/he does know. - 	
Tips/Further activities	<p>-Do not tell students the meaning of the words that they don't know. Instead, ask them to look up those words in the dictionary.</p> <p>-Once the students have the meanings of the unknown words, ask the pairs to produce a sentence containing each of the twelve words in Exercise 3.</p>	

TEACHER'S GUIDE

UNIT 4

TYPE IT UP

Pre-activity	<p>Schema Building: Prepare students for the interview by brainstorming the following areas: types of dictionaries, dictionary entries, illustrations, abbreviations, tables and additional information.</p> <p>PRE-WRITING</p> <ul style="list-style-type: none"> - The students click on the corresponding box. They do this individually. - The teacher asks the students about their use of the six categories of dictionaries and asks those who answer yes about the purpose of each category. 	
Activity	<p>Grouping Individual work</p>	<p>Setup: Students write their paragraphs individually.</p>
	<ul style="list-style-type: none"> - The teacher will help students write the topic sentence, supporting sentences and concluding sentence. - Remind the students that the topic sentence introduces the paragraph and summarizes the content of the paragraph. - Encourage students to make a list of the supporting ideas. Check the sentences for both grammar and clarity before they put them in text. - Work with students on the concluding statement by explaining them that the concluding sentences is re-stating the topic sentence. Example: "For this reason, I believe that dictionaries are very important in learning a foreign language." 	
Post-activity	<ul style="list-style-type: none"> - Sit students in pairs. - Students look for the meanings of the abbreviations in their dictionaries. - The teacher checks these meanings with the whole class. 	
Tips/Further activities	<ul style="list-style-type: none"> -Bring a monolingual and a bilingual dictionary to class so that the students see the difference between both. -See how many students have an English-English dictionary by asking them to raise their hands. This a kind of class survey in order to see which of these categories of dictionaries are the most popular among students. -Monitor students as they are writing the short paragraph. -Ask individual students to read the abbreviations aloud to the class so that they practice the alphabet. 	

TEACHER'S GUIDE
UNIT 4
LOGGING OFF

Pre-activity	Schema Building: Ask the students about (1) English words and phrases that are commonly used in Spanish and (2) Spanish words and phrases that are used in English.											
Activity	Grouping Groups of four students	Setup: - The teacher assigns roles to each student. - The teacher explains the roles of each student.										
	<p>-The teacher asks the students to complete the chart with the language of origin and meanings of ten foreign words and phrases. -They are going to work with of a group of classmates and use a monolingual or bilingual dictionary. -The asks the groups to name a representative so that s/he reads the information concerning the origin and meaning of these words and phrases:</p> <table data-bbox="435 840 853 1030"> <tr> <td>cerebellum</td> <td>honoris causa</td> </tr> <tr> <td>déjà vu</td> <td>igloo</td> </tr> <tr> <td>embargo</td> <td>jujitsu</td> </tr> <tr> <td>frankfurter</td> <td>kinesis</td> </tr> <tr> <td>goulash</td> <td>lasagna</td> </tr> </table>		cerebellum	honoris causa	déjà vu	igloo	embargo	jujitsu	frankfurter	kinesis	goulash	lasagna
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Post-activity	<p>SURF THE NET -Give students the following website: http://www.askoxford.com/dictionaries/?view</p> <p>- Have students write the meaning of these foreign words and phrases on the computer:</p> <table data-bbox="435 1422 837 1601"> <tr> <td>Alma Mater</td> <td>hatha yoga</td> </tr> <tr> <td>ad valorem</td> <td>kung fu</td> </tr> <tr> <td>file mignon</td> <td>ombudsman</td> </tr> <tr> <td>delicatessen</td> <td>piranha</td> </tr> <tr> <td>fiasco</td> <td>sushi</td> </tr> </table> <p>-The teacher asks individual students to read the definitions to the class.</p>		Alma Mater	hatha yoga	ad valorem	kung fu	file mignon	ombudsman	delicatessen	piranha	fiasco	sushi
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Tips/Further activities	<p>-Do pronounce the foreign words and phrases for the students. . -Supervise students' work with the dictionary in order to see if they are getting the right meaning of the words and phrases. -Make sure each member of the group is developing his/her role.</p>											

TEACHER'S GUIDE

UNIT 4

PAIR WORK ACTIVITY AND CULTURE NOTE

Pre-activity	<p>Schema Building: Trigger students' background knowledge.</p> <p>Pair Work</p> <ul style="list-style-type: none"> - On the blackboard write the words Nouns, Verbs, Adjectives, and Adverbs. - Begin with the nouns. Ask the students to give you examples of nouns. - Do the same with the verbs, adjectives, and adverbs.. 	
Activity	<p>Grouping</p> <p>*Pair work</p>	<p>Setup:</p> <p>Pairs of students for Situations A and B.</p>
	<p>CULTURE NOTE</p> <p>-Students read the culture note about high-frequency endings and loans and borrowings.</p>	
Post-activity	<p>Pair activity (information gap activity): The purpose of the pair-work activity is to have students practice the four parts of speech..</p> <ul style="list-style-type: none"> - Form groups of two. Students sit one in front of the other. - One member is STUDENT A; the other member is STUDENT B. - The task is to identify the parts of speech in the sentence <i>Calculators</i> (noun) <i>solve</i> (verb) <i>difficult</i> (adjective) <i>problems</i> (noun) <i>quickly</i> (adverb). -Once the students have finished participating as student A and B, they can exchange roles so that Student B produces a sentence for analysis into parts of speech by Student A. -The Student B gives Student A word in order to analyze it in terms of prefixes and prefixes. -Ask the students not just work with only one sentence and just one word to encourage practice with parts of speech and prefixes and prefixes. 	
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 words that they have to produce in Situation B, that is, the analysis of the words into its different components. The teacher can facilitate word production and analysis 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. 	