

## TEACHER'S GUIDE

### UNIT 6

#### CULTURE NOTE AND PAIR WORK ACTIVITY

<b>Pre-activity</b>	<p><b>Schema Building:</b> Trigger students' background knowledge by asking them about the advantages and disadvantages of computers at: (1) home, (2) school, and (3) work.</p> <ul style="list-style-type: none"> <li>- Divide the class into groups of five students.</li> <li>- Ask each group to name a representative who will refer to the advantages and disadvantages discussed in his/her group.</li> <li>- Ask the representative to take notes so that he/she gives a fairly concise report of the ideas.</li> </ul>	
<b>Activity</b>	<p><b>Grouping</b> <b>*Pair work</b></p>	<p><b>Setup:</b> Get students together in pairs to play the role of the people described in the two situations.</p>
	<p><b>CULTURE NOTE</b></p> <ul style="list-style-type: none"> <li>-Students work in pairs and read the culture note about the use of computers and the Internet in the country.</li> <li>- The teacher asks students to summarize in their own words the contents of the culture note.</li> <li>-The teacher asks the students to write down their ideas in the summary.</li> <li>-Have both students take turns to add information so that when they are finished they have already covered most of the topics in the culture note.</li> <li>-When the pair work is finished, the teacher asks the whole class to contribute with their ideas in order to make a summary of the culture note.</li> </ul>	
<b>Post-activity</b>	<p><b>Pair activity (information gap activity):</b> The purpose of the pair-work activity is to have students practice the roles of the school principal and the anti-computer teacher. tourist and tour agent.</p> <ul style="list-style-type: none"> <li>- Form groups of two. Students sit one in front of the other.</li> <li>- One member is STUDENT A; the other member is STUDENT B.</li> <li>- The task is to have the students participate in a discussion where one is supposed to convince the other one in terms of the use of computers in this school.</li> </ul>	
<b>Tips/Further activities</b>	<ul style="list-style-type: none"> <li>- Monitor around the groups. Students might have problems with the questions and responses and you can facilitate their production by helping them out.</li> <li>- Monitor that students are really asking and responding. At this time, students are not supposed to write notes.</li> <li>-The teacher walks around the class to supervise participation and make sure that the students are speaking in English.</li> <li>-When there is a question, the teacher can take the opportunity to repeat the question and answer it to the whole class. Thus, more students get feedback, not just the students in the pair.</li> <li>-If time permits, the students can switch roles so that the two of them express different opinions while playing another role.</li> </ul>	

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**LOGGING ON**

<b>Pre-activity</b>	<p><b>Schema Building:</b></p> <p>-Ask the class to give you the names of parts of the computer.          -Students may come up with the following computer-related terms: hard disk, printer, monitor, screen, scanner, central processing unit (CPU), random access memory (RAM), CD-ROM, DVD-ROM drive, floppy disk, speakers, mouse.          As the students answer, encourage them to tell you what each part is used for.</p>	
<b>Activity</b>	<p><b>Grouping:</b>          -Individual work</p>	<p><b>Setup:</b>  <b>Students should work first on the pre-activity.</b></p>
	<p><b>VOCABULARY (Exercise 2)</b></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"> <li>- Students the words on the list to the parts of the personal computer in the picture.</li> <li>- Once they have completed the picture, the teacher asks several students to pronounce the terms.</li> <li>- As was done before, the teacher asks students again to say what the function of each part is.</li> </ul> <p><u>Warm-Up</u></p> <ul style="list-style-type: none"> <li>- Students draw arrow from the parts of the computer to their functions.</li> <li>- The teacher asks them to read both the part and definition.</li> </ul>	
<b>Post-activity</b>	<p><b>YOUR TURN</b></p> <ul style="list-style-type: none"> <li>- Students apply the vocabulary to their real life experiences. To this end, they answer for questions in the Your Turn Section (Exercise 4) and relate computers to real-life situations.</li> <li>- Ask student to copy the questions on a sheet of paper and walk around the class asking their classmates those questions.</li> <li>- When the activity is finished, ask them if they would like to share some interesting piece of information that they gathered from other students while asking.</li> </ul>	
<b>Tips/Further activities</b>	<p>-In most of the exercises on this page, students read sentences. It might necessary to give them corrective feedback on the pronunciation of the parts of the computer. This is an important as these vocabulary items are quite popular in English today.          -While the students are working on the Your Turn section, the teacher walks around the class to make sure that they are using English in the conversation activity.          -Have them ask different students the five questions to promote a good deal of conversational interaction.</p>	

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### UNIT 6

### TURN IT UP

<p><b>Pre-activity</b></p>	<p><b>Schema Building:</b></p> <ul style="list-style-type: none"> <li>- The teacher brings a picture of a personal computer. Then she/he asks questions related to the different parts. Examples: Teacher: What do you call this part of the computer? (pointing to the monitor) What does it do? Student: that's the monitor. It shows information from the computer).</li> </ul> <p>Pre-listening (Exercise 1)</p> <ul style="list-style-type: none"> <li>- The teacher asks individual students the five questions in the Pre-listening exercise.</li> <li>- S/he asks as many students as possible, and in so doing, s/he might</li> <li>- ask student to elaborate on their answers to encourage oral participation. Example: Teacher: Do you like to surf on the Internet? Student: Yes, I do. Teacher: Do you have a PC? How many days a week do you access the Internet? activity</li> </ul>	
<p><b>Activity</b></p>	<p><b>Grouping</b> - Individual work</p>	<p><b>Setup:</b> <b>Each student should have a headphone.</b></p>
<p><b>Post-activity</b></p>	<p>While-listening</p> <ul style="list-style-type: none"> <li>- Students listen two times to four passages.</li> <li>- Each passage describes a website.</li> <li>- After listening two times, students clicking on the name of the website described.</li> <li>- The teacher is ready to answer any questions concerning vocabulary.</li> </ul> <p>The teacher might want to prepare extra questions about each of the websites and have individual students answer once they have completed the listening exercise.</p> <p>Post-Listening</p> <ul style="list-style-type: none"> <li>- Students listen to the four passages again.</li> <li>- This time two words have been left out from the passages. The students are supposed to fill in the blank spaces with these words after listening to the passages two times.</li> <li>- In contrast to the While-listening exercise, in the Post-listening the students can see the text. This a good opportunity for them to read the passage, and once again they can ask questions about the vocabulary.</li> <li>- Reading the passages provides a good opportunity for the teacher to give feedback on pronunciation.</li> </ul>	
<p><b>Tips/Further activities</b></p>	<ul style="list-style-type: none"> <li>-Students practice the intonation of five questions: falling/rising and rising/falling intonation.</li> <li>-They click on the corresponding icon to indicate the type of intonation in each question.</li> <li>-Have individual students read each questions and the whole class read them all.</li> <li>-The teacher can then ask individual students each question and ask them elaborate on their answers for oral interaction in the classroom.</li> </ul>	

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**SYSTEM TOOLS**

<b>Pre-activity</b>	<p><b>Schema Building:</b></p> <ul style="list-style-type: none"> <li>-The teacher brings a piece of lottery to the classroom and shows it to the students.</li> <li>-S/he tells the students that the number shown on the piece of lottery is his/her favorite number.</li> <li>-S/he tells the students that s/he wants to win the lottery because with the money s/he will visit Mexico.</li> <li>-The teacher then writes the following sentence on the blackboard: "If I win the lottery this Sunday, I will go to Mexico."</li> <li>-The teacher invites students to complete the second part of the sentence (the main clause). "If I win the lottery this Sunday, I ... "</li> <li>-Once a good number of students have participated, the teacher writes "won" under the verb "win" and "would go" under "went."</li> <li>-Again the teacher students ask students to complete the sentence which this time will read "If I won the lottery this Sunday, I ..."</li> </ul>	
<b>Activity</b>	<p><b>Grouping</b> <b>Class work</b></p>	<p><b>Setup:</b> <b>The teacher prepares students for the rules by calling their attention to the information given in the charts.</b></p>
<p><b>RULES</b></p> <ul style="list-style-type: none"> <li>- The teacher reads the information in the charts. S/he can have individual students read.</li> <li>- The teacher can now point out to the verb tense in both the conditional and the main clause (for example, (1) verb in present tense in the conditional clause and would + infinitive in the main clause, and (2) verb in the past tense in the conditional clause and verb in the past tense in the main clause. It is also important to point out the differences in meaning between the types of clauses, as explained in the charts.</li> <li>- The teacher takes time to do the exercises (3.1 &amp; 3.2) that accompany the charts. S/he asks students to work in pairs for each exercise for better supervision of work and constant feedback on the formation of the conditional sentences</li> <li>- The explanation on the use of each clause is key to understand the meaning that they convey both in the present and the past situation.</li> </ul>		
<b>Post-activity</b>	<p><b>YOUR TURN</b></p> <ul style="list-style-type: none"> <li>-Students complete the clauses, but this time the teacher lets them know that the both the main clause and the conditional clauses have interchangeable positions in the sentences with no effect on their meaning.</li> </ul>	
<b>Tips/Further activities</b>	<ul style="list-style-type: none"> <li>--Once the Your Turn exercise is finished, use the last sentence in order to continue with more practice on the conditionals.</li> <li>-Give the class the last sentence (Sentence 6), e.g., "If I get a 10 in the next English exam, I will give a party." Then give the main clause to a student so s/he starts a chain of conditional sentences: "If I give a party, I will ..."</li> <li>-Do the activity again but this time using conditional sentences in the past, e.g., "If I got a 10 in the English exam, I would ..."</li> </ul>	

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### UNIT 6 SCAN IT

<b>Pre-activity</b>	<p><b>Schema Building:</b></p> <ul style="list-style-type: none"> <li>- Activate prior knowledge by asking students about the parts a computer consists of and what they are used for.</li> <li>- Ask students about the most popular technological devices in used today and what they are used for</li> <li>- As the students give you the names, make a list on the board.</li> </ul> <p>PRE-READING</p> <ul style="list-style-type: none"> <li>- The Pre-reading exercise (Exercise 1) provides a good opportunity for discussion through group work.</li> <li>- Ask the students to sit in groups of for in order to discuss the questions while you walk around the class checking participation and use of English.</li> <li>- Once you have allowed ample time to answer the questions, ask individual students each question and encourage the class to express their opinions on the topics.</li> </ul>	
<b>Activity</b>	<p><b>Grouping</b> Pair work</p>	<p><b>Setup:</b> Students sit in pairs on the computer in order to read the selection.</p>
	<p>WHILE READING</p> <ul style="list-style-type: none"> <li>- Students read one time first.</li> <li>- The teacher walks around the class to supervise work and answer questions.</li> <li>- Students must read the selection a second in order to understand the contents of the selection.</li> </ul>	
<b>Post-activity</b>	<p>- Students complete the four sentences in the exercise and check answers with the whole class.</p>	
<b>Tips/Further activities</b>	<p>-Give students feedback on pronunciation when necessary. The reading selection has some vocabulary items that are worthwhile pronouncing correctly, since they are quite popular in texts about technology.</p> <p>-Once the reading task is over, you can ask individual student to read portions of the selection in order to make emphasis on the pronunciation. Do not interrupt the student for correction though. Let him/her finish the paragraph and then say the word(s) s/he mispronounced.</p> <p>-If students do not fill in the blanks with the right word, encourage them to go back to check the reading to find the corresponding term.</p>	

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### UNIT 6

### TYPE IT UP

<p><b>Pre-activity</b></p>	<p><b>Schema Building:</b> Prepare students for the writing exercise by asking them this question: "How do computers make our lives easier?" Write the question on the board.</p> <p>PRE-WRITING</p> <ul style="list-style-type: none"> <li>- Ask the use to get together in pairs on the computer in order to discuss the advantages and disadvantages of on-line shopping, and on-line banking.</li> <li>- Supervise work as the pre-writing activity provides a suitable opportunity for students to practice the spoken language.</li> <li>- Suggest students that they talk about how to access bank systems, how to make up usernames, passwords, items, which items students can buy by computer, which bank accounts one can have access to, etc. so that they come up with more information on the topic.</li> </ul>	
<p><b>Activity</b></p>	<p><b>Grouping</b> Pair work</p>	<p><b>Setup:</b> <b>Students work in pairs on the computer.</b></p> <ul style="list-style-type: none"> <li>- The teacher reminds he students that they should start their compositions with the sentence: "If we didn't have computers, ..." supporting sentences and concluding sentence.</li> <li>- The teacher asks the students in the pair to complete the sentence with a main clause of their own.</li> <li>- The teacher tells the pairs to make a list of the effects that not having computer would have on people and daily life.</li> <li>- The teacher tells the students to expand the sentences expressing an effect. For example: Effect: Without computers, it would take a great deal of time to type a term paper. Expansion: Students would have to write the papers by hand or use a typewriter.</li> <li>- The teacher works with the students on the concluding statement by explaining them that the concluding sentence in this particular composition summarizes the whole idea of living without computers, for example, "In summary, without computers modern life would be extremely difficult."</li> </ul>
<p><b>Post-activity</b></p>	<ul style="list-style-type: none"> <li>- Sit students in pairs to read the short paragraph about Calvin.</li> <li>- Ask students to answer the questions in the pair and share the responses with the class when they are finished.</li> </ul>	
<p><b>Tips/Further activities</b></p>	<ul style="list-style-type: none"> <li>-When the pre-writing activity is finished, give the students another opportunity to practice spoken English. Ask them to make a circle and encourage them to talk about the advantages and disadvantages of on-line shopping and banking as a group.</li> <li>-The pre-writing activity also aims to make a summary of the ideas that the students have contributed to in the pair work.</li> <li>-To give more emphasis to the importance of stating conclusions, the teacher can ask each pair to read the concluding sentences that they have written for their compositions and share them with the rest of the class.</li> </ul>	

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**LOGGING OFF**

<b>Pre-activity</b>	<p><b>Schema Building:</b> Sit students in groups of three.</p> <p>- Tell students to talk the differences between the following types of shopping: online shopping, window shopping and shopping at the mall.</p>	
<b>Activity</b>	<p><b>Grouping</b>  <b>Groups of four students</b></p>	<p><b>Setup:</b></p> <ul style="list-style-type: none"> <li>- <b>The teacher assigns roles to each student.</b></li> <li>- <b>The teacher explains the roles of each student.</b></li> </ul>
	<p>- The teachers explains to the class that they are going to work on an oral presentation concerning the three different types of shopping (online, window, catalogue and at the mall). The teacher will write on the board the following topics so that the discussion follows unified guidelines. Write "Which of the three types of shopping lets you ...?"</p> <ul style="list-style-type: none"> <li>▪ save energy</li> <li>▪ touch things</li> <li>▪ see things</li> <li>▪ save time</li> <li>▪ save money on parking</li> <li>▪ have a nice day with relatives or friends</li> <li>▪ avoid crowds</li> <li>▪ talk to clerks</li> <li>▪ pay with a credit/debit card</li> </ul> <p>-Students prepare a speech based on the above data.          -The teacher should revise each speech before the students present it to the class.          -Each student in the group plays one of the four roles in the project.          -Students present the project to the class.</p>	
<b>Post-activity</b>	<p><b>SURF THE NET</b></p> <p>- <b>Give students the following website:</b>  <a href="http://www.amazon.com">http://www.amazon.com</a></p> <p>- The students browse through the <i>amazon</i> website to find information about computers, brands, prices, components and features.          -The teacher motivates the students to look for other websites that sell items and ask s them to list these sites in the table in Exercise 2.</p>	
<b>Tips/Further activities</b>	<p>-Have students compare online shopping at <i>amazon</i> another website while working on the computer in pairs. On the board write the following items for comparison: items sold, types of payment, credit cards accepted, time online customers receive the items after placing the order, which website has the best prices, which website has more departments, e.g., apparel, music, books, cds, movies, garden, etc.</p>	