

**TEACHER'S GUIDE**  
**UNIT 8**  
**LOGGING OFF**

<b>Pre-activity</b>	<p><b>Schema Building:</b> Sit students in groups of four.</p> <ul style="list-style-type: none"> <li>- Tell students to make a list of ten English words that are used in present-day Costa Rican Spanish. Have one of the students (a group representative) write them down. Next ask individual students in the small group to use each word in a sentence.</li> <li>- When the lists have been completed, ask the group representatives to read the words they have for the class. Write them on the board.</li> <li>- Tell the students that in this project they are going to work with words that have been borrowed by English speakers from Spanish.</li> </ul>	
<b>Activity</b>	<p><b>Grouping</b> Groups of four students</p>	<p><b>Setup:</b></p> <ul style="list-style-type: none"> <li>- The teacher assigns roles to each student.</li> <li>- The teacher explains the roles of each student.</li> </ul>
	<p>-The teacher explains to the students that they each group is going to prepare a presentation on the use of the following Spanish words by English speakers: <i>bonanza, fiesta, mascara, matador, loco, llama, palomino, siesta, fajita</i> and <i>zorro</i>.</p> <p>-The presentation is going to include:</p> <ul style="list-style-type: none"> <li>◀The meaning of the word and its use in context, i.e. a sentence constructed by the students in the group other than those that are given as an example in the websites.</li> <li>◀Students must include any pertaining information concerning the usage of the word; archaic, slang, part of speech.</li> <li>◀The students should also include any example given of the words as components of an idiom.</li> </ul> <p>-The students can enrich their presentations by downloading pictures that represent the words. The teacher might suggest that the students access <a href="http://dogpile.com">dogpile.com</a> in order to find graphic information that is suitable for their presentation in the small group.</p>	
<b>Post-activity</b>	<p><b>SURF THE NET</b></p> <p>- Give students the following websites:  <a href="http://www.wordcentral.co/index">http://www.wordcentral.co/index</a>  <a href="http://dictionary.com">http://dictionary.com</a></p> <p>- Have the students look up the meanings of the assigned words. They should also be able to tell you whether these words have kept the same meaning as in Spanish. Here are the words: <i>bonanza, fiesta, mascara, matador, loco, llama, palomino, siesta, fajita, zorro</i>. the website related to types of families.</p>	
<b>Tips/Further activities</b>	<p>-The teacher can turn this task into a nice pronunciation activity so that the students notice the contrast in the pronunciation of the words. For example, the students might be interested to know that the “i” in <i>fajita</i> is lengthened in English but not in Spanish, and that both “a’s” are pronounced with the schwa sound, not a Latin “a” since they are unstressed in English. Such pronunciation contrast can be made with all of the words on the list above.</p>	

## TEACHER'S GUIDE

### UNIT 8

#### PAIR WORK ACTIVITY AND CULTURE NOTE

<b>Pre-activity</b>	<b>Schema Building:</b> Trigger students' background knowledge by asking them about (1) the importance of vocabulary in learning a second language, (2) the techniques that they use in order to memorize English words, and (3) which words are easier for them to learn. °	
<b>Activity</b>	<b>Grouping</b> <b>*Pair work or Groups of 4 students</b>	<b>Setup:</b> Group of 4 for Culture Note - Get students together in groups of four to discuss the importance of bilingualism and the extracurricular activities that help in acquiring a second language.
<p><b>CULTURE NOTE</b></p> <ul style="list-style-type: none"> <li>-Students work in pairs and read the culture note with information about the use of words in a specific context: the coffee harvest.</li> <li>-Through this culture note the students can learn that a language such as English makes use of words from other languages, foreign words or loan words.</li> <li>-This is also a suitable opportunity to make students aware that Spanish also makes use of loan words. An important remark at this point is the pronunciation of the loan words; that is, students should know that these words are pronounced according to the phonological features of the language that borrowed them from their languages of origin.</li> <li>-The culture note is a good opportunity for pair discussion in which the students can extend and personalize what they have learned in the unit.</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 family relations.</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>-In this activity, both participants in the situation are going to agree on the importance of learning a second language.</li> <li>-One student is going to refer to the job possibilities for the bilingual person. The other student is going to refer to different ways by which students can improve their proficiency in English, for example, reading magazines in English, watching cable TV, etc.</li> </ul>	
<b>Tips/Further activities</b>	<p>-Monitor around the groups in order to:</p> <ul style="list-style-type: none"> <li>(1) make sure that the students are using the English language, not their native language.</li> <li>(2) supervise students' work: questioning and responding in English, and not copying the answers.</li> <li>(3) encourage students to discuss the importance of being bilingual and the strategies/activities that can help in a acquiring the second language outside the classroom.</li> </ul>	

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**UNIT 8**  
**LOGGING ON**

<b>Pre-activity</b>	<p><b>Schema Building:</b></p> <ul style="list-style-type: none"> <li>-Ask students about the types of dictionaries they use in school. It could both monolingual and bilingual dictionaries. Ask students about the titles of these dictionaries and the courses where they are required to use them.</li> <li>-Ask students about the main uses of their dictionaries in their classes.</li> <li>-Ask them whether they have used electronic dictionaries in the Internet. At this point, you might want to invite students to try the following website <a href="http://dictionary.com">dictionary.com</a></li> <li>-Have them browse through the pages, look up words and then see the characteristics of the electronic dictionary. Encourage them to tell you about their findings.</li> </ul>	
<b>Activity</b>	<p><b>Grouping:</b> --Pairs</p>	<p><b>Setup:</b> Two students at each computer terminal.</p>
	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>-Make students acquainted with the goals of the unit.</li> <li>-Tell students to work by parts in a sequence. Vocabulary section first, then, warm-up.</li> </ul> <p><u>Vocabulary</u> Section 1</p> <ul style="list-style-type: none"> <li>- Write the names of the definitions given in Exercise 2 Vocabulary. Explain them orally to see if the students are able to keep these definitions in mind for use in the next section of the Vocabulary exercise.</li> </ul> <p>Section 2</p> <ul style="list-style-type: none"> <li>- Ask students to do the Vocabulary exercise. Each student will be in charge of reading 5 definitions; his/her partner will try to find the name of the definition read to him/her.</li> </ul> <p>Section 3 (Warm-up)</p> <ul style="list-style-type: none"> <li>- Students are now prepared to put into the practice the definitions, but this time they are going to apply their knowledge of the definitions and try to match them with actual examples taken from English-English dictionary entries. Teacher supervises of work and gives feedback when necessary.</li> </ul>	
<b>Post-activity</b>	<p><b>YOUR TURN</b></p> <ul style="list-style-type: none"> <li>- Students apply the definitions learned in the previous exercise. they continue doing work in pairs and take turns to answer the questions.</li> <li>- Again, the teacher supervises work and when she deems it necessary ask individual students the questions.</li> <li>- the teacher can also encourage students to give examples of synonyms/antonyms, idioms, and slang expressions. It might difficult to give example of slang English, so the teacher can ask students to use Spanish. This is valid if you want them to understand the distinction between slang and formal Spanish. Under no circumstance should you allow vulgar slang expressions or words.</li> </ul>	
<b>Tips/Further activities</b>	<p><b>EXTRA ACTIVITY</b></p> <p>Ask students to access the website: <a href="http://www.oup.com">www.oup.com</a> so that see the different kinds of dictionaries produced in the UK by Oxford University Press.</p>	

## TEACHER'S GUIDE

### UNIT 8

#### TURN IT UP

<b>Pre-activity</b>	<p><b>Schema Building:</b></p> <ul style="list-style-type: none"> <li>- The teacher asks students about names of English dictionaries both monolingual and bilingual. Here are some titles in case the students do not come up with a good number: <i>Oxford Advanced Learners Dictionary</i>, <i>Appleton Cuyas</i>, <i>Ramdon House</i>, <i>University of Chicago</i>, <i>The American Heritage Dictionary</i>.</li> <li>- The teacher can also ask students about the <i>DRAE (Diccionario de la Real Academia Española)</i> and motivate students to discuss the importance of this dictionary for the Spanish-speaking world.</li> <li>- Pre-listening (Activity 1). This activity is quite similar to the brainstorming activity that the students did in the previous Logging On section. The teacher might want to ask individual students the three questions or sit them in pairs in order to take turns to answer them. The teacher supervises work and gives feedback.</li> </ul>	
<b>Activity</b>	<p><b>Grouping</b></p> <ul style="list-style-type: none"> <li>- Individual work</li> </ul>	<p><b>Setup:</b>  <b>Each student should have a headphone.</b></p>
	<p><b>While-listening</b></p> <ul style="list-style-type: none"> <li>- Students listen to a narration about the <i>Oxford Advance Learner's Dictionary (OUP)</i>.</li> <li>- If necessary students can listen to the story twice so that their completion of the blanks is as successful as possible.</li> <li>- Once student have listened the second time, they fill in the blans with the corresponding words on the space provided.</li> <li>- Once they have finished, individual students to read the sentences to review their work. Write the words on the board so that they whole class has the right spelling for each term.</li> </ul>	
<b>Post-activity</b>	<p><b>Post-Listening (Exercise 3)</b></p> <ul style="list-style-type: none"> <li>- Ask students to sit in pairs on the computer.</li> <li>- It is important that the students pay close attention to the dictionary entry for the word <i>host</i>. Ask them to read the whole entry before they star work. Clarify any doubts.</li> <li>- The teacher must bring the students attention to the two sections in which this entry is divided—noun and verb.</li> <li>- Students take turns to answer the corresponding questions. Then the teacher goes through the answers with the whole class.</li> </ul>	
<b>Tips/Further activities</b>	<ul style="list-style-type: none"> <li>-Students practice the pronunciation of the present tense third person singular of seven verbs. Special attention is given to [S], [Z], [IZ] endings.</li> <li>-Since these verbs are used throughout this unit, the teacher might have different students to pronounce making special emphasis on the endings. to this end, the teacher can write the three phonemes on the board and point out to the one that corresponds to the ending of the verb that the individual students are uttering.</li> </ul>	

**TEACHER'S GUIDE**  
**UNIT 8**  
**SYSTEM TOOLS**

<b>Pre-activity</b>	<p><b>Schema Building:</b> -Exercise 1 (Warm Up) is intended to activate students' schema concerning the past, present and progressive tenses of the verbs. This activity allows for the participation of a good number of students in the use of each verbal tenses.</p>	
<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 bringing their attention to the information in the charts. The teacher invites students to ask questions in order to clarify doubts, gives more examples on the board if necessary. The teacher can also do the exercises done in class for extra practice and if more clarification is necessary.</b></p>
	<p><b>RULES</b></p> <ul style="list-style-type: none"> <li>- As was said before, the use in context of three verbal tenses in the System Tools section comes to enhance the students' acquired knowledge of their use. -</li> <li>- The three verbal tenses have been presented in separate form so that practice goes step by step: discussion of the rules, and work with the practice exercise and their corresponding revision.</li> <li>- Students do Practices 1, 2, and 3 after the discussion of each chart.</li> <li>- Since this section discusses three verbal tenses which are crucial for reinforcement of the class discussion on verbs, the teacher will find a nice opportunity to provide feedback. Thus, his/her supervision of the students' work on the practices is highly recommended.</li> </ul>	
<b>Post-activity</b>	<p><b>YOUR TURN</b></p> <ul style="list-style-type: none"> <li>- For this activity, use Exercise 1 (Warm Up) of the System Tools section. Students are expected to do a much better work this time in using the three tenses in context.</li> <li>- Ask the students to work in pairs and tell their partners about the things they do every day, did yesterday and are doing today.</li> </ul>	
<b>Tips/Further activities</b>	<p>-Once the three practices have been discussed and revised, the teacher might want to devote some time to the practice with the verbs that do not take the present progressive. These verbs are listed at the end of the chart corresponding to the present progressive. -The teacher can write each verb on the board and write a sentence containing a verb as an example: “I believe in honesty.” -Then s/he can ask students to use the verb in sentences of their own. -As a wrap exercise, the teacher can challenge the students' memorization of the non-progressive verbs by asking them to write as many as they can on a separate sheet of paper. Erase the verbs from your list on the verbs an ask students not to look at the chart on the computer.</p>	

## TEACHER'S GUIDE

### UNIT 8 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 names of countries where English is spoken as a first language.</li> <li>- Write the name of these countries on the board.</li> </ul> <p><b>PRE-READING</b></p> <ul style="list-style-type: none"> <li>- The Pre-Reading (Exercise 1) can be done with two students working on the computer. It might be possible that the students do not have the answers to all the questions, except question 1 on English as an international language.</li> <li>- Tell students that they will find the answers to the questions in the selection that they have for reading.</li> </ul>	
<b>Activity</b>	<p><b>Grouping:</b></p> <p>Pair work</p>	<p><b>Setup:</b></p> <p>Students sit in pairs on the computer.</p>
	<p><b>WHILE READING</b></p> <ul style="list-style-type: none"> <li>- Have the students read the selection.</li> <li>- Have them read a second time and look for the words they don't know. Help them with the meaning by giving them examples, synonyms, antonyms, etc. or ask them to access the website dictionary.com to look up the words on line.</li> <li>- The students can now listen to the tape of the reading and then complete the chart at the bottom of the page with the languages from the different types of English vocabulary originated.</li> <li>- When these the chart is completed, the teacher can ask the whole class or individual students for the answers in question form: e.g. "Which language contributed with vocabulary on law and literature?"</li> </ul>	
<b>Post-activity</b>	<ul style="list-style-type: none"> <li>-The Post reading (Exercise 3) gives information about the language families connected to English..</li> <li>-Have students work in pairs and take turns to answer the questions.</li> <li>-As a warm-up activity. the teacher can ask the students about the countries where German, Dutch, Russian and Celtic are spoken nowadays.</li> </ul>	
<b>Tips/Further activities</b>	<ul style="list-style-type: none"> <li>-Work on the word "conqueror" by giving examples of the most famous Spanish conquerors or those from other countries. Be prepared to tell the students about he places they founded and the language they introduced where they settled down.</li> <li>-The teacher might want to go back to the Pre-Reading (Exercise 1) and see if the students can answer the questions that remained answered when the exercise was first done.</li> </ul>	

**TEACHER'S GUIDE**  
**UNIT 8**  
**TYPE IT UP**

<b>Pre-activity</b>	<p><b>Schema Building:</b> Prepare students for a composition that tells what they do when they have to use a word that they don't know.</p> <p>-Ask students to make an estimate of the number of English words that do now at this moment: 100 words? 500 words? 1000 words?</p> <p>-Ask individual students to make a list of 5 English words that they know and ask them go to give you a definition of each word without help from you or his/her classmates or without using a bilingual dictionary.</p> <p><b>Pre writing</b></p> <ul style="list-style-type: none"> <li>- For the Pre writing exercise the students are going to some kind guessing at first. There are four sentences that include one word whose meaning the students might not know. Ask individual students to read each sentence. Pay particular attention to the pronunciation of these words and have other students pronounce them after you so that the class learns their pronunciation.</li> <li>- Ask the students to go to access dictionary.com and find out the meaning of the words.</li> <li>- Have individual students give each meaning to the whole class.</li> <li>- If the website can not be accessed, give the students the meaning of the words</li> </ul>	
<b>Activity</b>	<p><b>Grouping</b> Individual work</p>	<p><b>Setup:</b> Students begin the draft of their compositions on the computer terminal.</p> <ul style="list-style-type: none"> <li>- In working on the Writing (Exercise 2), help students write the topic sentence, supporting sentences and concluding sentence. Remind them that the concluding sentence re-states the topic sentence. Example: <i>The meaning of an unknown word is not a problem if I use the above strategies.</i></li> <li>- Explain that this is a process analysis paragraph which tells what they do when they do not find the meaning of an English word.</li> <li>- Ask students to first make a list of meaning-discovery strategies that they use. Some are listed in instructions for the exercise.</li> <li>- Once students are finished with the list, have them put the strategies in order of frequency (possibly the dictionary will be their favorite strategy). The teacher might as well write these enumeration transitions on the board for the students to get help in describing the process: <i>first, second, third, next, then, later on, finally.</i></li> <li>- Ask students to give the composition a brief but meaning title.</li> </ul>
<b>Post-activity</b>	<p>-Sit students in pairs. Explain to them that the words in the Post writing (Exercise 3) are commonly used in English even though they come from other languages. Have them guess the origin, and once they are finished with the exercise, invite them to make sentences of their own which contain one of these foreign words.</p>	
<b>Tips/Further activities</b>	<p>- Once the students have finished with their compositions, the teacher can ask them to summarize their contents and tell the rest of the class about the strategies that they use in order to cope with unknown words</p>	