Pre activity	Schema Building:	
	Where do we live? What is our nationality?	
	Elicit from students different countries and nationalities.	
	Show students a map and point to the different countries they mentioned. Provide names in English.	
Activity	Grouping: Individual work	10 minutes
	VOCABULARY	
	Explain the task to students.	
	Tell students to go over the map to discover the names of different countries and their nationalities.	
	Tell students to write down the name of the countries and their nationalities on their notebooks.	
Post activity 10 minutes	YOUR TURN	
	Prepare a list of countries and capital cities to provide to your students.	
Tips / Further activities	Ask students to think of a country. Tell them to write the name of the country they thought about on a piece of paper.	
	Form groups of four and tell students that they have to discover the country of the other students.	
	Elicit the names of the continents.	
	Pre-teach the following questions:	
	Is it in America? Asia? Australia? Europe? Africa?	

Pre activity	Schema Building:	
	Prepare different "business cards" containing the following information: Name City / Country. Give each student one and ask them to read them aloud.	
	Pre-listening:	
	Pre-teach what name and last name mean.	
	Make sure all students understand what they have to do.	
	Ask students to do the exercise.	
Activity	Grouping: Individual work	10 minutes
	While listening:	
	Explain students that they are going to listen to people introducing themselves to other people.	
	Explain the meaning of the expression: I live in...	
	Ask students to listen to the short conversations.	
	Tell students that they can listen to the conversations again and then tell them to work on the exercises.	
	Tapescript: Model conversation 3 Hi. My name is Rodrigo. My family name is Soto. I am from Costa Rica. I live in Cartago. Model conversation 2 Hello. I am Leticia Palomo. I live in the capital city of Mexico. I am Mexican. Model conversation 3 Hi. I'm John, John Smith. I am American. I live in Los Angeles. Key: *Name: Rodrigo Soto* *City: Cartago* *Country: Costa Rica* *Leticia Palomo DF Mexico* *John Smith Lon Angeles USA* Pronunciation: How old are you? Key: 1. 13 2. 16 3. 6 4. 9 5. 19 6. 16	
Post activity	YOUR TURN	

10 minutes	Students walk around the class using the name tags as a guide for their own conversations.
Tips / Further activities	Ask different students to talk about family members or friends who live on other cities or countries.
	Ask students to work on the activity on numbers.

TEACHER'S GUIDE

UNIT TWO

SYSTEM TOOLS

Pre activity	Schema Building:
	Elicit from students the different forms of to be. Do this by pointing at yourself and saying I am a teacher. Then point at a student and prompt: "I am a student." Point at two students and elicit: "We are students." and so on.
	Write the different sentences on the board.

Activity	Grouping: Individual work	15 minutes

Bring flash cards in which you have simple sentences such as: She is a student. Make sure that each word is written on a separate card or piece of paper. Use adhesive tape to stick the words on the board.

She	is	a	student

Ask students to do the exercises.

1. Complete the following statements with the correct pronoun.

Marco: Hello. I'm Marco Mora.
Student: Ah! Are you our English teacher?
Marco: Yes, I am.

Gina: Hi. I'm Gina.
Marta: Hi Gina. I am Marta, your classmate.

2. Circle the choice to complete the sentence.

Hello. We're / You're Carolina and Andrea.
Welcome. I'm / We're Mario.

We're / She's Marta and Marcia.
Hi. I'm / She's Jorge, and she's / he's my sister Rosa.

Are we / you Pablo?
Yes, I am / he is.

3. Choose the correct form of be in the following statements.

Is she a student?
My father is a taxi driver.
Juan and María are our English teachers.
Are they Costa Rican?
We are from San Carlos.

Post activity	YOUR TURN
10 minutes	Bring different names so that students practice the structure with their new names.

Tips / Further activities	Bring pictures of different people and ask students to "invent" the name of their friend.
	Ex. She is Monica. She is from Colombia. She is a teacher.

Pre activity	Schema Building:	
	Activate students background knowledge by asking them what people usually say about themselves: hobbies, profession, etc.	
	Pre-reading	
	Students do the exercise individually.	
	Ask students to share their answers with other partners.	
Activity	Grouping: Individual work	20 minutes
	WHILE READING	
	Ask students to go over the reading without worrying about vocabulary at first. Tell them to get the gist of the reading and ask general questions such as: What is this reading about? What are some of the names mentioned in the reading?	
	Students read a second time paying attention to difficult words. Refer students to the glossary section of unit 1.	
	Ask students to go over the reading for a third time. Ask them to do the exercises.	
	Answer key:	
	Dale Morris Freelance writer/photographer	
	Tim Rogers Correspondent for the Tico Times	
	Vicky Longland English Writer and translator	
	Richard McColl English	
Post activity 10 minutes	YOUR TURN	
	Students go around the class asking their partners about their favorite soccer team.	
Tips / Further activities	Ask students to look for magazines in which there are short biographies of the people who write on them.	
	Tell them to bring them to class and to talk about those people.	

Pre activity	Schema Building:	
	Prepare students by asking them about their hobbies.	
	Ask students about different professions. What would you like to do when you grow old?	
	Ask students to do the pre-writing activity by either using their own dictionaries or the glossary section of unit 1.	
Activity	Grouping: Individual work	15minutes
	Explain the task to the student.	
	Ask them to write their biography.	
	Form groups of five students and ask them to share their information.	
Post activity 10 minutes	YOUR TURN	
	Form groups of three so that students can share their biographies.	
	Make this an oral activity, not a writing one.	
	Write follow up questions on the board:	
	A. I like tennis.	
	B. Who is your favorite tennis player?	
Tips / Further activities	Ask students to think of different circumstances in which they have to write their personal information.	

Pre activity	Schema Building: Who do you admire?	
Activity	Grouping: Group work	40 minutes

Roles	Job Description	Student's Name
Student 1 **Leader**	Sees that everybody uses English Sees that everybody participates Presents the product	
Student 2 **Secretary**	Writes information about project	
Student 3 **Designer**	Designs layout and adds artwork	
Student 4 **Assistant**	Helps secretary and designer with their work	

	1. Assign roles to the group members. 2. Give students general guidelines about the activity. 3. Ask students to do some research on famous Costa Ricans.
Post activity 50 minutes	Students share their findings with the rest of the class. If this activity is not possible, ask students to provide a written report with their findings.
Tips / Further activities	SURF THE NET

B. Surfing the Net

1. Search the web on the following topic: Biographies. You can visit Google or Biographies

SURFING THE NET

Search the web on the following topic: Famous people

Go to http://www.biography.com

Two other Websites where you can find biographies.	http//
	http//
Name	
Profession	
Major achievement	
Date of birth	
Nationality	
Important aspects related to	