

TEACHER'S GUIDE  
UNIT NINE  
LOGGING ON

Pre activity	<p>Schema Building:</p> <p>What are some items that can be found in a department store?</p> <p>Bring newspapers clips with pictures of the following items: money, coins, t-shirts, jeans, skirts, hats, belts, tennis shoes, bracelets, earrings, watches, make-up, sweaters, jackets.</p> <p>Remind students to use their dictionaries to check out the meaning of the words they do not know.</p>															
Activity	Grouping: Individual work / Pair work	10 minutes														
	<p>VOCABULARY</p> <p>Go over the pictures to make sure that students know the items specified in each picture.</p> <p>Check that students use their dictionaries to find the correct spelling of the words.</p> <p>Tell students to work individually or in pairs.</p> <p>Once students have completed the task, ask them to click on the CHECK ANSWERS button.</p> <p><b>Answer Key:</b> money, coins, t-shirts, jeans, skirts, hats, belts, tennis shoes, bracelets, earrings, watches, make-up, sweaters, jackets.</p>															
<p>Post activity</p> <p>15 minutes</p> <p>15 minutes</p>	<p>WARM UP</p> <p>Explain the task to your students. Model the activity yourself by matching an item with the place where you can find it. For example, a <i>novel</i> can be found in a <i>bookstore</i>.</p> <p>Ask students to work in pairs.</p> <p>Answer key:</p> <table data-bbox="451 1541 983 1803"> <tr> <td>Groceries</td> <td>Supermarket</td> </tr> <tr> <td>Tie</td> <td>Department Store</td> </tr> <tr> <td>Bracelet</td> <td>Jewelry Store</td> </tr> <tr> <td>Watch</td> <td>Jewelry Store</td> </tr> <tr> <td>Book</td> <td>Bookstore</td> </tr> <tr> <td>Chicken</td> <td>Shopping mall</td> </tr> <tr> <td>A basket</td> <td>Central Market</td> </tr> </table> <p>YOUR TURN</p> <p>Students apply the vocabulary to their own experience. For this activity, students should talk about the kinds of clothes that they like. As a previous</p>		Groceries	Supermarket	Tie	Department Store	Bracelet	Jewelry Store	Watch	Jewelry Store	Book	Bookstore	Chicken	Shopping mall	A basket	Central Market
Groceries	Supermarket															
Tie	Department Store															
Bracelet	Jewelry Store															
Watch	Jewelry Store															
Book	Bookstore															
Chicken	Shopping mall															
A basket	Central Market															

	<p>activity, you can provide a list of clothing items on the board.</p> <p>Pair up students.</p> <p>Model the activity for your students. For example, tell your students that you like T-shirts and jeans for informal activities. In those occasions, you also like sneakers. For formal occasions, you usually wear a formal shirt, trousers, and sometimes a tie.</p>
Tips / Further activities	<p><b>SHOPPING SPREE</b></p> <p>Go on a shopping spree! Tell students that they have \$1000 to go shopping. What pieces of clothing would they buy? Tell them that they can only buy clothes and that their shopping should be done in 15 minutes only. Who gets more items in less time?</p>

TEACHER'S GUIDE  
UNIT NINE  
TURN IT UP

Pre activity	<p>Schema Building:</p> <p>Ask students the following question: What aspects do you consider when buying clothes? Make a list on the board.</p> <p>Pre-listening:</p> <p>Show the exercise to the students and explain the task. Make sure all students understand what they have to do. Ask students to do the exercise.</p>	
Activity	Grouping: Individual work	10 minutes
	<p>While listening:</p> <p>Explain students that they are going to listen to four short conversations that take place in a department store. Ask students to listen to the short conversations. Tell students that they can listen to the audio again and then tell them to work on the exercises.</p> <p><b>Answer Key:</b> 1. F 2. F 3. T 4. F 5. F 6. F 7. F 8. T 9. F 10. T 11. T 12. T</p>	
Post activity 10 minutes	<p>Post listening</p> <p>What kinds of stores can you find in a shopping mall? Tell students to work in pairs and once they finish, ask some students to share their answers. Make a list of the stores on the board.</p> <p><b>PRONUNCIATION</b></p> <p>Stress in compound nouns</p> <p>Tell students that a compound noun is a combination of two nominals (two things) that usually function as one unit. In compound nouns, the stress (major force in pronunciation) usually falls on the first nouns.</p> <p>Example: CHOColate bar, ARMchair, BOOKstore</p> <p>The second noun has secondary stress.</p> <p><b>YOUR TURN</b></p> <p>Students provide some compound nouns that they know.</p>	
Tips / Further activities	Students listen to some compound nouns pronounced by the teacher: ice cream, garage sale, bookcase, laptop, tour guide.	

TEACHER'S GUIDE  
UNIT NINE  
SYSTEM TOOLS

Pre activity	<p>Schema Building:</p> <p>Elicit from students the questions how much...., how many...?. Write on the board the following statement: There are 35 students in this classroom. Right below the statement write the following: _____ students are there in this classroom?</p> <p>Show the students some money of your own. Write on the board: I have 150 colones. Below this statement write the following _____ money do I have?</p> <p>Warm up</p> <p>Match the picture with the name and price:</p> <p><b>Answer key: Jacket: \$ 139.95, Wallet \$ 63, Sandals \$ 14, Boots \$ 75, Sunglasses \$ 100,</b></p>	
Activity	Grouping: Individual work	15 minutes
<p>Explain the use of how much and how many in questions.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px;">How much</div> <div style="border: 1px solid black; padding: 5px;">Non count noun</div> <div style="border: 1px solid black; padding: 5px;">Aux</div> <div style="border: 1px solid black; padding: 5px;">Subj</div> <div style="border: 1px solid black; padding: 5px;">Complement</div> <div style="border: 1px solid black; padding: 5px; font-size: 24px;">?</div> </div> <p>How many + Count noun + Aux + Subject + complement?</p> <p>Tell students that these questions are used to ask about quantities.</p> <p>Ask student to do the exercise by filling out in the blanks with the corresponding word.</p> <p><b>Key: 1. How much, 2. how many, 3. how much, 4. how many , 5. how many 6. how much</b></p> <p>From the list below, choose the nouns that can be used with how much</p> <p><b>Answer key:</b> <b>How much: time, money, sugar, water, cheese, bread, chocolate</b></p> <p><b>How many: shirts, socks, books, watches, rings?</b></p> <p>Which nouns are count or and which are non-count? butter, <b>Count nouns: cookie, drink, flower, building, plant</b> <b>Non-count nouns: juice, peace, money, hydrogen</b></p>		
Post activity	YOUR TURN	


10 minutes	<p>In this activity, students have to practice count and non-count nouns. Form groups of four or five students and ask them to think of nouns. The first round is for count nouns. Student one thinks of a count noun beginning with A, and the 2<sup>nd</sup> one should provide a noun beginning with B and so on. If a student does not provide an answer in 20 seconds, the next student has the chance to provide it. The student with more correct answers is the winner.</p> <p>The next 5 minutes should be devoted to non-count nouns.</p>
Tips / Further activities	

TEACHER'S GUIDE  
UNIT NINE  
SCAN IT

Pre activity	<p>Schema Building:</p> <p>What can you find in a market?</p> <p>What is the most important market in your town?</p> <p>Pre-reading</p> <p>It is always advisable to predict what a reading is about by paying attention to the title, pictures, or subtitles. Guess the main topic of this reading by considering these aspects.</p> <p>Provide some basic information about the Central Market in San Jose downtown.</p>	
Activity	Grouping: Individual work	20 minutes
	<p>WHILE READING</p> <p>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?</p> <p>Students read a second time paying attention to difficult words. Refer students to the glossary section of unit 9.</p> <p>Ask students to go over the reading for a third time. Ask them to do the exercises.</p> <p>Key: What kind of stores can you find in the Central Market? Stands with medicinal plants, souvenir stores, grocery stores, restaurants.</p> <p>What kind of items can you get there? Medicinal plants, souvenirs, groceries, food and beverages, sandals, sunglasses, T-shirts, hats, etc.</p> <p>Where is it located? Mercado Central in downtown San Jose is a busy area located at Avenidas Central &amp; 1 and between Calles 6 &amp; 8.</p> <p>What is recommended? food and coffee</p>	
Post activity 10 minutes	<p>YOUR TURN</p> <p>Talk about the market in your own town. What kinds of stores can you find? What kind of products are there?</p> <p>Make a class activity sharing the information found.</p>	
Tips / Further activities	Create your own market in the classroom.	



TEACHER'S GUIDE  
UNIT NINE  
TYPE IT UP

Pre activity	Schema Building: Explain the terms: business, trade, stores, company.	
Activity	Grouping: Individual work	15minutes
	Explain the task to the student. Write the word business on the board. Make a cluster with the ideas suggested by the students <div style="text-align: center;">  </div> Emphasize businesses in your hometown. Students write their compositions as homework.	
Post activity 10 minutes	YOUR TURN Students share their compositions with another classmate.	
Tips / Further activities	Students make a brochure inviting business people to invest in their town.	



TEACHER'S GUIDE  
UNIT NINE  
LOGGING OFF

Pre activity	Schema Building: What are maps for? What kinds of maps are there?		
Activity	Grouping: Group work		40 minutes
	<b>Roles</b>	<b>Job Description</b>	<b>Student's Name</b>
	Student 1 <b>Leader</b>	Sees that everybody uses English Sees that everybody participates Presents the product	
	Student 2 <b>Secretary</b>	Writes information about project	
	Student 3 <b>Designer</b>	Designs layout and adds artwork	
Student 4 <b>Assistant</b>	Helps secretary and designer with their work		
<ol style="list-style-type: none"> <li>1. Give students general guidelines about the activity.</li> <li>2. Assign roles to the group members.</li> <li>3. Ask students to list of the most relevant businesses in their town.</li> <li>4. Students make a business map of their town.</li> </ol>			
Post activity 50 minutes	Students share their findings with the rest of the class.		
Tips / Further activities	SURF THE NET: Where can you go shopping in Costa Rica?		

## B. Surfing the Net

1. Search the web on the following topic: Shopping in Costa Rica. You can visit [Google](#) or [Yahoo](#)

### SURFING THE NET

Search the web on the following topic: Shopping in Costa Rica

Go to <http://www.yahoo.com> and type the phrase shopping in Costa Rica.



Two other Websites that talk about shopping in C.R.	<a href="http://">http://</a>
	<a href="http://">http://</a>
Kinds of products you can buy:	
Kinds of stores:	
Range of prices:	
Brands:	
Other links:	
What would you like to buy?	