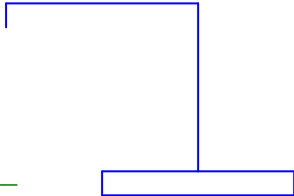


TEACHER'S GUIDE
UNIT TEN
LOGGING ON

Pre-activity	Schema Building: Elicit background knowledge <ul style="list-style-type: none"> - The teacher elicits names of different occupations from students. - The teacher asks students what each of these occupations do. - The teacher asks students where they would like to study at the university level. - She also asks students the profession they would like to study. 	
Activity	Grouping: -Pair work	Setup: -The teacher plays hangman game. The teacher thinks of an occupation. Students should guess the occupation. Example: doctor 
<p>VOCABULARY</p> <ul style="list-style-type: none"> - Make students acquainted of the goals of the unit. - Have students practice the vocabulary on occupations. <p><u>Vocabulary</u> Section 1</p> <ul style="list-style-type: none"> - First students see the pictures. - Then students say the name of the occupation; after that, they say what each person does. Example: A secretary / A secretary writes letters. - Finally sit in pairs and check their answers. After that, students say the sentences in class. The teacher checks mistakes. <p><u>Warm Up</u></p> <ul style="list-style-type: none"> - First, students read the incomplete sentences on the left. - Then, they read the phrases on the right column - In pairs, students match the incomplete statements with the phrases. In this activity, students have to match the occupations with the place of work. - The teacher checks answers with students in class. 		
Post-activity	<p>YOUR TURN</p> <ul style="list-style-type: none"> -Students read the incomplete conversations. -Students have to place the name of the occupation according to the conversation. - Students play the roles (A or B) and practice saying the conversations to make sure the answers are correct and make sense. - The teacher listens to the conversations and say whether they are right or wrong. 	
Tips/Further activities	<p>Further activity. (Reinforcing activity)</p> <ul style="list-style-type: none"> - Students click on the following website: http://www.manythings.org/hmjs/occupations.html - Students play the hangman game to practice different types of occupations. - Students click on the keyboard to write the letters for the hangman game. 	

TEACHER'S GUIDE
UNIT TEN
TURN IT UP

Pre-activity	Schema Building: <ul style="list-style-type: none"> - The teacher elicits information from students. She/He asks: “What are the ten most successful occupations in the United States?” - Students sit in pairs and guess the possible ten most successful occupations. - Then, students read the information of the ten most successful occupations in the United States and compare their answers. Students circle the ones they got right, and say it in class. - After that, students write on the space provided the ten most successful occupations in Costa Rica. Students discuss their answers in class. - Students read an information about <i>Labor Force</i> in the United States and do a True and False activity. After that, students sit in pairs and compare answers. 	
Activity	Grouping - Individual work	Setup: <ul style="list-style-type: none"> - Each student needs a headphone. - The teacher brings information of the different careers/ majors offered at different universities.
	While-listening (*Each student needs a headphone) <ul style="list-style-type: none"> - Students listen to the information about the different majors offered in the United States. - In the first listening , students rank these majors in order of importance according to what they have listened. In the second listening, students check their answers. <ul style="list-style-type: none"> - In the third listening, the students re-check their answers. - Finally, students compare answers with a classmate. 	
Post-activity	Post-Listening * Individual work <ul style="list-style-type: none"> - Students read the article called “How to be a Good Language Learner”. - Students must decide which of these recommendations are the most important ones to be a good language learner. - Student choose five. - After that, students sit with a partner and tell him/her which five recommendations were chosen. PRONUNCIATION: <ul style="list-style-type: none"> - -Students listen to the pronunciation of the questions. Special emphasis is placed in the reduction of are you in questions. - Students listen and repeat. - The teacher calls on students to practice the pronunciation of these questions. 	
Tips/Further activities	Further activity (Pair Work). Reinforce previous knowledge <ul style="list-style-type: none"> - Direct students to the following website: http://a4esl.org/q/h/lb/occup.html - Students read the statement and complete it by choosing one of the occupations from the multiple choice. - After they respond, they can check their answers. - The teacher monitors students to guide them in the statements. 	

TEACHER'S GUIDE
UNIT TEN
SYSTEM TOOLS

Pre-activity	Schema Building: <ul style="list-style-type: none"> - Students see the pictures and guess what their occupations are. - Students must also guess what their plans for the future are. - Then students click on each of the arrows and read the information of each student. - The teacher finally asks students what they would like to study and what their plans for the future are. 	
Activity	Grouping Pair work	Setup: <ul style="list-style-type: none"> -Students check the RULES section and read the examples. - The teacher hands out a practice sheet where students have to fill in with appropriate grammar aspect/point that deals with future intentions. Special attention is placed to “going to” future, “would like to”, “want to”, and contracted form “I’d like to”.
	Activity 3.1 (Scrambled sentences) <ul style="list-style-type: none"> - Students read the scrambled sentences. - Students work in pairs and unscramble the sentences. - Students check the answers with another pair of students. - Students check answers with the teacher. Activity 3.2. <ul style="list-style-type: none"> - Students read the incomplete statements or questions . - Students complete these statements or questions with “<i>would like to + verb/ or would love to + verb</i>”. - Students exchange papers and peer correct. - Both teacher and students check their answers. Activity 3.3. <ul style="list-style-type: none"> - Students complete the multiple choice with the correct form of the verb. - Students exchange papers again and peer correct. - Students read the responses out loud. - The teacher check answers with the students. 	
Post-activity	YOUR TURN (INDIVIDUAL WORK)=Problem-solving task <ul style="list-style-type: none"> - Students read the questions about their personal plans. - Students write their responses. - Then, students ask these same questions to another classmate. - Students report back to class the information of a classmate in paragraph form 	
Tips/Further activities	<ul style="list-style-type: none"> - Supplementary Activity: Students work in pairs and work on the following website: http://a4esl.org/q/h/fb-bd-occupations.html <ul style="list-style-type: none"> - Students read the statements and write the answers before clicking . - Students can only click to see if their response is correct. - The teacher reviews activity with students in class. 	

TEACHER'S GUIDE
UNIT TEN
SCAN IT

Pre-activity	Schema Building: <ul style="list-style-type: none"> - Students read the list of occupations on the box. - Students choose the ten most prestigious occupations. - Then students survey five classmates and ask for the ten most prestigious occupations. - Students analyze the results and say the percentage of the students who have selected the ten most prestigious occupations. 	
Activity	Grouping Pair work	Setup: - The teacher writes the results of the different groups of the ten most prestigious occupations. Students discuss results.
	***Students must read the information “The Most Prestigious Occupations” in the United States. <ul style="list-style-type: none"> - The students read the information in pairs. - Then, students answer the TRUE or FALSE activity about the reading. - Students compare their answers with another pair of students. - After that, the teacher reads the statements and students respond to check answers. 	
Post-activity	Individual work <ul style="list-style-type: none"> - Students receive a handout of the survey. - Students go home and do the survey among members of the community. They can ask members of the family, neighbors (adults / teens). - Then they analyze the results and write the percentages. - Students report results to class. - Students display all the results on the bulletin board. 	
Tips/Further activities	Supplementary activity: Students open the following website: http://www.doi.gov/octc/growing.html *The teacher designs questions for students to respond. *The students read the information and click on the links to get extra information. *Students work in pairs and answer the questions. POSSIBLE QUESTIONS: <ol style="list-style-type: none"> 1. List the top eight fast growing occupation from 1992-1005. 2. What levels of education are required for the fastest growing occupations? 3. What are the emerging careers for the 21st century? 4. Which occupations will decline in the years ahead? 	

TEACHER'S GUIDE
UNIT TEN
TYPE IT UP

Pre-activity	Schema Building: <ul style="list-style-type: none"> - Students brainstorm two careers they like. - Students list characteristics that make the careers similar and those that make it different. - They write this information in the Career Pair Chart. - Students choose the pair of careers that has the most information and do a Venn diagram. In the center, the student places the characteristics that make the careers similar , and in the outer parts, the characteristics that make them different. Students should write a title to the Venn Diagram. <u>Example: <i>Architecture and Engineering</i></u> <p>**See sample Venn Diagram</p>	
Activity	Grouping Individual work	Setup: The teacher brings a sample Venn diagram to class. The teacher shows the sample paragraphs with similarities and differences of two careers.
	<p>*Students are requested to write the first paragraph where they specify their interest for two careers and why.</p> <p>* In the second paragraph students compare similarities between these two careers (only similarities).</p> <p>* In the third paragraph students contrast differences between the two careers .</p> <ul style="list-style-type: none"> • In the third and last paragraph students restate their interest for these two careers despite their similarities and differences. • <i>A sample paragraph is provided.</i> 	
Post-activity	<ul style="list-style-type: none"> - The students engage in peer correction. - The teacher hands out the criteria for peer correction. Students should answer the questions as they peer correct a classmate's essay. - Finally students get their papers back, make the corrections, and read them in class. 	
Tips/Further activities	<p>Tips for the teacher.</p> <ul style="list-style-type: none"> - Monitor students as they are writing. - Check that the paragraphs have the correct form of the different parts of speech and that these parts of speech have been used appropriately. - Monitor students as they are peer-correcting. <p>Extra Activity: Students practice occupations on the following website: http://www.enchantedlearning.com/classroom/quiz/occupations.shtml</p> <ul style="list-style-type: none"> - Students complete the space and name the occupations. - Students must write a positive and negative characteristic for five of the occupations found on the page. 	

TEACHER'S GUIDE
UNIT TEN
LOGGING OFF

Pre-activity	Schema Building: -The teacher asks students about the names of the different universities around Costa Rica. - The students should list names of universities. - The teacher asks students if they know names of careers / majors offered in these universities. - Students should brainstorm names of majors.	
Activity	Grouping Groups of four students	Setup: - The teacher assigns roles to each student. - The teacher explains the roles of each student.
	* The teacher explains students that they have to investigate about the different majors offered in the different universities. To do this students have to: <ul style="list-style-type: none"> • Visit the different universities. Each group is assigned one specific university. • Ask for information such as names of careers in the different schools/faculties, entrance requirements, number of years, tuition, job opportunities * Then students design a brochure to display the information. * After that, students present the information in class, and display the brochure in the school's bulletin board for the rest of the students.	
Post-activity	SURF THE NET Website - Students click on the website suggested. http://www.multiculturaladvantage.com/contentmgt/anmviewer.asp?a=514&z=6&isasp - Students answer the questions: <ol style="list-style-type: none"> 1. What are career fairs? 2. What are the advantages of career fairs? 3. List 10 of the 20 Top Career Fair Success Strategies 4. Check the career fairs calendar. Write two examples of employment events for minorities. 	
Tips/Further activities	Further Activity. <ul style="list-style-type: none"> • Students go to this website: http://www.eslpartyland.com/quiz%20center/jobs.htm -Students practice the responsibilities of different occupations in this website. -Students choose the right answer from the multiple choice.	

TEACHER'S GUIDE
UNIT TEN
CULTURE NOTE AND PAIR WORK ACTIVITY

Pre-activity	<p>Schema Building:</p> <ul style="list-style-type: none"> - The teacher asks students there are careers for women and careers for men. - The teacher asks students if there are professions that women cannot do or professions that men cannot do. - The teacher asks students their opinions about sex discrimination in the selection of a person for a specific job.
Activity	<p>Grouping Pair work</p> <p>Setup: *The teacher explains students that different countries have their own particular ways of choosing people for different jobs.</p>
	<ul style="list-style-type: none"> - Students sit in pairs and read the information on GENDER EQUITY. - Students complete the following concept map <div style="text-align: center; margin: 10px 0;"> <pre> graph TD Title[TITLE] --> Female[Three traditional female jobs] Title --> Male[Three traditional male jobs] Female --- B1[•] Female --- B2[•] Female --- B3[•] Male --- M1[•] Male --- M2[•] Male --- M3[•] </pre> </div>
Post-activity	<p>Pair Work Activity: “Information Gap Activity: Completing profile for Yearbook”</p> <ul style="list-style-type: none"> - Pair students up. <p>One student is STUDENT A. The other student is STUDENT B.</p> <ul style="list-style-type: none"> - Each student has a task. Student A misses part of the information, and he/she has to complete the map. Likewise, Student B needs some information to complete his/her map. - Both student A & B have to ask questions to one another to find where these places are, and locate them in the map. - After they do this, they compare the maps to see if they are correct.
Tips/Further activities	<p>Tips for the teacher on Pair work activity.</p> <ul style="list-style-type: none"> - Monitor around the groups. Students might have problems with responses and you can facilitate their production by helping them out. - Monitor the group as they ask questions in the information gap activity..

