

**TEACHER'S GUIDE**  
**UNIT FIVE**  
**LOGGING ON**

<b>Pre-activity</b>	<b>Schema Building: Elicit background knowledge</b> <ul style="list-style-type: none"> <li>- Students brainstorm places to go for vacations.</li> <li>- Teacher asks questions as follows: <i>What are you going to do at _____?</i> <i>Are you going _____? What places are you going to visit there?</i></li> <li>- Elicit the structure: "I'm going to rent _____". Or Yes I am or No, I am not</li> <li>- Elicit "will" future, too, by asking: <i>"Will you go on vacations next year?"</i></li> </ul>	
<b>Activity</b>	<b>Grouping:</b> -Pair work	<b>Setup:</b> <b>The teachers bring brochures of different tourist places in Costa Rica and ask students about them using the structure "will" or "going to" (future).</b>
	<b>VOCABULARY</b> <ul style="list-style-type: none"> <li>- Make students acquainted of the goals of the unit.</li> <li>- Have students practice the vocabulary section by telling them to relate the descriptions to the pictures</li> </ul> <u>Vocabulary</u> Section 1 <ul style="list-style-type: none"> <li>- First students work in pairs and look at the pictures</li> <li>- Then students describe the different pictures. Then can guess the places, and talk about the things tourists can do there.</li> <li>- After that, students match the picture with the verbs that describe the activity you do for vacations.</li> <li>- Then, students check their answers.</li> </ul> <u>Warm Up</u> <ul style="list-style-type: none"> <li>- Students look at the pictures of Tortuguero.</li> <li>- Students have to write sentences with the "will" future as the example given. To do this, students must read the information from the table provided. <b>Feedback is given to help students write the sentences correctly.</b></li> <li>- Students report sentences to class.</li> </ul>	
<b>Post-activity</b>	<b>YOUR TURN</b> <ul style="list-style-type: none"> <li>- Relate vocabulary to students' real world by telling students they have to make believe they have won a tour to Alajuela or any other place in Costa Rica.</li> <li>- Students sit in pairs and write about the things they can do there.</li> <li>- Students report answers to class.</li> </ul>	
<b>Tips/Further activities</b>	<b>Further activity. (Reinforcing activity)</b> <ul style="list-style-type: none"> <li>- Students form groups of four.</li> <li>- The teacher gives each group a brochure on different places in Costa Rica.</li> <li>- Students write sentences about the things they can do in those places.</li> <li>- Each group simulates a radio announcement about the place they have written about. Tell students to use appropriate tone of voice as if they were radio announcers.</li> </ul>	

**TEACHER'S GUIDE**  
**UNIT FIVE**  
**TURN IT UP**

<b>Pre-activity</b>	<b>Schema Building:</b> <ul style="list-style-type: none"> <li>- Students brainstorm different activities tourists usually do when visiting the different places in Costa Rica. <i>Example: river rafting, bird watching, mountain climbing, canoeing, etc.</i></li> <li>- Students see the map of Costa Rica and report to class the names of different tourist areas in Costa Rica.</li> <li>- Students relate the places of the map with different activities you can do there.</li> <li>- Students match the names of the activities with the places that promote this type of activity by writing the activity on the space provided.</li> <li>- Check answers.</li> </ul>	
<b>Activity</b>	<b>Grouping</b> <ul style="list-style-type: none"> <li>- Individual work</li> </ul>	<b>Setup:</b> <ul style="list-style-type: none"> <li>- <b>Each student should have a headphone.</b></li> <li>- <b>Before listening, ask students traveled by plane, or if they have been to an airport.</b></li> </ul>
	<b>While-listening</b> <ul style="list-style-type: none"> <li>- First, familiarize students with the following vocabulary: check-in, tickets, smoking, non-smoking, window seat, aisle seat, boarding pass, baggage, carry-on bag, etc. To do this, bring pictures of an airport and tell students to match vocabulary with situations seen in the picture.</li> <li>- Then, students can engage in the first listening situation. Students just listen and understand. Students read the statements for the TRUE or FALSE activity of the first listening. Then, they answer <i>True</i> or <i>False</i>.</li> <li>- The same procedure is followed for the second listening situation.</li> <li>- Students listen to each situation again to check their answers.</li> <li>- Students can listen a fourth time, but this time they can practice pronunciation by repeating the conversation as it goes.</li> </ul>	
<b>Post-activity</b>	<b>Post-Listening</b> <ul style="list-style-type: none"> <li>- First, students read the travel plans of two Canadian tourists twice.</li> <li>- The reading disappears.</li> <li>- Students must remember what the travel plans are and order these by numbering the sequence from 1-9.</li> <li>- If the number colors RED, the order is incorrect. Students revise and Continue working.</li> <li>- Students print answers.</li> </ul> <b>PRONUNCIATION</b> <ul style="list-style-type: none"> <li>- Students practice stress of activities you can do for vacations.</li> <li>- Students listen first; then they repeat.</li> <li>- Call students to pronounce the activities to make sure they have really understood the stress of these words.</li> </ul>	
<b>Tips/Further activities</b>	<b>Further activity (Pair Work). Reinforce previous knowledge</b> <ul style="list-style-type: none"> <li>- Direct students to the following website: <a href="http://oasisnaturetours.com/">http://oasisnaturetours.com/</a></li> <li>- Tell students to write sentences as the following: <i>"If you go to Tortuguero, you will enjoy_____."</i></li> </ul>	

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

<b>Pre-activity</b>	<b>Schema Building:</b> <ul style="list-style-type: none"> <li>- Students read the information and write down the grammar expression that expresses future: <i>Example: will rent, will go fishing, going to rent</i></li> <li>- Students read again and match the information with the pictures provided to make sure they understand meaning.</li> <li>- Students read the RULES and write extra sentences related to the “will” or “going to” future tense.</li> <li>- The teacher asks questions to elicit the short answers in the future tense. <i>Example: Will you go to Limones next year? Are you going to go shopping there?</i></li> </ul>	
<b>Activity</b>	<b>Grouping</b> Pair work	<b>Setup:</b> -Students check the RULES section and read the examples. - The teacher hands out a practice sheet where students have to fill in with appropriate use “will” / “going to” / and short answers like “Yes, I will/ No, I won’t/ Yes, I am, No I’m not.”, etc.
	Activity 3.1 <ul style="list-style-type: none"> <li>- Students are given sentences in disorder. They have to order them by using correctly the future “will” or the future “going to”. It is important to remind students that sentences start with a subject.</li> <li>- The on-line activity provides feedback on the order of the words.</li> </ul> Activity 3.2. <ul style="list-style-type: none"> <li>- Students read the statements and write the correct form of the verb in the space provided (will or going to)</li> <li>- The teacher asks students individually and they read their answers to check for mistakes.</li> </ul> Activity 3.3. <ul style="list-style-type: none"> <li>- Students answer the questions according to the pictures. The answers should be short answers. (Yes, I will. or Yes, I am., etc.)</li> <li>- When the negative is required, students should use negative short answers.</li> </ul>	
<b>Post-activity</b>	<b>YOUR TURN</b> <ul style="list-style-type: none"> <li>- Students answer questions about their personal plans for the future.</li> <li>- After that, they must write a short paragraph related to their answers. They will write about those activities they will do and won’t do.</li> <li>- Students sit with a classmate and share their answers.</li> </ul>	
<b>Tips/Further activities</b>	<b>Further activity. (Two websites)</b> <ul style="list-style-type: none"> <li>- Student go to the following website: <a href="http://a4esl.org/q/h/0101/sv-goingto.html">http://a4esl.org/q/h/0101/sv-goingto.html</a></li> <li>- Students do the practice on “going to” future and check their answers.</li> <li>- Students practice both forms in the following website: <a href="http://www.speakspeak.com/html/d3b12_resources_grammar_inter_will_going_to1.htm">http://www.speakspeak.com/html/d3b12_resources_grammar_inter_will_going_to1.htm</a></li> <li>- Students then check their answers.</li> </ul>	

## TEACHER'S GUIDE

### UNIT FIVE

### SCAN IT

<b>Pre-activity</b>	<b>Schema Building:</b> <ul style="list-style-type: none"> <li>- Students individually read the list of articles that can be packed when traveling.</li> <li>- Students have to decide (by guessing) which of these can be packed on “<b>carry on bags</b>” or which ones on “<b>checked bags</b>”.</li> <li>- After that, students must sort the articles that should be packed on <b>Carry-on Baggage</b> or <b>Checked baggage</b>. To do this, students must write any of the two options on the spaces provided.</li> <li>- When they have finished, they click on the icon that says “Check” to find out their score.</li> </ul>	
<b>Activity</b>	<b>Grouping</b> Pair work	<b>Setup:</b> <b>- The teacher asks students if they know what airport security screening is and / or about the types of airport security screening.</b>
	<b>***Students must fill in a concept map related to “Security Screening Process”</b> <ul style="list-style-type: none"> <li>- Students read once.</li> <li>- Students read the second time and fill in the gaps with TRUE or FALSE.</li> <li>- Students check answers on the web. Make sure students read the feedback provided.</li> <li>- Teacher checks answers with the students to make sure they have understood.</li> </ul>	
<b>Post-activity</b>	<b>Individual work</b> <ul style="list-style-type: none"> <li>- Students do the 3-2-1 process for reading.</li> <li>- First they write the things they found out.</li> <li>- Then they write the interesting things they discovered from the reading.</li> <li>- Finally they write the doubts they still have or the questions / information they would like to know more about.</li> </ul>	
<b>Tips/Further activities</b>	<b>Supplementary activity:</b> <ul style="list-style-type: none"> <li>- Assign students to read the following website: <a href="http://travel.howstuffworks.com/airport-security4.htm">http://travel.howstuffworks.com/airport-security4.htm</a></li> <li>- Students must read and find out: a) X-ray systems, b) old-fashioned method to detect bombs.</li> <li>- Students must briefly explain each..</li> </ul>	

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

<b>Pre-activity</b>	<b>Schema Building:</b> <ul style="list-style-type: none"> <li>- Ask students if they have dreamed of going to an ideal place for vacations.</li> <li>- Request students to fill in the table on their ideal vacation: place to go, ideal amount of time to stay there, ideal room, things to do, things to buy or eat.</li> <li>- Monitor students as they fill in the table.</li> <li>- Students sit with a partner and share with him/her the ideas on the table.</li> </ul>	
<b>Activity</b>	<b>Grouping</b> Individual work	<b>Setup:</b> <b>The teacher shows a sample table of her/his ideal vacations, and reads to class her/his composition.</b>
	<ul style="list-style-type: none"> <li>- First, students write an attention-getting title: <u>Example:</u> <b>“MY IDEAL VACATIONS”</b></li> <li>- Students use the thesis statement provided: <i>My ideal vacation will be a spectacular and unforgettable experience.</i></li> <li>- Students write supporting details for that thesis statement by using the information written in the table.</li> <li>- Students write a concluding statement.</li> <li>- <b>A SAMPLE PARAGRAPH IS PROVIDED TO GUIDE STUDENTS.</b></li> <li>- Students exchange papers with a classmate and check mistakes.</li> <li>- Students get their papers back and correct mistakes. Students discuss their corrections.</li> </ul>	
<b>Post-activity</b>	<ul style="list-style-type: none"> <li>- The teacher collects the papers and gives them back to students randomly.</li> <li>- Students do not know who the paper belongs to.</li> <li>- Students should ask questions around the class related to the information on the paper to find out who the owner of the paper is.</li> <li>- The questions should be in the future tense. Example: <i>“Will you go to Heredia for vacations? What will you do there? Where will you stay?”</i></li> <li>- The students ask several students until they find the owner of the paragraph.</li> <li>- When students find the owner, they report their classmates’ composition to the entire class.</li> </ul>	
<b>Tips/Further activities</b>	<b>Tips for the teacher.</b> <ul style="list-style-type: none"> <li>- <b>Monitor students as they are writing.</b></li> <li>- <b>Check that the paragraphs have the correct form of the future tense.</b></li> <li>- <b>Monitor students as they are peer-correcting.</b></li> </ul>	

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

<b>Pre-activity</b>	<b>Schema Building:</b> -The teacher asks students if they have been in a tour. (when, where, how long) - The teacher requests for things you usually do at a tour. - The teacher writes their answers on the board.	
<b>Activity</b>	<b>Grouping</b> Groups of four students	<b>Setup:</b> - <b>The teacher assigns roles to each student.</b> - <b>The teacher explains the roles of each student.</b> - <b>The teacher assigns a test category for each group to create.</b>  - The teacher explains students that they have to organize ideal three-day tours for adolescents around Costa Rica Students should feel motivated to travel around Costa Rica as an enjoyable vacation option. - First, the students choose a specific place for the three-day tour. - Then students have to collect authentic materials about this place like: Brochures from travel agencies, brochures from the hotels, leaflets, pamphlets about the things you can do there, etc. This information should be authentic, not photocopied. - After that, each group organizes the information and gives a presentation on a three-day tour by using persuasive language. The information should be attractive. - The audience (other classmates) must receive authentic information to take home as part of the presentation. - The audience should be prepared for questions.
<b>Post-activity</b>	<b>SURF THE NET</b> Website - Students click on the website and discover new information about the destination chosen: <b>Name of the place, Accommodations, Places to visit ,Things to do ,Cost, Information that attracted you the most</b> - Students state their opinion about that specific place: if they would like to go there and why.	
<b>Tips/Further activities</b>	<b>Further Activity.</b> <i>What will I do in Costa Rica when I get there?</i> - Tell students to click on this website: <a href="http://costaricahomepages.com/42caa0a9fdac0e0f054ef989f0fc14/what_to_do">http://costaricahomepages.com/42caa0a9fdac0e0f054ef989f0fc14/what_to_do</a> - Students click on each of the sites and answer the question. One answer should be given for each site: beaches, bird watching, volcanoes, islands, lakes and national parks.	

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**UNIT FIVE**  
**CULTURE NOTE AND PAIR WORK ACTIVITY**

<b>Pre-activity</b>	<b>Schema Building:</b> <ul style="list-style-type: none"> <li>- The teacher asks students if they have read about Mount Fuji, Paris, Tijuana, or the National Air and Space Museum.</li> <li>- Students read about these four places and answer the following questions: <ul style="list-style-type: none"> <li>*Why is Mount Fiji considered the most visited mountain?</li> <li>*How many people have visited Paris?</li> <li>*Where is the most visited border located?</li> <li>*Where is the most visited museum located?</li> </ul> </li> </ul>																
<b>Activity</b>	<b>Grouping</b> Pair work	<b>Setup:</b> <b>The teacher shows pictures of the different places: Mount Fiji, Paris, Tijuana, National Air and Space Museum</b> <ul style="list-style-type: none"> <li>- Students sit in pairs and read the information on The MOST.... <ul style="list-style-type: none"> <li>- Students fill in a chart to specify the information in a clearer form. Follow the table:</li> <li>- First students read the culture clips on these important places.</li> <li>- Then students look for the outstanding information (the title)</li> <li>- Third, students explain why.</li> </ul> </li> </ul> <table border="1" data-bbox="443 1021 1425 1305"> <thead> <tr> <th data-bbox="443 1021 651 1055">Title</th> <th data-bbox="651 1021 997 1055">Outstanding information</th> <th data-bbox="997 1021 1425 1055">Characteristics</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 1055 651 1115"></td> <td data-bbox="651 1055 997 1115"></td> <td data-bbox="997 1055 1425 1115"></td> </tr> <tr> <td data-bbox="443 1115 651 1176"></td> <td data-bbox="651 1115 997 1176"></td> <td data-bbox="997 1115 1425 1176"></td> </tr> <tr> <td data-bbox="443 1176 651 1236"></td> <td data-bbox="651 1176 997 1236"></td> <td data-bbox="997 1176 1425 1236"></td> </tr> <tr> <td data-bbox="443 1236 651 1305"></td> <td data-bbox="651 1236 997 1305"></td> <td data-bbox="997 1236 1425 1305"></td> </tr> </tbody> </table> <p data-bbox="432 1346 1425 1413">***At the end, students compare their tables. The teacher asks questions to make the information was clear.</p>	Title	Outstanding information	Characteristics												
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<b>Post-activity</b>	<b>Pair Work Activity: Information gap</b> <ul style="list-style-type: none"> <li>- Pair students up.</li> <li>- One student is STUDENT A. The other student is STUDENT B.</li> <li>- Students sit one in front of the other to avoid copying or reading information.</li> <li>- Students must complete the table with the travel information about CALA LUNA RESORT and DRAKE BAY WILDERNESS.</li> <li>- <b>STUDENT A</b> starts asking <b>STUDENT B</b> about the following:  <i>Location, facilities, places to go, thing to do, room rates;</i> <b>STUDENT B</b> asks <b>STUDENT A</b>, likewise.</li> <li>- The questions will be asked in a conversational form. Students make believe they are planning a vacation, and their plans include one of these two places.</li> <li>- Questions will be as follows: "Where will you go for vacations?" Where will you stay?, What will you do there?", etc.</li> </ul>																
<b>Tips/Further activities</b>	<b>Tips for the teacher.</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 the group as they are questioning one another to make sure they are making complete questions, giving short answers as requested, and using English.</li> </ul>																