



TEACHERS' GUIDE
UNIT ONE: SOCIALIZING

Contents:

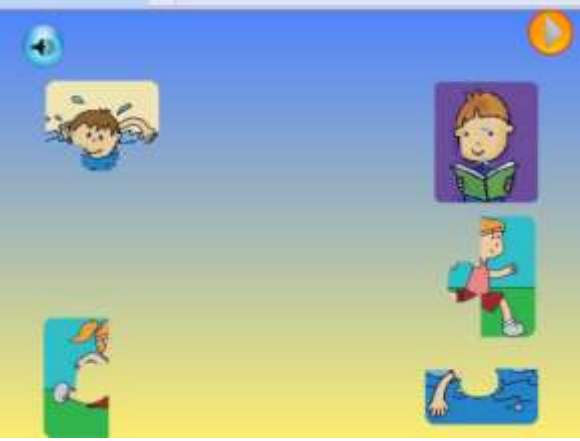
Transversal theme: Human Rights Ed.

Functions:

1. exchanging personal information
2. identifying ways of meeting people
3. expressing likes and dislikes related to family activities

Puzzle images	<p>Function: Identifying action words by matching them with their corresponding pictures Content: reading, roller skating, swimming, running, riding a bike, playing basketball, playing soccer, eating ice-cream, flying a kite. Seating arrangement: I Skills: L MI: Intra, VL, VS, M Time: 3' Materials: 1 Computer per student. Procedure:</p> <ol style="list-style-type: none"> 1. Tell the students that they will be given a screen with two columns with incomplete pictures. 2. They have to click on a puzzle piece and drag it to its match. 3. Then, they have to match column A with column B to form a complete picture. If the pieces match, they hear the word that corresponds to the action being depicted. The pictures are going to show the following actions: reading, roller skating, swimming, running, riding a bike, playing basketball, playing soccer, eating ice-cream, flying a kite. 4. They will listen to the following script: <p style="margin-left: 40px;"><i>Reading</i> <i>He is reading.</i></p> <p style="margin-left: 40px;"><i>Roller-skating</i> <i>They are roller-skating.</i></p> <p style="margin-left: 40px;"><i>Swimming</i> <i>She is swimming.</i></p> <p style="margin-left: 40px;"><i>Running</i> <i>The dog is running.</i></p> <p style="margin-left: 40px;"><i>Riding a bike</i> <i>The boy is riding a bike.</i></p> <p style="margin-left: 40px;"><i>Playing basketball</i> <i>They are playing basketball.</i></p> <p style="margin-left: 40px;"><i>Playing soccer</i> <i>She is playing soccer.</i></p> <p style="margin-left: 40px;"><i>Eating ice-cream</i> <i>They are eating ice-cream.</i></p> <p style="margin-left: 40px;"><i>Flying a kite</i></p>
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I: Individual, **G:** Groups, **R:** Rows, **P:** Pairs, **W:** Whole class, **C:** Circle **Hmwk:** Homework
L: Listening, **S:** Speaking, **R:** Reading
VL: Verbal Linguistic, **Inter:** Interpersonal, **Intra:** Intrapersonal, **LM:** Logical Mathematical,
VS: Visual Spatial, **N:** Naturalistic, **B:** Bodily, **M:** Musical

	<p>The girl is flying a kite.</p> 
<p>Likes & Dislikes</p>	<p>Function: identifying likes and dislikes Content: reading, roller skating, swimming, running, riding a bike, playing basketball, playing soccer, singing. Seating arrangement: I Skills: L MI: Intra, VL, VS Time: 10' Materials: CPU</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Have the students click on the speaker icon to listen to the instructions. 2. Indicate to them to listen to what the kids like or dislike. 3. Then, they have to drag the activities that correspond to each of them. 4. When they click on the speaker icon, they hear what she/he likes or dislikes to do. For example: 1. <i>Carolina likes to swim at the beach.</i> At that moment, the student must drag that picture and place it in the space provided next to each child. 5. They will listen to the following sentences: <ol style="list-style-type: none"> 1. Carolina likes to swim at the beach. 2. Andrés likes to run in the morning. 3. Carolina likes to play soccer. 4. Andrés dislikes to play basketball. 5. Carolina dislikes to ride a bike. 6. Andrés likes to read. 7. Carolina likes to roller skate. 8. Andrés likes to sing.

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Hot Day
Poem

Function: Contextualizing the vocabulary presented in a meaningful poem.

Content: hot, sunny, ice-cream shop, day, sidewalk, ice-cream flavors

Seating arrangement: I

Skills: L

MI: Intra, VL, VS

Time: 7'

Materials: CPU

Procedure:

1. Instruct them to click on the speaker icon to listen to the instructions.
2. They need to listen to poem about what a child likes to do during hot summer day.
3. Tell them that the screen will have a series of events that show what the student is listening to. As they listen to the poem, they will see the actions described in the poem.
4. The following is the poem they will listen to:

Hot Day

On a hot, hot sunny day,

I love a cold, cold ice cream

In a cone.

I go to the ice cream shop.

I look at and sample flavors

Until I choose

Double Fruity toot-Tootie

And chocolate

Then on the hot, hot sidewalk,

I take a lick and

Plop! No more ice cream for me



**A Story about
a Hot Day in
Puntarenas**

Function: Contextualizing the vocabulary presented in a meaningful story.

Content: hot, sunny, ice-cream shop, day, cone, red syrup, condensed milk, swim suits, beach, ice-cream flavors

Seating arrangement: I

Skills: L

MI: Intra, VL, VS

Time: 10'

Materials: CPU

Procedure

1. Tell your students they are going to listen to a story about a hot day in Puntarenas.
2. As students listen, they must drag the pictures and organize the events in the order in which they happen.
3. Below you will find the passage the students listen to.

It is a very hot, hot, sunny day in Puntarenas. Carolina and Andrés put on their red hat, shorts, and a t-shirt to go to the ice-cream shop for a cone. There, they decide to eat a snow cone with a lot of red syrup and condensed milk. On top of it, they get chocolate ice cream. They start walking down the beach, when plop! Plop! No more ice cream for them. But fortunately, they have their swim suits with them. Splash, splash! They jump into the water, and you see them no more.



Getting to Know Yourself

Function: identifying likes and dislikes and getting to know themselves better.
Content: flying a kite, roller skating, swimming, running, riding a bike, playing basketball, playing soccer, playing volleyball, playing on the beach
Seating arrangement: I
Skills: L
MI: Intra, VL, VS
Time: 15'
Materials: CPU

Procedure:

1. Tell the students to click on the speaker icon to listen to the instructions.
2. They are given a chart with different actions.
3. Then, they click on each picture to listen to a question. For an affirmative answer they click on a happy face and for the negative answer, they click on the worried face.
4. Below you have the questions they listen to.

*Do you like to fly a kite?
Do you like to play soccer?
Do you like to ride a bike?
Do you like to swim?
Do you like to play basketball?
Do you like to play volleyball?
Do you like to run?
Do you like to skate?
Do you like to play on the beach?*



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Hobbies

Function: Identifying basic Wh-questions about likes and dislikes, applying vocabulary about weather conditions and days of the week.

Content: swimming, roller skating, reading, singing, Wh-questions about likes and dislikes

Seating arrangement: I

Skills: L

MI: Intra, VL, VS

Time: 15'

Materials: CPU

Procedure:

1. Tell the students they will listen to different actions.
2. Then they have to choose the action that best matches the description given by clicking on the correct picture.
3. They listen to the following information:

1. What does Pamela like to do on a sunny morning?

Pamela likes to swim on a sunny morning

2. What does Peter dislike to do?

Peter dislikes to roller skate.

3. What does Frank like to do? *Frank likes to read.*

4. What do they like to do? *They like to sing.*

