

TEACHER'S GUIDE

UNIT SIX

LOGGING ON

Pre activity	<p>Schema Building:</p> <p>What are the different parts of a house?</p> <p>Make a blueprint of a house on the board and identify each part with the students.</p> <p>Tell students that you need to furnish the house. What would you need to do that?</p>	
Activity	Grouping: Individual work	10 minutes
	<p>VOCABULARY</p> <p>Go over the pictures with the students and elicit their names in English.</p> <p>Do not write any of the names on the board, just say them orally.</p> <p>Check that students understand the task.</p> <p>Tell students to work individually on the exercise.</p> <p>Once students have completed the task, ask them to click on the CHECK ANSWERS button.</p>	
Post activity 10 minutes	<p>YOUR TURN</p> <p>Form groups of four so that students compare their blueprints with each other and talk about their houses.</p>	
Tips / Further activities	<p>Ask students to describe their ideal house.</p> <p>How many rooms would they like?</p> <p>How would they furnish their rooms?</p> <p>Where would they like to live?</p>	

TEACHER'S GUIDE  
UNIT SIX  
TURN IT UP

Pre activity	<p>Schema Building:</p> <p>What do you usually lose? Your keys? Your wallet? Your purse? Who usually helps you find them?</p> <p>Pre-listening:</p> <p>Show the pictures of the different objects and make sure students know what they are.</p> <p>Make sure all students understand what they have to do.</p> <p>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 a conversation between a mother and a son. The mother is telling her son where to find different objects.</p> <p>Ask students to listen to the short phone conversation.</p> <p>Tell students that they can listen to the conversation again and then tell them to work on the exercises.</p>	
Post activity 10 minutes	<p>POST-LISTENING</p> <p>Prepare different blueprints of a house and small pictures of objects for students to manipulate. Instead of pictures, you can use strips of papers with the name of the objects in them.</p> <p>Ask students to work in pairs or groups of four and while one moves the objects around the "house" the other students tells where they are.</p> <p>YOUR TURN</p> <p>Tell students to think about the different objects in their room and to make a list.</p> <p>Walk around the class helping students with vocabulary.</p> <p>Students share their lists with other partners.</p>	
Tips / Further activities	<p>Find the differences</p> <p>Draw or take images from a word processor and paste them on a small blueprint.</p> <p>Copy the same objects on a separate page making sure to leave some objects out in order for students to find the differences.</p> <p>Make this an oral activity. Students can review the expression there is, there are...</p>	

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UNIT SIX  
SYSTEM TOOLS

Pre activity	<p>Schema Building:</p> <p>Put an object (your glasses) next to another one on the desk and ask the question: Where are my glasses?</p> <p>Elicit the answer from the students paying attention to prepositions of place.</p> <p>Do the same with a couple of objects.</p>	
Activity	Grouping: Individual work	15 minutes
	<p>Explain the use of where plus to be. Tell students that is is used with singular nouns while are is used with plural nouns.</p> <p>Review the prepositions of place. Do this more vivid by placing real objects in different parts of the classroom.</p> <p>Explain the task. Students move the cursor over the picture and the name of an object pops up. Ask students to write sentences indicating the location of the objects.</p> <p><b>Answer key: The keys are in the drawer of the desk.</b>  <b>The glasses are under the coffee table.</b>  <b>The English book is in the bookcase.</b>  <b>The phone is under the sofa.</b></p>	
Post activity 10 minutes	<p>YOUR TURN</p> <p>Students practice the new structure wh-questions with where and to be.</p> <p>Go around the class answering your student's questions about different vocabulary items they don't know.</p> <p>Make sure students use English and that they understand the task.</p> <p>Pair up students to share their information with a partner.</p>	
Tips / Further activities	<p>Bring pictures to class so that students can review vocabulary and wh questions with where.</p>	


TEACHER'S GUIDE  
UNIT SIX  
SCAN IT

Pre activity	<p>Schema Building:</p> <p>When people need to rent a house or apartment, where do they find this kind of information?</p> <p>What aspects do these ads usually include?</p> <p>Pre-reading</p> <p>Ask different students the question that appear in this section.</p>	
Activity	Grouping: Individual work	20 minutes
	<p>WHILE READING</p> <p>Explain the structure of classified ads.</p> <p>Ask students these questions: What ad number is about a house? An apartment? A room?</p> <p>Tell students that the previous exercise is called scanning. That is normal in first language reading and it is applicable to second language reading. Tell them to use this strategy whenever possible.</p> <p>Ask students to read the ads and to do the exercise.</p> <p><b>Answer key:</b></p> <p>A student Ad 3</p> <p>A family of 5 Ad 1</p> <p>A family of 8 Ad 4</p> <p>A couple and a kid Ad 2</p>	
Post activity 10 minutes	<p>YOUR TURN</p> <p>Form groups of 4 and ask students to check the classified ads and to see which house would be appropriate for their families.</p>	
Tips / Further activities	<p>Ask students to go to the Web to find information about houses for sale.</p>	

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UNIT SIX  
TYPE IT UP

Pre activity	<p>Schema Building: Ask different students to describe their houses.</p>	
Activity	Grouping: Individual work	15minutes
	<p>Explain the task to the student. Ask them to write a description of their house. Tell students to write a general sentence about their house and then to get into descriptive details. Ask students to use the dictionary in order to find as many specific adjectives as possible to use in their descriptions. Students bring their papers to hand in to the teacher.</p>	
Post activity 10 minutes	<p>YOUR TURN Students share their descriptions with a partner. The partner writes a classified ad with the information in the description. Change partner and try to sell the house to another partner.</p>	
Tips / Further activities	<p>Bring a cardboard and draw subdivisions of the house in it. Bring pieces of paper with either the name of objects or pictures of objects to be placed in the blueprint. Do this orally by giving each student a piece of furniture and asking them to place them in a specific place in the house.</p>	

TEACHER'S GUIDE  
UNIT SIX  
LOGGING OFF

Pre activity	<p>Schema Building:</p> <p>What is typical about HOUSES in Costa Rica?</p> <p>How are houses in Costa Rica different from houses in the United States?</p>														
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														
<p>1. Assign roles to the group members.</p> <p>2. Give students general guidelines about the activity.</p> <p>3. Ask students to identify different types of construction in Costa Rica: tell them to consider materials, uses, location etc..</p>															
Post activity 50 minutes	<p>Students share their findings with the rest of the class.</p> <p>If this activity is not possible, ask students to provide a written report with their findings.</p>														
Tips / Further activities	<p><b>SURF THE NET</b></p> <hr/> <p><b>B. Surfing the Net</b></p> <p>1. Search the web on the following topic: Real Estate in Costa Rica. You can visit <a href="#">Houses</a> or <a href="#">Yahoo</a></p> <p><b>SURFING THE NET</b></p> <p>Search the web on the following topic: Houses for rent</p> <p>Go to <a href="http://www.costarica/beachrentals.com">http://www.costarica/beachrentals.com</a></p> <div style="text-align: right;">  </div> <table border="1" data-bbox="470 1702 1141 1915" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">Two other Websites that include Real Estate.</td> <td style="width: 50%; padding: 2px;"><a href="http://">http://</a></td> </tr> <tr> <td style="padding: 2px;">Types of houses</td> <td style="padding: 2px;"><a href="http://">http://</a></td> </tr> <tr> <td style="padding: 2px;">Apartments</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Other?</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;"> </td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Important elements about the</td> <td style="padding: 2px;"></td> </tr> </table>			Two other Websites that include Real Estate.	<a href="http://">http://</a>	Types of houses	<a href="http://">http://</a>	Apartments		Other?				Important elements about the	
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