

TEACHER'S GUIDE

UNIT SEVEN

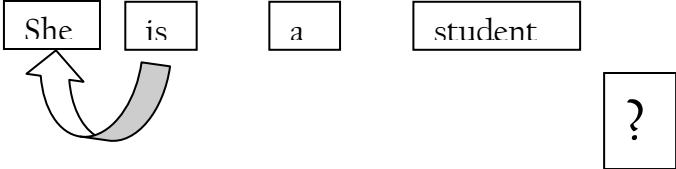
LOGGING ON

Pre activity	<p>Schema Building:</p> <p>What shape is this?</p> <p>Cut out different forms on cardboard and bring it to class for this activity. Also bring a box of color pencils and show them to the class. Ask the question What color is this? And elicit the answer from the students. Do not write anything on the board.</p>	
Activity	Grouping: Individual work / Pair work	10 minutes
	<p>VOCABULARY</p> <p>Go over the pictures and emphasize the colors.</p> <p>Check that students understand the exercise.</p> <p>Ask students to listen to the recording and to repeat what they hear. Tell them that they are going to hear the color and the name of the objects.</p> <p>Once students have completed the task, ask them to write the names on their notebook.</p> <p>WARM UP</p> <p>Explain or review the following terms: briefcase, pocket, purse, backpack, case</p> <p>Tell students to drag the objects to the places indicated in the exercise.</p>	
Post activity 10 minutes	<p>YOUR TURN</p> <p>Students apply the vocabulary learned and review yes/no questions. For this activity, one student thinks of an object while the other tries to guess what the object is. The students guessing the object can only ask yes/no questions and his/her partner answers accordingly without providing extra information. Set a limit of questions.</p> <p>Provide the following vocabulary for the activity:</p> <p>Shapes: round, square, triangular, rectangular, etc. colors, size: big, small, large; etc.</p> <p>Model the activity yourself.</p> <p>Pair up students to do the activity.</p>	
Tips / Further activities	<p>Students describe an object to a partner who would have to draw it based on the description.</p> <p>Exchange roles.</p>	

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TURN IT UP

Pre activity	<p>Schema Building: What do people use as personal objects? Make a list.</p> <p>Pre-listening: 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: Explain students that they are going to listen to short sentences about different personal objects. Tell students that they would have to click on the statement that they hear. They can listen to the exercise as many times as necessary. Check the answers as a class activity. In the second part, students are going to listen to some clues to identify an object. As soon as they know what kind of object it is, they have to write the name on the space provided.</p>	
Post activity 10 minutes	<p>YOUR TURN Students walk around the class describing some of their personal objects to their classmates.</p> <p>PRONUNCIATION Explain to students the way in which yes/no questions are pronounced. Tell them that the voice usually goes up at the end of the sentence. Ask students to listen to the recording and to pay attention to the rising intonation at the end.</p>	
Tips / Further activities	Bring pictures and ask students to describe the different objects.	

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SYSTEM TOOLS

Pre activity	<p>Schema Building:</p> <p>Ask different students to give you an object of theirs. Make sure that the object they give you is not very expensive and easily recognizable by the owner.</p> <p>Put the objects on a bag.</p> <p>Take the objects out and ask different eliciting the answer: No, it isn't mine. Go ahead with the exercise until you identify the owner of the object. Once you do this, ask the question: Whose is this? and elicit the correct answer: It is Mike's. (his).</p>	
Activity	Grouping: Individual work	15 minutes
	<p>Review yes/no questions:</p> <p>Bring flash cards in which you have simple sentences such as: She is a student. Make sure that each word is written on a separate card or piece of paper. Use adhesive tape to stick the words on the board. Have a question mark ready and place it at the end of the statement. Elicit the verb movement from the students. If they cannot produce it make the movement yourself.</p> <div style="text-align: center;">  <p>The diagram shows four boxes containing the words 'She', 'is', 'a', and 'student' in order. Below the 'is' box, there are two curved arrows: one pointing from 'is' to 'She' and another pointing from 'is' to 'student'. To the right of these boxes is a separate box containing a question mark '?'.</p> </div> <p>Tell students that the possessive pronouns are used when instead of repeating the statement: this is my car, you can say: the car is mine. It is mine.</p> <p>Give them the different possessive pronouns and their corresponding subject pronouns:</p> <p>I-mine, he-his, she-hers, it-its, we-ours, you-yours, they-theirs.</p> <p>Explain the meaning of whose and the structure of the sentence with be: Whose keys are these? Whose are these? Whose pen is this? Whose is this?</p>	
Post activity 10 minutes	<p>YOUR TURN</p> <p>Students write short descriptions of personal objects. Then they share their descriptions with other students.</p> <p>Pair up students to share their information with a partner.</p>	
Tips / Further	Whose backpack is this? Make a pile of backpacks in the middle of the class	

activities	and ask a student at a time to pick up one and ask the question: is this yours? If after five attempts the student can't find the owner, then another student takes his/her place and continues the activity.
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SCAN IT

Pre activity	<p>Schema Building:</p> <p>Activate students background knowledge by asking them what their names mean.</p> <p>Ask students why their parents chose their names.</p> <p>Pre-reading</p> <p>Tell students that “guessing” is a valid strategy when reading. Sometimes it is not necessary to be “right” in the guessing but the titles and pictures can give you clues to guess correctly. As you read, you can confirm your guesses and find out if they are valid or not.</p> <p>Ask students to guess the content of the article by reading the title.</p>	
Activity	Grouping: Individual work	20 minutes
	<p>WHILE READING</p> <p>Pre teach the following words: logo, polo, sleeves, available. Tell students that they are going to find other difficult words but that they should not worry about the meaning at this point.</p> <p>Tell students to see the structure of the article and to make a guess of the kind of reading it is.</p> <p>Ask students to complete the chart with information from the reading. Tell students that to complete the chart, they do not really need to know the meaning of all the words. That is they way in which they can face reading exercises in the tests.</p>	
Post activity 10 minutes	<p>YOUR TURN</p> <p>For this activity, students apply the knowledge acquired to their life experiences by making a decision about the kind of article they would buy.</p> <p>Pair up students to share their information with a partner.</p> <p>Make a class discussion with their answers.</p>	
Tips / Further activities	Ask students to go to the Web to find virtual stores.	

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TYPE IT UP

Pre activity	<p>Schema Building:</p> <p>What kind of credit cards do you know? Make a list with students' answers.</p> <p>Ask students to do the pre-writing activity.</p>	
Activity	Grouping: Individual work	15minutes
	<p>Explain the task to the student.</p> <p>Ask them to fill out the chart with their own information.</p> <p>Form groups of five students and ask them to share their information.</p>	
<p>Post activity</p> <p>10 minutes</p>	<p>YOUR TURN</p> <p>Students discuss with a partner the information in their charts. Go around the class offering help to the students.</p> <p>Make this an oral activity, not a writing one.</p>	
Tips / Further activities	<p>Ask students to think of different circumstances in which they have to fill out forms.</p> <p>Make a list based on students answers.</p> <p>Ask students to create a form for any particular situation in their school. What information would they request? What for?</p>	

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LOGGING OFF

Pre activity	<p>Schema Building:</p> <p>What is a typical way to sell used things in Costa Rica?</p> <p>How is a “venta de cachivaches” done?</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		
<ol style="list-style-type: none"> 1. Assign roles to the members of the groups. 2. Give students general guidelines about the activity. 3. Ask students to bring a used object to class, a personal one that they no longer need and would like to sell or exchange. 4. Tell them to make a detailed description of the object: age, color, shape, use, possible price, special features, etc. 5. Tell students that they should be ready to sell their objects to the class. This could be a real “venta de cachivaches” or a fictitious one with fake money. 6. The group is divided into two halves: one group are going to be sellers, the other buyers. Then students exchange roles. 			
Post activity 20 minutes	How successful were you in the swap meet? Discuss the question as a group activity.		
Tips / Further activities	SURF THE NET		

B. Surfing the Net

1. Search the web on the following topic: Online shopping. You can visit [BSU](#) or [Yahoo](#)

SURFING THE NET

Search the web on the following topic: Online shopping

Go to <https://www.bsu.edu/webapps2/cardinalcorner/>



Two other Websites in which universities offer their products	http://
	http://
Products offered in clothing	
Prices	
Ways to order	
Other links	
Important elements about the	