

TEACHER'S GUIDE
UNIT FOUR
LOGGING ON

Pre-activity	Schema Building: Elicit background knowledge <ul style="list-style-type: none"> - Students brainstorm means of transportation. - Teacher asks questions as follows: <i>How can you get to Heredia? How can you get to San José from the airport? How can you get to the border of Nicaragua / Panama? How can you get to the mountains? How can you get from San Pedro Park to UCR? How do children get to school every morning?</i> - Students are supposed to answer: <i>by bus, by taxi, by car, by foot, by horse.</i> 	
Activity	Grouping: -Pair work	Setup: The teachers brings pictures of different means of transportation. Students place their names below the pictures. Students describe the pictures. Example: <u>There is a truck. There are two taxis. Etc...</u> (This will help students with vocabulary in the unit.)
VOCABULARY <ul style="list-style-type: none"> - Make students acquainted of the goals of the unit. - Have students practice the vocabulary section by telling them to relate the descriptions to the pictures <u>Vocabulary</u> Section 1 <ul style="list-style-type: none"> - First students sit together and talk about the different means. - Then students respond to the question in the vocabulary section: <ul style="list-style-type: none"> ▪ <i>Which means of transportation do you use everyday?</i> ▪ <i>Which means of transportation do you use on weekends?</i> ▪ <i>Which means of transportation do you use on vacations?</i> - After that, look at the picture, they have to click on the means of transportation it refers to. Warm-up <ul style="list-style-type: none"> - Students have to see the picture. - Then, students fill in with the correct word. - Students are able to use the vocabulary listed in the activity. - Teacher reinforces by asking extra questions to make sure they understand the use of there is, there are. Example: Is there a bicycle in the picture. Are there cabs in the picture? 		
Post-activity	YOUR TURN <ul style="list-style-type: none"> - Relate vocabulary to students' real world by telling students to discuss the questions related to transportation. - Students sit in pairs and answer the questions. - Students report answers to class. 	
Tips/Further activities	Further activity. (Reinforcing activity) <ul style="list-style-type: none"> - Pair students up. - Tell students that they are going to compare different means of transportation. This activity will reinforce the unit on comparatives and superlatives. - Give each a pair of students two means of transportation (car/plane; car/walking; bus/train, bicycle/car; boat/ship, etc.). Students will have repetitions. - Students have to compare by using the following adjectives: fast, slow, large, small, beautiful, comfortable, etc. Example: The bicycle is slower than a car. 	

TEACHER'S GUIDE
UNIT FOUR
TURN IT UP

Pre-activity	<p>Schema Building:</p> <ul style="list-style-type: none"> - Ask students questions related to the means of transportation. Example: <i>What are different trademarks for cars? Where do trains usually travel in Costa Rica? How many airlines, national and international, have you heard about? What are the names of two-wheel means of transportation?</i> - After this, students are paired up. - Students have to read the description of the means of transportation and drag the letter of the picture to the space provided. <p>* NOTE: If the letter turns red when it is placed in the space, it means that the answer is incorrect. If it turns green, the answer is correct. Check answers when students have finished.</p>	
Activity	<p>Grouping</p> <ul style="list-style-type: none"> - Individual work 	<p>Setup:</p> <ul style="list-style-type: none"> - Each student should have a headphone. - Before listening, ask students if they know about traffic regulations. Get from them as many ideas as possible.
	<p>While-listening</p> <ul style="list-style-type: none"> - First, students should see the pictures. Students can guess what is happening in the pictures. This is predicting before listening. - Then, students can engage in the first listening. Students just listen and understand. - In the second listening, students order the story in the space provided as they listen. Give them time to check. - In the third listening, students check their answers. <p>NOTE: If the pictures stay in the place where students have placed them as they were ordering the story, it means that the answer is correct.</p>	
Post-activity	<p>Post-Listening</p> <ul style="list-style-type: none"> - First ask students if they know the difference between “pedestrians” and “drivers”. - Write two traffic violations on the board: “A driver crosses a red light” / A student does not wait for the “walking” sign. Ask students which of these is a pedestrian violation, and which is driver violation. - Sit students in pairs. They have to fill in four violation for each person, the driver or pedestrian. <p>PRONUNCIATION</p> <ul style="list-style-type: none"> - Students practice intonation to express surprise, anger, or caution! - Students listen once. Then they repeat. - Record students pronunciation so that they can listen to themselves and self-correct. 	
Tips/Further activities	<p>Further activity (Pair Work). Reinforce previous knowledge</p> <ul style="list-style-type: none"> - Students classify the different means of transportation according to their gas consumption: which consumes the least/the most, which is the least damaging to the environment, and which is the most damaging. 	

TEACHER'S GUIDE
UNIT FOUR
SYSTEM TOOLS

Pre-activity	Schema Building: <ul style="list-style-type: none"> - Ask students to state the means of transportation they find in their neighborhood by using There is..., There are..., There isn't any..., There aren't any.... Example: <i>There are several buses in my neighborhood. There aren't any cabs in my neighborhood.</i> - Students read the descriptions of means of transportation and understand the use of There is..., There are..., There isn't any..., There aren't any.... - Students add more sentences to the examples given. Example: <i>There aren't any subways in Costa Rica.</i> - <i>Students practice with the on-line activity, and fill in the gaps with There is, There are, There isn't or There aren't any.</i> - Students read section 2 and understand the use of "used to". Students add more examples. Example: <i>There used to be a train in Costa Rica.</i> 	
Activity	Grouping Pair work	Setup: -Students check the RULES section and review the examples. - The teacher hands out a practice sheet where students have to fill in with appropriate use of there is, there are, there isn't any, there aren't any.
	Activity 3.1 <ul style="list-style-type: none"> - Students observe the picture first and brainstorm all the means of transportation they recognize. - Students observe more attentively now for a minute. The picture disappears after a minute. - Now students must remember what they saw and put a tick on the statements that are TRUE or FALSE. - The picture re-appears and students check answers. Activity 3.2. <ul style="list-style-type: none"> - Students read the questions and write their answers on the space. - They report their answers to a friend. Example: <i>I go to school by bus.</i> 	
Post-activity	YOUR TURN <ul style="list-style-type: none"> - Students research their grandparents about the means of transportation in their time. - Students write sentences describing the means of transportation used by their grandparents. Example: <i>My grandmother used to go to school by horse. My grandfather used to travel by canoe to work.</i> 	
Tips/Further activities	Further activity. Divide the class into investigative teams and give them the following task: *observe and number the elements that relate to various kinds of transportation: traffic lights and signs, and means of transportation in general; * estimate the number of the vehicles found in their section (number of taxis, personal cars, buses, trucks, bicycles, etc.); * describe the types of traffic signs	

TEACHER'S GUIDE

UNIT FOUR

SCAN IT

Pre-activity	Schema Building: <ul style="list-style-type: none"> - Students individually classify the means of transportation into the most popular, the least popular, the most used, and the least used. - In teams (groups of six), students analyze the information of the members of the group they belong to, and report their opinions in percentages. Example: <i>20 % of the students state that carpooling is the least used means of transportation. 70 % say that traveling by bus is the most popular means of transportation.</i> - <i>Students match the means of transportation according to the picture the name represents. (on-line activity)</i> 	
Activity	Grouping Pair work	Setup: - The teacher asks students about transportation in Costa Rica. (if it is good, bad, comfortable, useful, etc),
	<ul style="list-style-type: none"> - Students read once and write the means of transportation mentioned. - Students read again and choose the right answer. - Students compare answers with another pair of students. - Students review answers with the teacher. 	
Post-activity	Individual work (Students should ask five students) <ul style="list-style-type: none"> - Students print the short survey. - Students mingle around class and ask students how they go to school - Students ask classmates how their parents go to work. - Students report the information in written form. - The teacher collects the papers. 	
Tips/Further activities	Supplementary activity: <ul style="list-style-type: none"> - Assign students to read the following website: http://exploringafrica.matrix.msu.edu/curriculum/lm1/3/5_transportation.html - Tell students write the means of transportation they use in Africa, the areas they are used at, and reason for their use. 	

TEACHER'S GUIDE
UNIT FOUR
TYPE IT UP

Pre-activity	Schema Building: <ul style="list-style-type: none"> - Ask students if they have been in an accident. - Ask them if they know the causes of accidents. Write them on the board. - Students sit in pairs and see the picture. Students guess what happened first.. - Students read the article and skim for the answers requested. (See questions below the reading. - Check answers 	
Activity	Grouping Individual work	Setup: The teacher brings short newspaper clippings where events are reported. (at least 10, one for each pair of students). Teacher asks simple questions of the clipping.
	<ul style="list-style-type: none"> - The teacher tells students to read the information on the boxes. Then she/he asks questions about that information. Make sure students understand them. - Each students chooses one of the three events. - First students have to write a title, date, place for the information, like a newspaper news. Observe sample news. - Students write the story following the order of the information presented in the box. - Tell students they have to write complete sentences. The boxes only show fragments. - Students read what they wrote and edit for grammar and punctuation. 	
Post-activity	<ul style="list-style-type: none"> - Students exchange papers and peer correct. - Students must check the title, date, place, story. It should be in the past tense. Students check past tense verbs. - Students read other students newspaper clippings. 	
Tips/Further activities	Tips for the teacher. <ul style="list-style-type: none"> - Monitor students as they are writing. - Students have not practiced past tense of verbs yet so direct them in the correct past tense of the verbs they are using. - Students should only write and the information from the boxes. 	

TEACHER'S GUIDE
UNIT FOUR
LOGGING OFF

Pre-activity	<p>Schema Building:</p> <ul style="list-style-type: none"> - The teacher ask students for their opinion about traffic signs: <ul style="list-style-type: none"> ▪ If they understand them ▪ If they are clear ▪ If they would like to change them ▪ If they are confusing <p>***The teacher tells students to give one example of a traffic sign that is confusing and how it can be changed.</p>	
Activity	<p>Grouping Groups of four students</p>	<p>Setup:</p> <ul style="list-style-type: none"> - The teacher assigns roles to each student. - The teacher explains the roles of each student. - The teacher assigns a test category for each group to create.
	<ul style="list-style-type: none"> - The teacher explains students that they have to design different types of traffic signs. - Students should work in groups and design, draw, and present the traffic signs in class - First, the teacher assigns the categories of the types of signs requested to students: Stop Sign, Pedestrian crossing, Bicycle crossing, Jaywalking, Speed Limits, Drive and don't drink, Direction arrows, warning signs - Students make big signs and bring them to class. - After that, each group simulates situations where signs are shown. They do not have to talk, just mime. As students simulate a street situation, a sign is shown and decisions are made to follow or not the traffic signs. - Other groups are given an assessment sheet. - They observe the simulation and assess their classmates on the following areas: clearness (clarity of the sign), creativeness, meaning, and usefulness. - At the end, each groups receive the assessment. 	
Post-activity	<p>SURF THE NET Website</p> <ul style="list-style-type: none"> - Students click on the website and discover new information about traffic regulations and facilities for disabled people. - Students read and answer the questions provided. - Students check their answers in pairs. 	
Tips/Further activities	<p>Further Activity. <i>Do you know all of the traffic signs?</i></p> <ul style="list-style-type: none"> - Tell students to click on this website: http://golocalnet.net/drive/signs.htm - Students should read the information in the website and learn more about traffic signs. Students continue clicking on the website as they finish each page. 	

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UNIT FOUR
CULTURE NOTE AND PAIR WORK ACTIVITY

Pre-activity	Schema Building: The teacher elicits the following information: <ul style="list-style-type: none"> - Are bicycles popular in Costa Rica? Does every person have a bicycle? Are they safe? Are their traffic signs for cyclists? - Are their motorcycles in Costa Rica? Are they safe? - Are there many pedestrian accidents? - Do you know why the cars receive their names? 															
Activity	Grouping Pair work	Setup: The teacher shows pictures of bicycles, pedestrians, cars, motorcycles. She asks if they know anything outstanding about them.														
	<ul style="list-style-type: none"> - Students sit in pairs and read the information on “Did you know...?” - Students fill in a chart to specify the information in a clearer form. Follow the table: - First students read the means of transportation it refers to. - Then students look for the outstanding information (the title) - Third, students explain why. <table border="1" data-bbox="443 999 1426 1312" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; color: red;">Means of Transportation</th> <th style="text-align: center; color: red;">Outstanding information</th> <th style="text-align: center; color: red;">Characteristics</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>***At the end, students compare their tables. The teacher asks questions to make the information was clear.</p>		Means of Transportation	Outstanding information	Characteristics											
Means of Transportation	Outstanding information	Characteristics														
Post-activity	Pair Work Activity: Information gap <ul style="list-style-type: none"> - Pair students up. - One student is STUDENT A. The other student is STUDENT B. - Students sit one in front of the other to avoid copying. - Students must complete the table with the information on each person regarding means of transportation used, place this person goes, and the place where the person is from. - STUDENT A starts asking STUDENT B by using the cue questions at the bottom of the paper. STUDENT B does likewise. - When students have finished, they check their answers.. - The students report answers to class. 															
Tips/Further activities	Tips for the teacher. <ul style="list-style-type: none"> - Monitor around the groups. Students might have problems with the questions and responses and you can facilitate their production by helping them out. - 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. 															