TEACHER´S GUIDE
UNIT SIX
LOGGING ON

Pre-activity	**Schema Building**: **Elicit background knowledge** - Students brainstorm types of transactions developed by their parents. - Teacher asks if they know what credit cards are, how they are used, if their parents have one. (students respond) - Teachers ask if they know what e-commerce is. (Students respond) - Teacher asks if they have bought something but have complaints about it.

Activity	**Grouping:** -Pair work	**Setup:** **The teacher brings sample documents for transactions: a traveler check, a credit card, cash, an account book, a check, a catalogue. Teacher tells students to classify them.**

	VOCABULARY
	- 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
	
	Vocabulary
	Section 1
	   - First students work in pairs and look at the pictures
	   - Students must write the number of the picture next to the corresponding name.
	   - Then, students check their answers.
	   -
	Warm Up
	   - Students use the same vocabulary they practiced in the previous activity.
	   - Students have to complete the sentences with the correct word.
	   - Students report sentences to class.		

Post-activity	**YOUR TURN**
	   - Students read the conversation which is in disorder.
	   - Students have to order the conversation by re-writing the sentences in correct order on the blank spaces provided.
	   - Students work in pairs and read the conversation out loud. One student is the customer; the other student is the bank teller.
	   - The pair of students that have the correct order is the winner.

Tips/Further activities	**Further activity.** **(Reinforcing activity)** - Students form groups of four. - **The teacher assigns each group a short investigation on the benefits of using:** ***credit cards. * traveler's checks * account book** ***debit cards *cash *checks**

TEACHER´S GUIDE
UNIT SIX
TURN IT UP

Pre-activity	**Schema Building**: - The teacher draws an empty order form and places it on the board. She labels the columns as *item number, description, size, color, quantity, price, total.* - The teacher asks students to make believe they are making an inventory of goods. Students select the type of goods: clothes, food, electrical appliances, shoes, etc. - Students fill in the form. Students exchange papers. <u>Pre-listening.</u> -Students check the order form provided in the unit. -Students read the form and click on the correct answer based on the form. -Students check papers with the teacher.

Activity	**Grouping** - Individual work	**Setup:** **- Each student should have a headphone.** **- Before listening, ask students what technological appliances would they like to purchase.**
	While-listening - First, familiarize students with the following vocabulary: cell phone, web cam, video camera, microwave, laptop, TV set, CD player. - Then, students are engaged in the seven different listening scripts. Students just listen and understand the complaints. - They listen the second time, and click on the right answer. - In the third listening, students check their answers. - Students can listen a fourth time, but this time they can practice pronunciation by repeating the conversation as it goes.	

Post-activity	Post-Listening - First, students read the information from the catalogue. - Students select the items they want to buy and fill I the order form. Students sit in pairs and exchange answers by asking questions: Example: *What item will you order? What color will you select? How many will you buy? What size will you buy? How much will that cost?* PRONUNCIATION - Students practice intonation of yes/no questions and information questions. - Students listen first; then they repeat. - Students must become aware of the rising and falling intonation. - The teacher calls students as volunteers to practice.
Tips/Further activities	Further activity (Pair Work). **Reinforce previous knowledge** - Direct students to the following website: http://www.momentousoccasion.com/cart-help.asp - Tell students to check the shopping cart instructions. - Tell students to select a party theme on the same page. - Then tell students to buy as they please. They will experience e-commerce. The purchase in seen on the right side of the page.

UNIT SIX
SYSTEM TOOLS

Pre-activity	**Schema Building**:
	- Students brainstorm post-purchase complaints. The teacher gives an example first.
	- Then, students read the complaints provided and identify the verbs used by listing them on the space provided.
	- Students read the RULES and write extra sentences related to the use of the past tense for complaints. Students compare these questions with the ones they worked with at the beginning

Activity	**Grouping** Pair work	**Setup:** **-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 the past tense of regular and irregular verbs, and the use of did/didn't.**
	Activity 3.1	
	- Students read the sentences and fill in the appropriate form of the verb in the past tense for affirmative, negative and interrogative sentences.	
	- Students exchange paper and peer correct.	
	- The teacher reviews answers with the students.	
	Activity 3.2.	
	- Students see the pictures attentively.	
	- Students guess what the pictures are about.	
	- Students listen to a conversation and tick on the phrases that refer to the transactions they heard.	
	- Students check answers with the teacher	
	Activity 3.3.	
	- Students play a sentence BINGO.	
	- Students select the verbs and match them with the sentences. If students are able to complete three verbs in the appropriate sentences in a row, they are the winners.	
	- Students read their sentences in class. Other students monitor them.	

Post-activity	YOUR TURN (GROUP WORK)
	- Students receive an FIND SOMEONE WHO.. sheet.
	- First, students revise the questions with the teacher. The teacher makes sure students have correct questions, and possible answers.
	- Students repeat the questions before starting the activity.
	- Students stand up and mingle around the class asking questions from the sheet. The aim of the activity is for students to find students who have done the transactions requested in the sheet.]
	- Students report to class after they have complete the sheet by writing down the information. See sample.

Tips/Further activities	Tips for the teacher
	- Monitor the FIND SOMEONE WHO… by walking around the class as students are asking the questions.
	- Make sure students are using English.
	- Help students with questions and answers when they have problems.
	- Aside from a written report of the information, request students to deliver an oral report.

TEACHER´S GUIDE
UNIT SIX
SCAN IT

Pre-activity	**Schema Building**:	
	- Students complete de KWL chart. - First the teacher tells students that the topic is credit cards. - Then students must fill in the first column: What they want to **Know**. - Then students fill I the second column": What they think they **Will** learn. - Students do not fill in the last column until they read the article. - Students do the pre-activity which is a match. Students read the information of credit cards and match it with the correct word.	
Activity	**Grouping** Pair work	**Setup:** **- The teacher takes out a credit card, and ask students what each information on the credit card means.**
	***Students read the information once and practice vocabulary.** They can also ask questions to the teacher to understand it better. ***Students must read the information a second time.** Students classify **advantages** and **disadvantages** of credit cards by clicking on one of the two. ***THE TEACHER CKECKS ANSWERS IN EACH READING.	
Post-activity	Individual work - Students write their opinions about credit cards: their usefulness or disadvantages. - Students express if it is a convenient way for purchasing goods. - Students read their information to other classmates. - Students report the quantity of students who favor credit cards and those that do not. .	
Tips/Further activities	Supplementary activity: - The teacher divides the group in half. - Half of the group should be in favor of credit cards. - The other half should be against using credit cards. - Members of each group discuss their arguments of their position. - Students start panel discussion.	

TEACHER´S GUIDE
UNIT SIX
TYPE IT UP

Pre-activity	**Schema Building**: - The teacher asks students to list TV or radio commercials or advertisement that are popular in Costa Rica. - Students rate these commercials/advertisements as GOOD or BAD. - Students specify which commercials have motivated customers to buy products. - The teacher hands out a set of questions. - Students sit together and discuss these questions. - Students report consensus of the answers in pairs.

Activity	**Grouping** Individual work	**Setup:** **The teacher plays an audio of a popular commercial form Costa Rica. The teacher asks questions about the commercial: audience, product, cost, form of purchase.**
	- First, students must decide on a product or service they want to sell. - Then students must fill in the chart with the name and description of the product or service, and the reasons for a possible purchase. - Then students must write the topic sentence for this service or product. The topic sentence should contain the name of the product in an attractive sentence with a special and most significant quality. - Then, the supporting sentences must make reference to the importance of its use, the usefulness or benefits for persons who buy it. - Finally the concluding product must recommend the purchase of the product or service by stating its most important characteristic. *The teacher provides a SAMPLE .	

Post-activity	- The students must prepare a presentation of each of the products or services to the other classmates. - Students should give persuasive intonation to their voice in the presentation. - Other classmates rate the commercial/advertisement on the following criteria: the product can be sold, attention-getting statements, convincing arguments, if the product / service can be sold, and final remarks. - Students suggest recommendations for improvement. - Classmates give the written feedback to their other classmates.
Tips/Further activities	**Tips for the teacher.** - **Monitor students as they are writing.** - **Check that the paragraphs have the correct form of the future tense.** - **Monitor students as they are peer-correcting**.

Pre-activity	**Schema Building**:
	-The teacher ask students if they have done a PATIO SALE.
	- Students state if patio sales are popular in Costa Rica.
	    *Students brainstorm what things are usually sold in Patio Sales.
	    *Students brainstorm common prices for articles in Patio Sales.

Activity	**Grouping** Groups of four students	**Setup:** - **The teacher assigns roles to each student.** - **The teacher explains the roles of each student.** - **The teacher assigns the type of Patio Sale to each group.**

	- The teacher explains students that they have to organize a Patio Sale on any of the following topics: ***T-shirts Patio Sale, Stravaganza Patio Sale, Comic Books Patio Sale, All Service Patio Sales, Toys Patio Sale, or any other.***
	- Students must collect items from their homes and assigns the prices.
	- First, the students write the names of the articles in English, and their corresponding prices..
	- Then students organize a Patio Sale by displaying their articles in a table.
	  • To do this, students must write the name of the Patio Sale on a big Colorful Chart.
	  • Then students must write ads (scripts) for each article and say these ads when they have displayed the articles.
	  • The teacher checks ads and pronunciation with students before the presentation.
	  • Students invite the other groups and present the patio sale.
	  • Students can buy products if they wish. Prices should be accessible.

Post-activity	**SURF THE NET** Website - Students click on the website and follow the steps to write their own e-commercial. - To do this, students have to fill in the form as if students were members of a Real State Agency. - Students have to follow instructions and then print out the e-commercial. - Students sit in pairs and read their e-commercial to one another, and detect similarities and differences.

Tips/Further activities	**Further Activity**. _Young Consumers Shy Away from E-Commerce_
	- Tell students to click on this website:
	http://www.clickz.com/stats/sectors/demographics/article.php/386591
	Students should search for the following information:
	  a. Five top reasons teenagers access internet
	  b. Top five categories teenagers shop on line
	  c. Top five things kids do on-line

TEACHER´S GUIDE
UNIT SIX
CULTURE NOTE AND PAIR WORK ACTIVITY

Pre-activity	**Schema Building**: -The teacher ask students if they know what a "digital wallet" is. - The teacher explains what it is, and asks students if that system is common in Costa Rica. - The teacher asks students if they have purchased through a "digital wallet", or if their parents have purchased on the web. - "Was it a good or bad experience?", the teacher asks students.

Activity	**Grouping** Pair work	**Setup:** **The teacher shows pictures the different places: Mount Fiji, Paris, Tijuana, National Air and Space Museum**

- Students sit in pairs and read the information on **E-Commerce & Kids**
    - Students fill in a chart to specify the information in a clearer form. Follow the concept map
    - First students read the culture clips on e-commerce for kids
    - Then students place the title on the first rectangle
    - Then students complete the concept based on the reading.

```
                    ┌──────────────────┐
                    │      Title       │
                    └──────────────────┘
                              │
                              ▼
                    ┌──────────────────┐
                    │  Digital wallet  │
                    └──────────────────┘
        ┌──────────────┐      │         ┌──────────────────────────┐
        │   meaning    │──────┼─────────│ How to use a digital wallet│
        └──────────────┘      │         └──────────────────────────┘
                    ┌──────────────────────────┐
                    │ Websites where teenagers can use │
                    │ digital wallets:         │
                    └──────────────────────────┘
```

Post-activity	**Pair Work Activity: Board Game** **-** Pair students up. - To play the game, students need a coin. - Students follow instructions for assigning points and for moving spaces. - As students stop on the squares of the board game, students do what is asked: ask questions, complain, compare products, request prices of products, etc. - When students finish the teacher reviews each question/statement to make sure they are correct.
Tips/Further activities	**Tips for the teacher.** - 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.