

**TEACHER'S GUIDE**  
**UNIT NINE**  
**LOGGING ON**

<b>Pre-activity</b>	<b>Schema Building: Elicit background knowledge</b> <ul style="list-style-type: none"> <li>- The teacher draws a street map with buildings (bank, library, bookstore, pharmacy, park, etc.) on the board and asks students questions about directions. Example:  “Where is the bank?”  “Where’s the library?”</li> <li>- The teacher elicits background knowledge on preposition of place: next to, near, behind, in front of, besides.</li> <li>- The teacher asks the following question: “How can I get to the bank?” . The teacher elicits knowledge of giving directions: “Go straight ahead, turn left. It’s next to the bookstore.”</li> </ul>	
<b>Activity</b>	<b>Grouping:</b> -Pair work	<b>Setup:</b> - <b>The teacher calls students to the front. She/he asks questions regarding their standing positions. Example: Where is <u>Marcos</u>? He’s <u>next to Pablo</u>.</b> <ul style="list-style-type: none"> <li>- The teacher asks questions to elicit “in front of”, “next to”, “besides”, “behind”, etc.</li> <li>- Then the teacher asks about different places in the <b>community</b>. Example: “Make believe you are standing in front of _____. How can you get to _____.”</li> <li>- <b>Students have to give directions.</b></li> </ul>
	<b>VOCABULARY</b> <ul style="list-style-type: none"> <li>- Make students acquainted of the goals of the unit.</li> <li>- Have students practice the vocabulary for locating places/giving directions.</li> </ul> <u>Vocabulary</u> Section 1 <ul style="list-style-type: none"> <li>- Students unscramble the phrases for giving directions. To do this, they write the phrases on the spaces provided.</li> <li>- * <i>Example:</i> TETNXO = <b><u>NEXT TO</u></b></li> <li>- Students check answers with the teacher.</li> </ul> <u>Warm Up</u> <ul style="list-style-type: none"> <li>- First, students read the expressions to give directions.</li> <li>- In pairs, students work on the activity by reading the expressions and matching the directions with the descriptions in the drawings provided.</li> <li>- Then, the teacher reads out loud the directions and students say the number it belongs to. This way students check their answers.</li> </ul>	
<b>Post-activity</b>	<b>YOUR TURN</b> <ul style="list-style-type: none"> <li>-Students see the map of the mall and read the names of the different shops.</li> <li>- Then students must read the sentences.</li> <li>- After that, students place the correct preposition of place according to the phrases in each incomplete sentence. They use vocabulary from the boxes.</li> <li>- Finally students sit in pairs and compare their answers.</li> <li>- At the end of the activity, students read their answers out loud.</li> </ul>	
<b>Tips/Further activities</b>	<b>Further activity. (Reinforcing activity)</b> <ul style="list-style-type: none"> <li>- Students work in pairs and work on the following website:  <a href="http://usuarios.lycos.es/englishweb/vocabulario/Prepsplace.htm">http://usuarios.lycos.es/englishweb/vocabulario/Prepsplace.htm</a></li> <li>- Students see the pictures and write the answer on the space provided; then, he/she clicks to check.</li> <li>- Then, the student clicks on “OK” if the answer is ok, and continues on the next one.</li> </ul> <b>***This activity helps students with prepositions of place.</b>	

**TEACHER'S GUIDE**  
**UNIT NINE**  
**TURN IT UP**

<b>Pre-activity</b>	<b>Schema Building:</b> <ul style="list-style-type: none"> <li>- Students read the invitation for a party.</li> <li>- Students have to pay special attention to the address provided in the invitation. Directions are given.</li> <li>- Then, they follow the map below and locate the house.</li> <li>- The first student that locates the place is the winner.</li> <li>- On-line: Students read the conversation about asking for directions. Students have to order the conversation by numbering from 1-8.</li> <li>- Students take turns to practice the conversation.</li> </ul>	
<b>Activity</b>	<b>Grouping</b> - Individual work	<b>Setup: "Location Game"</b> <ul style="list-style-type: none"> <li>- The teacher brings two identical maps of an imaginary town.</li> <li>- The teacher divides the group in half: two teams</li> <li>- She/he says some directions out loud.</li> <li>- Students have to mark the place in the map.</li> <li>- The first group that has the highest score of correct location is the winner.</li> </ul>
While-listening (*Each student needs a headphone) <ul style="list-style-type: none"> <li>- Students will listen to five conversations. Each conversation will be listened twice.</li> <li>- In the first listening, students understand the situation.</li> <li>- Then the teacher continues with conversation 2 and follows the same procedure, until he/she finishes with all the conversations. In the second listening, students click on <b>True</b> or <b>False</b>, according to the statements.</li> <li>- Students will listen to them one by one, until they are sure on their responses.</li> </ul> <p><b>**The teacher checks answers with the entire group.</b></p>		
<b>Post-activity</b>	Post-Listening * Individual work <ul style="list-style-type: none"> <li>- Students will make believe they are writing an invitation to a friend.</li> <li>- Students will fill in the blanked invitation with the information requested: Who, where, when, RSVP (phone number to confirm attendance).</li> <li>- In the <u>where</u> section, students must write the directions to get to the imaginary place.</li> <li>- Then students exchange their invitations. Students read each other's invitation and should draw a map of the directions to see if it is clear.</li> </ul> <p><b>PRONUNCIATION:</b></p> <p>-Students listen to the pronunciation of the sentences used for giving directions. Special emphasis is given to the <b>reduced form of and, but, at, the, to</b>.</p> <ul style="list-style-type: none"> <li>- Students listen and repeat several times.</li> <li>- Then the teacher calls students for practice.</li> </ul>	
<b>Tips/Further activities</b>	Further activity (Pair Work). <b>Reinforce previous knowledge</b> <ul style="list-style-type: none"> <li>- Direct students to the following website:  <a href="http://centros4.pntic.mec.es/ies.torreon.del.alcazar/ingles/giving_directions.htm">http://centros4.pntic.mec.es/ies.torreon.del.alcazar/ingles/giving_directions.htm</a></li> <li>- Students must order each part of the conversation.</li> <li>- To do this, students click over each word. The first word they click on should be the one that starts the conversation. As this is done, the order of the conversation appears on the top.</li> <li>- Students can check, undo, restart, and request for help as many times as possible.</li> </ul>	

**TEACHER'S GUIDE**  
**UNIT NINE**  
**SYSTEM TOOLS**

<b>Pre-activity</b>	<b>Schema Building:</b> <ul style="list-style-type: none"> <li>- Students first read the two different directions: <b>DIRECTION “A”</b> &amp; <b>DIRECTION “B”</b>.</li> <li>- Then the students see the map.</li> <li>- Then they read again and locate the place.</li> <li>- Students can say the name of the place as soon as they locate it.</li> </ul>	
<b>Activity</b>	<b>Grouping</b> Pair work	<b>Setup:</b> <ul style="list-style-type: none"> <li>-Students check the <b>RULES</b> section and read the examples.</li> <li>- <b>The teacher hands out a practice sheet where students have to fill in with appropriate use of preposition of place.</b></li> <li>- <b>Students should also fill in spaces by ordering questions for asking for directions and statements for giving directions.</b></li> <li><b>Example: park to get me I how excuse can the? corner turn in left the. next hospital the is to park the</b></li> </ul>
	Activity 3.1 (Multiple choice practice) <ul style="list-style-type: none"> <li>- Students see the diagram of shops.</li> <li>- Then students read the incomplete sentences.</li> <li>- Students should choose the correct word that describes the location of the shop.</li> <li>- Students check their answers with the teacher.</li> </ul> Activity 3.2. (ordering conversations) <ul style="list-style-type: none"> <li>- Students look at the city map.</li> <li>- Students order the scrambled conversations according to the directions provided. The conversation should be coherent.</li> <li>- Then students mark the way on the city map and locate the place.</li> <li>- Students exchange answers to see if they are correct.</li> </ul> Activity 3.3. <ul style="list-style-type: none"> <li>- Students read the text that describes a popular street.</li> <li>- As students read, they complete the different places located in that famous street.</li> <li>- Students check their answers with their classmates.</li> <li>- Finally the teacher asks questions to the students about the places, and students have to give locations orally.</li> <li>- <b>Example: T: Where’s the skating rink? St: It’s between the BCR bank and the shoe store.</b></li> </ul>	
<b>Post-activity</b>	<b>YOUR TURN (INDIVIDUAL WORK) =Problem-solving task</b> <ul style="list-style-type: none"> <li>- Students read the situation.</li> <li>- Students must design a diagram with the seating positions.</li> <li>- Students compare their diagrams.</li> <li>- Students with correct diagrams are the winners.</li> </ul>	
<b>Tips/Further activities</b>	<ul style="list-style-type: none"> <li>- <b>Supplementary Activity:</b></li> <li>- Students visit the following website: <a href="http://www.ego4u.com/en/cram-up/vocabulary/directions">http://www.ego4u.com/en/cram-up/vocabulary/directions</a></li> <li>- Students should do the three practices on the web page one by one: Exercise on Giving directions (post office), exercise on giving directions (cinema) and Hangman on Giving directions.</li> <li>- To do this, students follow instructions on the web page.</li> </ul>	

## TEACHER'S GUIDE

### UNIT NINE

#### SCAN IT

<b>Pre-activity</b>	<b>Schema Building:</b> <ul style="list-style-type: none"> <li>- Students work on a match of vocabulary they will read in the “while-reading” section.</li> <li>- Students must read the words first. Then, they read the definitions.</li> <li>- After that, students match the words on the left with the definition on the right.</li> <li>- Finally, the teacher calls on students to check answers.</li> </ul>	
<b>Activity</b>	<b>Grouping</b> Pair work	<b>Setup:</b> - <b>The teacher requests students to scan the words from the “pre-reading” section in the text. Students must locate the word by reading the sentence where it appears out loud.</b>
	*** <b>Students must read the information “Keep your Bearings Straight” once.</b> <ul style="list-style-type: none"> <li>- The teacher asks questions to help them get acquainted with vocabulary.</li> <li>- Students respond.</li> </ul> *** <b>Students must read the information a second time</b> <ul style="list-style-type: none"> <li>- Students read the story the second time and choose the best answer in the multiple-choice quiz.</li> </ul> *** <b>Students must read a third time.</b> <ul style="list-style-type: none"> <li>- Students check answers with other classmates.</li> </ul> *** <b>THE TEACHER CHECKS ANSWERS WITH STUDENTS.</b>	
<b>Post-activity</b>	Individual work <ul style="list-style-type: none"> <li>- Students read the situations provided and should give directions as TICOS would.</li> <li>- Students simulate the situation.</li> <li>- One student asks for directions as a tourist. The other student gives the directions as a TICO/A.</li> </ul>	
<b>Tips/Further activities</b>	<b>Supplementary activity:</b> <ul style="list-style-type: none"> <li>- Direct students to the following website: <a href="http://bogglesworld.com/directions.htm">http://bogglesworld.com/directions.htm</a></li> <li>- The teacher should print the information provided and have students work on the activities in class.</li> <li>- The teacher should print the following:                         <ul style="list-style-type: none"> <li>• Partner A &amp; B activity sheet</li> <li>• Restaurant Guide</li> <li>• Downtown Map</li> <li>• Giving directions pair worksheets.</li> </ul> </li> </ul> <b>RECOMMENDATION:</b> ***The teacher should also print the instructions of the activity before engaging students in it. This helps the teacher organize his/her work better. It is also suggested to have all the materials printed before developing the activity in class.	

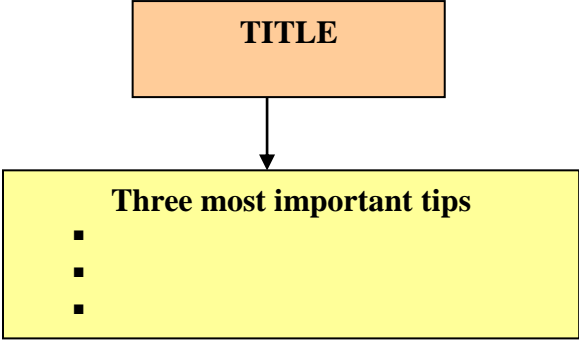
**TEACHER'S GUIDE**  
**UNIT NINE**  
**TYPE IT UP**

<b>Pre-activity</b>	<b>Schema Building:</b> <ul style="list-style-type: none"> <li>- Students prepare FOR WRITING.</li> <li>- First, students brainstorm the name of a place they have visited lately. They place the name in the center of the diagram.</li> <li>- Then students write how the place is, how they can get there, things they can do there, and finally an “awesome” phrase that describes that special place.</li> <li>- Each of these details should be placed under the headings provided.</li> </ul>	
<b>Activity</b>	<b>Grouping</b> Individual work	<b>Setup:</b> <b>The teacher brings to class a sample paragraph of a place she/he has visited lately. First the teacher shows the diagram; then she shows the paragraph. Students can ask the teacher questions if they wish.</b>
	<b>While-writing</b> <ul style="list-style-type: none"> <li>- <b>(Previously, the teacher has requested a picture of the place they have visited. If they do not have a picture, they can draw one.)</b></li> <li>- First, write a title to the place on the top of the page.</li> <li>- Then, students use the “awesome” phrase that describes this special place, and write a complete sentence. <b>THIS IS THE TOPIC SENTENCE.</b> <ul style="list-style-type: none"> <li>▪ The supporting sentences follow this order: description of the place (how it is), the things you can do there and finally, students write how to get there.</li> <li>▪ The last sentence is the concluding sentence. They can re-phrase the “awesome” one they used for the topic sentence.</li> <li>▪ <b>A SAMPLE PARAGRAPH IS PROVIDED.</b></li> <li>▪ Students exchange paragraphs and edit for punctuation, coherence, spelling.</li> </ul> </li> </ul>	
<b>Post-activity</b>	<ul style="list-style-type: none"> <li>- The students must draw a map on the special place they wrote about.</li> <li>- Students sit with a partner and talk about this place to three classmates, and explain where the place is with the map.</li> </ul>	
<b>Tips/Further activities</b>	<b>Tips for the teacher.</b> <ul style="list-style-type: none"> <li>- <b>Monitor students as they are writing.</b></li> <li>- <b>Check that the paragraphs have the correct form of the different parts of speech and that these parts of speech have been used appropriately.</b></li> <li>- <b>Monitor students as they are peer-correcting.</b></li> </ul> <b>Extra Activity:</b> <ul style="list-style-type: none"> <li>- Students click on the website:  <a href="http://www.focusenglish.com/enginfocus/functions/csgivedirectionsA1.html">http://www.focusenglish.com/enginfocus/functions/csgivedirectionsA1.html</a></li> <li>- Students look at the map.</li> <li>- The teacher writes some questions on the board related to the map and students write directions.</li> <li>- Students check written responses with peers and the teacher.</li> </ul> <b>EXAMPLE:</b> How can I get to the bookstore? / Where’s the boutique located? / How can I get to La Sierra City Library? / Excuse, could you tell me how I can get to the Municipal Court? / Do you know where Furniture City is? <b>** The teacher can print the map from this web page if necessary</b>	

**TEACHER'S GUIDE**  
**UNIT NINE**  
**LOGGING OFF**

<b>Pre-activity</b>	<b>Schema Building:</b> -The teacher asks students what usually is found in a small town. -Students brainstorm names of shops usually found in a small town.	
<b>Activity</b>	<b>Grouping</b> Groups of four students	<b>Setup:</b> - <b>The teacher assigns roles to each student.</b> - <b>The teacher explains the roles of each student.</b>
	<ul style="list-style-type: none"> <li>• - The teacher explains students that they have to design a small town in a “maqueta”</li> <li>• Students can do buildings with paper.(Follow instructions provided)</li> <li>• Students have to write names of streets and give names to each shop or building</li> <li>• After this, students design the questions for the “Giving Directions” contest.</li> <li>• The questions should be related to the places located in the small town they designed</li> <li>• In the contest, students ask questions to members of the other groups. Points are given for correct responses.</li> <li>• The group that has the most correct responses is the winner.</li> <li>• The design of the town is also evaluated with the following criteria: design, buildings (names assigned), streets (names assigned), etc. The “maqueta” should project a clear layout of then place.</li> </ul>	
<b>Post-activity</b>	<b>SURF THE NET</b> Website <ul style="list-style-type: none"> <li>- Students click on the website on the website suggested.</li> <li>- Students must see the map and complete the table.</li> <li>- Students must choose at least four places and write the name of the place, how to get there, where to stay, and what to do there.</li> <li>- Then students choose one of the four places, and talks about it to a classmates on the same aspects from the table.</li> </ul>	
<b>Tips/Further activities</b>	<b>Further Activity.</b> <ul style="list-style-type: none"> <li>- Students go to this website: <a href="http://bogglesworld.com/directionsESL.htm">http://bogglesworld.com/directionsESL.htm</a> <ul style="list-style-type: none"> <li>• Students work on information gap activities. One student is STUDENT A. The other student is STUDENT B.</li> </ul> </li> <li>- The teacher can choose any of these focuses for practicing giving directions: <b><i>street name and landmark/ subway or bus directions/ directions by foot or by car/</i></b> <ul style="list-style-type: none"> <li>• Each section has information gap activities and role-plays for practicing.</li> </ul> </li> </ul>	

**TEACHER'S GUIDE**  
**UNIT NINE**  
**CULTURE NOTE AND PAIR WORK ACTIVITY**

<b>Pre-activity</b>	<b>Schema Building:</b> <ul style="list-style-type: none"> <li>- The teacher asks students about the different ways to give directions.</li> <li>- The teacher also asks students about the attitude people should have when giving directions.</li> <li>- The teacher tells students to brainstorm tips for giving clear directions.</li> </ul>	
<b>Activity</b>	<b>Grouping</b> Pair work	<b>Setup:</b> <b>*The teacher explains students that different countries have their own particular way to give directions. She/he explains how TICOS gives directions.</b>
	<ul style="list-style-type: none"> <li>- Students sit in pairs and read the information on <b>TIPS FOR GIVING DIRECTIONS</b></li> <li>- <b>Students complete the following concept map</b></li> </ul> <div style="text-align: center; margin: 10px 0;">  <pre> graph TD     A[TITLE] --&gt; B[Three most important tips ▪ ▪ ▪]           </pre> </div>	
<b>Post-activity</b>	<b>Pair Work Activity: “Information Gap Activity”</b> <ul style="list-style-type: none"> <li>- Pair students up.</li> <li>One student is STUDENT A.</li> <li>The other student is STUDENT B.</li> <li>- Each student has a task. Student A misses part of the information, and he/she has to complete the map. Likewise, Student b needs some information to complete his/her map.</li> <li>- Both student A &amp; B have to ask questions to one another to find where these places are, and locate them in the map.</li> <li>- After they do this, they compare the maps to see if they are correct.</li> </ul>	
<b>Tips/Further activities</b>	<b>Tips for the teacher on Pair work activity.</b> <ul style="list-style-type: none"> <li>- Monitor around the groups. Students might have problems with responses and you can facilitate their production by helping them out.</li> <li>- Monitor the group as they asking questions in the information gap activity..</li> </ul>	