

**TEACHER'S GUIDE**  
**UNIT 10**  
**LOGGING ON**

<b>Pre-activity</b>	<p><b>Schema Building:</b></p> <ul style="list-style-type: none"> <li>-The teacher writes on the board the word “globalization” and then asks students to think of words or ideas that could be related to that term.</li> <li>-Write the words and ideas the students mention on the board.</li> <li>-Ask the students what they know about the TLC in Costa Rica and what is their opinion about it.</li> </ul>	
<b>Activity</b>	<p><b>Grouping:</b> Pairs</p>	<p><b>Setup:</b> Two students at each computer terminal.</p>
	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>-Make students acquainted with the goals of the unit.</li> <li>-Tell students to work according to the following sequence. Vocabulary section first, then, Warm-up and finally, Your Turn.</li> </ul> <p><u>Vocabulary(Exercise 2)</u></p> <ul style="list-style-type: none"> <li>- Students drag each acronym to the corresponding meaning. Help students with any pronunciation problem as they do the matching.</li> </ul> <p><u>Warm-up (Exercise 3)</u></p> <ul style="list-style-type: none"> <li>- Students are now prepared to practice the vocabulary. They have to drag the terms to the statement they refer to.</li> <li>- Once the students are finished , the teacher asks them to read each statement aloud and give the name of the term it refers to aloud.</li> </ul>	
<b>Post-activity</b>	<p><b>YOUR TURN</b></p> <ul style="list-style-type: none"> <li>- With a partner, have students take turns asking and answering the five questions in exercise 4.</li> <li>- Walk around giving help as necessary.</li> <li>- Check the exercise with the class as a whole.</li> </ul>	
<b>Tips/Further activities</b>	<p><b>EXTRA ACTIVITY</b></p> <ul style="list-style-type: none"> <li>-The questions in exercise 4 provide students with a good opportunity for students to generate input.</li> <li>-Don't correct them at this point. Let them express their ideas and give them corrective feedback or negotiate meaning when they are finished.</li> <li>- For further oral practice, ask students what ads they remember the most and which ones they like and why.</li> <li>-Students can also talk about their own experience shopping on the net.</li> </ul>	

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**UNIT 10**  
**TURN IT UP**

<b>Pre-activity</b>	<p><b>Schema Building</b></p> <ul style="list-style-type: none"> <li>- The teacher brings an ad or picture of a company like the Coca Cola, McDonalds, Pali, or any other that he or she might find.</li> <li>- The teacher asks the students if they know any thing about these company(s). If they do, they can tell the class about them.</li> </ul> <p><b>Pre-Listening:</b></p> <p>-The teacher asks the students the four questions in the pre-listening exercise. The questions give the students an opportunity to speak about the companies they know, and the products they might buy. Also the students can talk about national versus foreign companies in the country.</p>	
<b>Activity</b>	<b>Grouping:</b> Individual work	<b>Setup:</b> Each student should have a headphone.
	<p><b>While-listening</b></p> <ul style="list-style-type: none"> <li>- Students listen to a passage about globalization.</li> <li>- If necessary students can listen to the story twice so that their completion of the blanks is as successful as possible.</li> <li>- Once student have listened the second time, they fill in the blanks with the corresponding words on the space provided.</li> <li>- If the word is colored red, it means that the answer is incorrect. Thus, the student has to re-start the listening section by clicking on the "sound" icon.</li> <li>- Once the class has completed the exercise , the teacher can ask further questions about the contents of the listening selection. Examples: "Where are the headquarters of multinational companies?", "How do Global Corporations look at the world?", "Which are the major markets in the world?".</li> </ul>	
<b>Post-activity</b>	<p><b>Post-Listening (Exercise 3)</b></p> <ul style="list-style-type: none"> <li>- In order to do this exercise, students sit in pairs on the computer to discuss the five questions thoroughly.</li> <li>- Ask five individual students to answer the questions in exercise 3 aloud.</li> <li>- Encourage other students to expand on their classmates' answers.</li> </ul>	
<b>Tips/Further activities</b>	<ul style="list-style-type: none"> <li>-Students practice the pronunciation of acronyms representing the names of companies.</li> <li>-They pronounce the acronyms in exercise 4, and then read the name it represents.</li> </ul>	

## TEACHER'S GUIDE

### UNIT 10 SYSTEM TOOLS

<b>Pre-activity</b>	<p><b>Schema Building:</b></p> <ul style="list-style-type: none"> <li>-Exercise 1 (Warm Up) is intended to activate students' schema concerning the future, the future continuous and the future perfect tense of verbs. . This activity allows students to use each verbal tense.</li> <li>-Ask students to work in pairs and read the 3 situations in exercise 1.</li> <li>-When they have finished reading the situations, they should react by giving their opinions.</li> <li>-Once the students complete the activity, have individual students share their opinions with the rest of the class.</li> </ul>	
<b>Activity</b>	<p><b>Grouping</b> Class work</p>	<p><b>Setup:</b></p> <p>The teacher prepares students for the “rules” by calling their attention to the differences between the simple Future, the Future Continuous and the Future Perfect. You might want to provide introductory practice with the 3 tenses. In doing so, do include the time markers that are used in each case.</p>
	<p><b>RULES</b></p> <ul style="list-style-type: none"> <li>- The students read the information in the charts. Be prepared to answer questions.</li> <li>- The three verbal tenses have been presented in separate form so that practice goes step by step: discussion of the rules, and work with the practice exercise and their corresponding revision.</li> <li>- Students do Exercises 1, 2, and 3 after the discussion of each chart.</li> <li>- This is a nice opportunity for the teacher to give feedback on the three future tenses. Thus, the teachers' supervision of the students' work on the practices is highly recommended.</li> </ul>	
<b>Post-activity</b>	<p><b>YOUR TURN</b></p> <ul style="list-style-type: none"> <li>- For this activity, the students work in pairs to do the situations.</li> <li>- Student A is a fortune teller and Student B chooses one of the four options(a) a clothes designer, (b) a business person, (c) a robot manufacturer, (d) a communications engineer.</li> <li>- The teacher supervises students' work since students might need help producing the questions and answers in the different future tenses.</li> </ul>	
<b>Tips/Further activities</b>	<ul style="list-style-type: none"> <li>-When the students do the exercises after the charts, supervise that they are using the correct future tense.</li> <li>-While working on Exercise 4 (Your Turn), encourage students to say what their lives will be like in relation to:               <ul style="list-style-type: none"> <li>-studies</li> <li>-love</li> <li>-work</li> <li>-travel and entertainment</li> </ul> </li> </ul>	

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**UNIT 10**

**SCAN IT**

<b>Pre-activity</b>	<p><b>Schema Building:</b></p> <ul style="list-style-type: none"> <li>- Activate prior knowledge by asking students what free trade is.</li> <li>- Write the ideas the students mention on the board.</li> </ul> <p><b>PRE-READING</b></p> <ul style="list-style-type: none"> <li>- The Pre-Reading (Exercise 1) can be done with two students working on the computer. Students ask each other the four questions in the exercise.</li> <li>- Once they have finished, the teacher asks individual students the questions in order to promote conversational interaction.</li> </ul>	
<b>Activity</b>	<p><b>Grouping:</b> <b>Pair work</b></p>	<p><b>Setup:</b> <b>Students sit in pairs in order to read the selection "International Trade Talks".</b></p>
	<p><b>WHILE READING</b></p> <ul style="list-style-type: none"> <li>- Have the students read the selection the first time and ask the teacher questions about any unknown words.</li> <li>- Students read the second time and answer the TRUE and FALSE exercise that follows the reading.</li> <li>- Students read the third time and the teacher asks them to tell what information in sentences 3 and 5 made them false.</li> </ul>	
<b>Post-activity</b>	<ul style="list-style-type: none"> <li>- Have students work in pairs to read the statement in exercise 3.</li> <li>- Help with any vocabulary or pronunciation questions the students can have.</li> <li>- Each student gives his or her opinion about the statement in the post-activity.</li> <li>- Once the students have finished, call on individual students</li> </ul>	
<b>Tips/Further activities</b>	<ul style="list-style-type: none"> <li>- In order to promote further oral interaction, ask students to think about other countries Costa Rica should sign Free Trade Agreements with. Tell them to justify their answers.</li> </ul>	

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**UNIT 10**  
**TYPE IT UP**

<b>Pre-activity</b>	<p><b>Schema Building:</b> Prepare students for this section by telling them that they are going to write about Costa Rica's exports, imports and sources of income.</p> <p><b>Pre writing</b></p> <ul style="list-style-type: none"> <li>- In order to develop the paragraph, students do exercise 1. In doing so, students will review important vocabulary they might need for the writing practice.</li> <li>- Have students read the words in pairs and choose in each group of words, the word which doesn't belong into the group.</li> </ul>	
<b>Activity</b>	<p><b>Grouping</b> Individual work</p>	<p><b>Setup:</b> Students work on their compositions following the instructions in exercise 2</p>
	<ul style="list-style-type: none"> <li>- In working on the Writing (Exercise 2), help students write the topic sentence, supporting sentences and concluding sentence.</li> <li>- Remind students that the topic sentence introduces the paragraph and summarizes its contents.</li> <li>- Encourage students to make a list of the supporting ideas. Check the sentences for both grammar and clarity before they put them in text.</li> <li>- Work with the students in the concluding sentence by explaining them that the concluding statement restates the topic sentence.</li> <li>- Ask students to give the composition a brief but meaning title.</li> </ul>	
<b>Post-activity</b>	<p>-Students work individually to complete a résumé.</p> <p>-Have students read the instructions and the format of the résumé in exercise 3.</p> <p>-Ask students to complete the résumé with their own information and other information they create. Give help as needed.</p>	
<b>Tips/Further activities</b>	<p>- Once the students have finished with their paragraphs, they can sit in pairs and read the paragraphs to each other. Tell students to ask questions to each other and compare the information they gathered for their compositions.</p>	

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**UNIT 10**  
**LOGGING OFF**

<b>Pre-activity</b>	<p><b>Schema Building:</b> Sit students in groups of four.</p> <ul style="list-style-type: none"> <li>- Tell students to make a list of the services a cellular phone can offer.</li> <li>- Ask them to report on the cellular phone services that people most commonly know about and use.</li> </ul>	
<b>Activity</b>	<p><b>Grouping</b> Groups of four students</p>	<p><b>Setup:</b></p> <ul style="list-style-type: none"> <li>- The teacher assigns roles to each student.</li> <li>- The teacher explains the roles of each student.</li> </ul>
	<p>-The teacher explains to the students that they have to prepare a project about the ways in which the cellular phone technology is useful not only to make calls but also for many other purposes.</p> <p>-The project contains the following information:</p> <ul style="list-style-type: none"> <li>◀Name of the project</li> <li>◀Some information concerning the mobile company they will talk about.</li> <li>◀Specialized services the company can provide</li> </ul> <p>-The teacher should revise each project before the students present them to the class.</p> <p>-The students decide which of the contents above each one of them is going to be in charge of.</p> <p>-When each student has obtained the information, they work together to arrange it.</p> <p>-Motivate students to include pictures and do a nice art work.</p> <p>-Each group presents its project to the rest of the class.</p> <p>-After each presentation, the teacher asks questions and invited the rest of the class to ask their own questions.</p>	
<b>Post-activity</b>	<p><b>SURF THE NET</b></p> <p>- Give students the following websites:</p> <p><a href="http://www.nttdocomo.com">http://www.nttdocomo.com</a></p> <ul style="list-style-type: none"> <li>- Have the students to find the information about:             <ol style="list-style-type: none"> <li>1. Company's number of customers</li> <li>2. Some historical details and interesting facts about the company</li> <li>3. Services you can get with their mobile phones. Refer to services such as "Car navigation" service.</li> <li>4. Contribution to the world communications</li> </ol> </li> </ul> <p>Ask students questions about each of the above contents.</p>	
<b>Tips/Further activities</b>	<p>-Tell students to work as a team when they work in the project.</p> <p>-Group work session to analyze the results are mandatory.</p> <p>-Have students talk about their own cellular phone preferences. Also, ask them to tell their classmates about the services they use the most and the ones they would like to have.</p>	

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### UNIT 10

#### PAIR WORK ACTIVITY AND CULTURE NOTE

<b>Pre-activity</b>	<p><b>Schema Building:</b> Trigger students' background knowledge by asking them about (1) the kind questions an interviewer asks during a job interview, (2) the qualifications a person should have to get a job as an executive secretary (3) other important aspects to remember when doing a job interview. Examples: punctuality, clothes, language, knowing something about the company.</p>	
<b>Activity</b>	<p><b>Grouping</b> <b>Pair work</b></p>	<p><b>Setup:</b></p> <ul style="list-style-type: none"> <li>-Students work in pairs to play the roles in the situations. Student A is the president of a company looking for an executive secretary. Student B is the executive secretary applying for the job.</li> <li>-Students read the situations and play each role according to the instructions given.</li> </ul>
	<p><b>CULTURE NOTE</b></p> <ul style="list-style-type: none"> <li>-Students work in pairs and read the culture note with information about the use of the written word for contracts that are binding.</li> <li>-Through this culture note the students can discuss about the difference between the oral and the written language.</li> <li>-Students can talk about the different instances in which written contracts have to be used and when oral agreements are enough.</li> </ul>	
<b>Post-activity</b>	<p><b>Pair activity (role-play activity):</b> The purpose of the pair-work activity is to have students practice a job interview.</p> <ul style="list-style-type: none"> <li>- Form groups of two. Students sit one in front of the other.</li> <li>- One member is STUDENT A; the other member is STUDENT B.</li> <li>-In this activity, both participants in the situation ask and answer questions about the qualifications for a job.</li> <li>-The students are going to ask and answer questions concerning education, experience, computer knowledge, ability to work under pressure and command of languages.</li> </ul>	
<b>Tips/Further activities</b>	<p>-Monitor around the groups in order to:</p> <ol style="list-style-type: none"> <li>(1) Make sure that the students are using the English language, not their native language.</li> <li>(2) Supervise students' work: questioning and responding in English, and not copying the answers.</li> <li>(3) When students are finished, have them change roles so that both have the opportunity to ask and answer questions. This will also give them the opportunity for further oral practice.</li> </ol>	