

TEACHER'S GUIDE
UNIT ONE
LOGGING ON

Pre-activity	<p>Schema Building</p> <ul style="list-style-type: none"> -Ask students to brainstorm dangerous sports. Start by giving them an example: Windsurfing. Briefly explain to the class what each sport consists of. -Write as many names of adventure sports as students mention on the board. -Ask those students who have participated in any of these sports to raise their hands to tell the class about their experience. If no one has participated, then ask them which sports they would like to try and why. 	
Activity	<p>Grouping: -Pairs or triads</p>	<p>Setup: Two or three students at each computer terminal.</p>
	<p>VOCABULARY</p> <ul style="list-style-type: none"> -Make students acquainted with the goals of the unit. -Ask students to work according to the following sequence: Vocabulary section first, next Warm-up and then Your turn. <p>Vocabulary (Exercise 2)</p> <ul style="list-style-type: none"> -Students look at the pictures and drag the words to each picture of a dangerous sport. Help the students with any pronunciation problem as they match the pictures. -Ask students about the places where each sport takes place and the devices, gear or means of transportation necessary to perform them. <p>Warm-up (Exercise 3)</p> <ul style="list-style-type: none"> - Students are now prepared to do a short introductory practice with the grammar of the lesson: verb tenses. - Students fill in the blanks with the correct form of the verbs I parentheses. Notice that other dangerous sports are mentioned. Since they are probably going to ask you about the meanings, you will have an opportunity to explain those meanings through examples and mime. 	
Post-activity	<p>YOUR TURN</p> <ul style="list-style-type: none"> -Students apply the vocabulary on their real life experiences. For this activity, students should relate their personal life with dangerous sports, whether they would to try them or not and refer to their favorite sport. In this section, students have an opportunity to interact in a conversation with you and other, fellow students. Ask the three questions several times to as many students as possible. 	
Tips/Further activities	<ul style="list-style-type: none"> -Invite one of the students to go to the front of the class and mimic one of the sports discussed in this unit. Tell the class that they are supposed to guess the sport that the student is mimicking. 	

TEACHER'S GUIDE
UNIT 1
TURN IT UP

Pre-activity	<p>Schema Building:</p> <ul style="list-style-type: none"> -The teacher brings a picture of a dangerous sport. Then she/he asks questions related to the sport. Example: What sport is this? Where can you practice it? Have you practiced it?, etc. -Pre-listening (Activity 1). Students answer the questions. Again, try to get as many students involved in answering the questions. 	
Activity	<p>Grouping</p> <ul style="list-style-type: none"> - Individual work 	<p>Setup:</p> <p>Each student should have a headphone.</p>
	<p>While-listening</p> <ul style="list-style-type: none"> -Students listen to a selection about the Chirripó Mountain. -Students have to listen two times before completing the chart below. -Once students have listened the second time, they write the word (s) that correspond(s) on the space provided. -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. -Once the whole class has completed the exercise, the teacher can ask further questions about the contents of the listening selection as a preview to the post-listening exercise: "Where is the Chirripó located?" "What's the temperature like at night?" "Which ocean can tourists see from the Chirripó on a clear day?" 	
Post-activity	<p>Post-Listening</p> <ul style="list-style-type: none"> -First have students listen to the selection about the Chirripó again. -Ask students to complete the blanks with the correct information. -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. 	
Tips/Further activities	<ul style="list-style-type: none"> -In Exercise 4, students practice the pronunciation of can and can 't. -They listen to four sentences containing each a form of can and can 't and circle the form they hear. -Bring the students attention to the function of can or can 't in each sentence. -Refer to the fact that in questions and long sentences the á is short, whereas in short affirmative answers the a is lengthened. Last, remind students that in short negative answers the á is also lengthened, and the final t must be pronounced. Some explanation on the blackboard or the use of handouts might prove useful to this end. 	

TEACHER'S GUIDE
UNIT 1
SYSTEM TOOLS

Pre-activity	<p>Schema Building: Read and understand -Students complete a paragraph about adventure tourism in Costa Rica using —ing forms (nouns, verbs and adjectives). Activity 1 Warm up -Students fill in the blanks of the paragraph with the correct word. The six words are to be used in a context to facilitate student's understanding of their functions. -While working on this exercise, students might ask questions about the meanings of the words. Be prepared to provide examples, synonyms or mimic the words. -If the answer is colored "red", indicates that it is incorrect. Students have to re-do the activity until all answers are correct.</p>	
Activity	<p>Grouping Classwork</p>	<p>Setup: The teacher prepares students for the "rules" part by calling their attention on active vs. passive participial adjectives. The teacher shows the difference between the doer and the receiver of the action as indicators of the difference between both participial adjectives.</p> <p>RULES -The teacher explains that these adjectives are used to describe what something or someone is like. -It is important to point out that even though a sentence like "We are exciting" is grammatically correct, it has a negative connotation, i.e., people don't consider themselves exciting. -The teacher might use these other examples of adjectives with -ing and -ed endings in his/her explanations: amazed/amazing, disappointed/disappointed embarrassed/ embarrassing, fascinated/fascinating, surprised/surprising, worried/worrying. -Students do Exercise 3 (Practice) based on the rules. -If a student's answer is not correct, make use of the distinction between a doer and a receiver to facilitate clarification.</p>
Post-activity	<p>YOUR TURN -Ask students to work in pairs to do this exercise so that they can take turns reading the definitions of the dangerous sports mentioned. -Answer questions concerning vocabulary that they don't know, for example, students might ask you for the meaning of such vocabulary words as ride, row, steep slopes, rough grounds, ropes or gear. -This exercise makes students find definitions of the adventure sports practiced since the beginning of the lesson. It is important that they understand the instructions so that they identify the sport by listening to the definition read by their peers.</p>	
Tips/Further activities	<p>-This exercise makes students find definitions of the adventure sports discussed in the chapter. Students identify the sport by listening to the definition read by their peers.</p>	

TEACHER'S GUIDE

UNIT I

SCAN IT

Pre-activity	<p>Schema Building:</p> <ul style="list-style-type: none"> -Activate prior knowledge by asking students about names of dangerous sports that people can practice in the country and the places where they can be practiced. <p>PRE-READING</p> <ul style="list-style-type: none"> -Ask students if they have ever gone on a canopy tour or visited a national park such as the Braulio Carrillo National Park. The teacher also asks the students whether they, or someone in their families, practice mountain biking. -The teacher does not limit him/herself to these questions as they are the point of departure for further questions about tourist places, dangerous sports and adventure tourism. 	
Activity	<p>Grouping Pair work</p>	<p>Setup: Students sit in pairs. The teacher hands in a sheet for students to complete as they read. This will help them understand the reading.</p>
	<p>WHILE READING</p> <ul style="list-style-type: none"> -Students read one time first. - " Students read the second time and answer the TRUE and FALSE exercise that follows the reading. -When this task is completed, students check answers with their classmates. -Students read the third time and the teacher asks them to tell what information in sentences one, three and four made them false. 	
Post-activity	<ul style="list-style-type: none"> - Students draw arrows from the place to the activities they can or can't do in the places listed on the first column. - This activity is best done by those students who can remember some of the contents of the reading. You might find it necessary to refer them to the part where the place and the corresponding activity were discussed. 	
Tips/Further activities	<p>Ask students to tell their partners about which of these places they would like to go this weekend. You can also ask students if they have been to any of these places and ask those who answer affirmatively to tell the class about the experience: when who they went with and what they did there.</p>	

TEACHER'S GUIDE
UNIT 1
TYPE IT UP

Pre-activity	<p>Schema Building: Prepare students for the discussion by brainstorming the following areas: dangerous sports, tourist attractions, adventure tourism.</p> <p>PRE-WRITING</p> <ul style="list-style-type: none"> -Write the sentence: "If you like windsurfing on calm waters, at Bolaños Bay you can give it a good try" on the board. -Have students explain how windsurfing is done. To this end, you can bring a picture to class of a person windsurfing. Ask them if they have ever seen or participated in this kind of sport. -Ask students how this sport can be considered dangerous and what the calm waters can do to avoid the danger. -Ask students about the location of Bolaños Bay. If necessary, let them know that Bolaños Bay is located in the Northwestern coast of Guanacaste, fifteen kilometers away from the town of La Cruz. You can also add that in the bay Bolaños Island is located. This is a sanctuary for migratory birds of different species. -Refer to the expression Give it a good try. Let them know that the expression entails a certain meaning as a whole, not taking the words as individual units. -Point out that it refers back to windsurfing on calm waters. Then work on the meaning of "give it a good try" with a synonym, for example, windsurfing there is worth making an attempt. 	
Activity	<p>Grouping Individual work</p>	<p>Setup: Students get prepared to write their paragraphs in class.</p> <ul style="list-style-type: none"> -Teacher will help students write the topic sentence, supporting sentences and concluding sentence. -Explain students that the objective of this paragraph is to express their opinions concerning likes and dislikes about dangerous sports. -Examples of topics sentences are: "I really like dangerous sports" or "I don't really like dangerous sports. they can also make specific reference to any of the sports: "Bungee jumping is a sport that I will never practice again" or "Mountain biking is good for your health." -Explain students that the supporting ideas enrich and expand the topic sentence. Motivate them to come up with their own supporting sentences by eliciting the reasons why they like or don't like dangerous sports or why they like to practice or not a specific sport. -Work with students on the concluding statement by explaining them that this sentence re-states the topic sentence, for example: "For this reason, I will never by mountain climbing again" or "In sum, dangerous sports put my life in danger."
Tips/Further activities	<ul style="list-style-type: none"> -Supervise students' work as they are writing the paragraph. -Find out if there is a consensus in teams of practicing this type of sports or if there is a specific sport that is popular among them. 	

TEACHER'S GUIDE
UNIT 1
LOGGING OFF

Pre-activity	<p>Schema Building: Sit students in groups of four.</p> <ul style="list-style-type: none"> -Tell students to make a list of the different types of dangerous sports discussed in the chapter: windsurfing, mountain climbing, mountain biking, canyoning, white water rafting, bungee jumping. -Ask students to discuss which of these sports they would like to advertise in a brochure for tourists. -Ask them why they have chosen a particular sport. -Advise students that they are going to play the role of a tour guide. 		
Activity	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">Grouping Groups of four students</td> <td style="width: 50%; padding: 2px;">Setup: -The teacher assigns roles to each student. -The teacher explains the roles of each student.</td> </tr> </table> <p>- The teacher explains students that they have to design a brochure for tourists. The brochure contains information about bungee jumping at the Colorado River. The brochures should contain:</p> <ul style="list-style-type: none"> • Name of the company (travel agency) • Some historical details and interesting facts. • Equipment and safety standards. • Other sports offered by the company. • Phone and fax numbers and website. <p>The teacher should revise each brochure before students do the investigation.</p> <p>The students decide which of the above contents teach one of them is going to be in charge of.</p> <p>When each student has obtained the information, they work together and arrange the information, as it will appear in the brochure.</p> <p>Motivate students to include pictures of dangerous sports in the brochure. Students show their brochures to the rest of the class and tell their classmates about their different components.</p> <p>Students collect all of the information and display it in the bulletin board.</p>	Grouping Groups of four students	Setup: -The teacher assigns roles to each student. -The teacher explains the roles of each student.
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Post-activity	<p>SURF THE NET</p> <ul style="list-style-type: none"> - Give students the following website: www.bungee.co.cr/pag English 01 info.html - Have students to find information about: <ul style="list-style-type: none"> • Name of the company (travel agency) • Some historical details and interesting facts. • Equipment and safety standards. • Other sports offered by the company. <p>Ask students the questions that correspond to each of the above contents.</p>		
Tips/Further activities	<ul style="list-style-type: none"> - Advise students to work as a team when they are working on the brochure. It is important for students to have group work sessions to analyze the results. - Make sure each member of the group is developing his/her role. 		

TEACHER'S GUIDE

UNIT 1

PAIR WORK ACTIVITY & CULTURE NOTE

Pre-activity	<p>Schema Building: Trigger students' background knowledge by asking them questions about current dangerous sports in the country.</p> <p>Pair Work</p> <ul style="list-style-type: none"> - Talk about the places where these sports can be practiced - Discuss advantages and disadvantages of these sports - Ask them again about their favorite dangerous sport.
Activity	<p>Grouping: Pair work The teacher assigns a situation to each student.</p> <hr/> <ul style="list-style-type: none"> - See if the students have any questions about the contents of Situations 1 and 2. - Once they have worked on the situations, ask them to switch roles so that this time student A is going to do Situation B
	<p>CULTURE CAPSULE</p> <ul style="list-style-type: none"> - Ask the students to read the Culture Capsule. - Discuss the role of the Costa Rican Bureau of Tourism (ICT) and ask them for its location in San José (behind the CCSS Main Building) and other branches around the country. - Get feedback from the class concerning adventure sports in the sense that according to information in the Capsule only a small percentage of Costa Ricans try adventure sports. Try to reach a conclusion why this actually happens.
Post-activity	<p>Conversation activity. Pair activity (information gap activity): The purpose of this pair-work activity is to have students practice dangerous sports.</p> <ul style="list-style-type: none"> - Form groups of two. Students sit one in front of the other. One member is Student A; the other member is Student B. - Student A wants to go, but Student B doesn't. He claims that white water rafting is quite a dangerous sport, so he/she proposes a trip to the mountains.
Tips/Further activities	<p>Both the Pair Up and Work Activity and the Culture Capsule examine the vocabulary of dangerous sports through conversation. This is a fresh, engaging and relevant task to enhance a conversational interaction between two students concerning one kind of sport that has made the country famous worldwide. Students' participation in the conversation interactions is crucial for their practice of the content vocabulary items.</p>