

**TEACHER'S GUIDE**  
**UNIT 2**  
**LOGGING ON**

<b>Pre-activity</b>	<b>Schema Building:</b>  -Ask students to brainstorm famous athletes. Start by giving them an example: Claudia Poll.  -Write on the board as many names of athletes as they mention..  -Ask students if they have met a Costa Rican athlete in person. Ask them where they know met this athlete and if he/she was participating in some competition.  -Ask students questions about Muhammad Ali while directing their attention to his picture (nationality, why he is called the greatest, what he is doing now).	
<b>Activity</b>	<b>Grouping:</b> -Individual work or -Pairs	<b>Setup:</b> <b>Two or three students at each computer terminal.</b>
	<b>VOCABULARY</b>  -Make students acquainted with the goals of the unit. -Ask students to work according to the following sequence: Vocabulary Section, Warm Up and then Your Turn.  <u>Vocabulary (Exercise 2)</u> -Ask students about the meanings of the words in the box in the Vocabulary Exercise by asking questions, for example: Who won the 1995-95 soccer championship in Costa Rica? You can also ask them for examples of cups and tournaments that take place in the country. -Ask students to read the paragraph prior to filling the blanks so that they have an idea of the contents. -Tell students that they are going to drag the words from the box to the blanks.  <u>Warm Up (Exercise 3)</u> - Ask students questions about Mother Teresa while directing their attention to her picture (country of origin, country where she lived most of her life, achievements, why she was used to be called the "Mother of the Poor"). - Ask students to read the paragraph before they fill in the blanks so that they have an idea of the contents.	
<b>Post-activity</b>	<b>YOUR TURN</b> - While answering these questions students have an opportunity to participate in a conversational interaction in which they express their opinions and interest.	
<b>Tips/Further activities</b>	- The questions provide a good opportunity for students to generate input. Do not correct them at this time. Let them express their ideas and give them corrective feedback or negotiate meaning when they are finished.	

## TEACHER'S GUIDE

### UNIT 2

### TURN IT UP

<b>Pre-activity</b>	<b>Schema Building:</b> <ul style="list-style-type: none"> <li>- The teacher brings the picture of a famous singer, movie star or film director. She asks questions about this person. Example: Who is he? Where is he/she from? Ask about names of songs, films or achievements.</li> <li>- If possible bring pictures of Oscar de La Hoya, Shakira, Marc Anthony and/or Robert Rodríguez since these are the stars included in the While Listening Exercise.</li> </ul> <b>Pre-listening</b> <ul style="list-style-type: none"> <li>- The teacher asks students the three questions in the Pre-listening Exercise. The three questions require that the students justify their answers as an opportunity to provide extra information on the stars that they have mentioned.</li> </ul>	
<b>Activity</b>	<b>Grouping</b> - Individual work	<b>Setup:</b> <b>Each student should have a headphone.</b>
	<b>While-listening</b> <ul style="list-style-type: none"> <li>- Students listen to a description of the four famous Latin stars.</li> <li>- Have students listen two times before completing the chart.</li> <li>- Once student have listened the second time, they write the information on the space provided.</li> <li>- If the words are colored "red," that indicates that the answer is incorrect. Thus, students have to re-start the listening section by clicking on the "sound" icon.</li> </ul>	
<b>Post-activity</b>	<b>Post-Listening</b> <ul style="list-style-type: none"> <li>- Have students listen to the selection a third time so that they match the names of the stars with their achievements.</li> <li>- If the arrows did not point to the correct achievement, have them re-start the listening section by clicking on the "sound" icon.</li> <li>- In the next exercise, students practice the pronunciation of the past tense of ten regular verbs previously discussed in this section.</li> </ul>	
<b>Tips/Further activities</b>	-Having the students re-start the listening section is a good strategy to confirm or discard information, specially in the case of wrong answers. -If the students work in pairs, they can get information from one another. Do not allow them to see answers by students next to them, though. -Once the verbs in the pronunciation exercise have been checked and practiced, ask individual students to use the verbs in a context.	



## TEACHER'S GUIDE

### UNIT 2 SYSTEM TOOLS

Pre-activity	<b>Schema Building:</b> <ul style="list-style-type: none"> <li>- See how much information students know about the Dalai Lama, specially about his visits to the country.</li> <li>- The conversation will serve as practice for the past tense of verbs and preview for the past habitual tense with <i>used to</i> that the class will practice in the System Tools Section.</li> <li>- Exercise 1 provides practice with the past tense or both regular and irregular verbs.</li> <li>- Once the class has completed the exercise have individual students read each sentence. Pay special attention to the pronunciation of the <i>-ed</i> endings of regular verbs.</li> </ul>	
Activity	<b>Grouping</b> Pair work	<b>Setup:</b> <b>The teacher prepares students for the “rules” part by calling their attention to the difference between the past tense and the past habitual tenses. You might want to give students extra introductory practice with both tenses. In doing so, do include the time markers that are used in each case.</b>
	<b>RULES</b> <ul style="list-style-type: none"> <li>- The teacher asks students to read the exercise in the Practice (Exercise 3) silently before they click on the right verb. This allows them to work with the context in order to have a better idea what the text is about.</li> <li>- Have students do the exercise and, if needed, answer their questions making special emphasis on the different use each expression has, as feedback.</li> <li>- Students do the exercise and check their answers with their partners.</li> <li>- While having students read the dialogue, see if there are vocabulary items that they do not understand and require explanation.</li> <li>- Tell students that the next exercise is based on the dialogue they have just worked with. Call the students attention to the fact that they must use <i>used to</i> in the first sentence in all cases.</li> <li>- Once you check the exercise, let them see the contrast between the sentence with <i>used to</i> and the sentence that begins with <i>but now</i> which requires the present/present continuous tense.</li> </ul>	
Post-activity	<b>YOUR TURN (Exercise 4)</b> <ul style="list-style-type: none"> <li>- The questions in this exercise aim to have the students tell about their periods of their lives. Ask different students the same question so that they get feedback on <i>used to</i> from as many peers as possible.</li> <li>- You can also participate by answering when each question has been asked several times. Begin with “<i>In my case, I used to ...</i>”</li> </ul>	
Tips/Further activities	Let the students keep in mind that <i>used to</i> with the base form ( <i>/used to travel</i> ) to say that something happened regularly in the past but no longer happens: <i>We used to live in a small town, but now we live in San José.</i>	

## TEACHER'S GUIDE

### UNIT 2 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 about famous people.</li> <li>- Ask individual students if they would like to meet a famous person. Who? Motivate to justify their answers.</li> <li>- Ask them also if they have ever met a famous person. Who? Again, have them share the experience with the class.</li> </ul> <p><b>PRE-READING</b></p> <ul style="list-style-type: none"> <li>- Ask the questions in the Pre-reading exercise. Note that Question 1 "Do you like opera?" allows them to justify their answers. Ask them why or why not they like opera. Ask them what kind of music they like and why.</li> <li>- Ask them who are their favorite performers and have them mention song titles.</li> </ul>	
<b>Activity</b>	<p><b>Grouping</b> Pair work</p>	<p><b>Setup:</b> Students sit in pairs in order to read "Andrea Bocelli: The Early Years." The teacher supervises work and is ready to answer students' questions concerning vocabulary.</p>
	<p><b>WHILE READING</b></p> <ul style="list-style-type: none"> <li>- Students read one time first.</li> <li>- Students read the second time and then read each of the sentences as they appear in the exercise—no need to give the corresponding number yet.</li> <li>- Students read the third time and read the sentences. This time they read the corresponding number so that the class follows the chronological order in which the sentences appear in the reading</li> <li>- Refer the students to the reading if any of the sentences is given the incorrect number.</li> </ul>	
<b>Post-activity</b>	<p>-Students click on the sentence with information that can be inferred from the reading.</p> <p>-Students read that portion of the reading selection where the information does appear. This is also a good strategy in order to clarify any incorrect answers.</p>	
<b>Tips/Further activities</b>	<p>-Andrea Bocelli's latest albums feature songs in English. Bring one of those songs to class, have students listen and fill in blanks with vocabulary words that they already know. You might want to try this activity as an introduction to the Pre-reading exercise (Exercise 1).</p>	



## TEACHER'S GUIDE

### UNIT 2

#### TYPE IT UP

<b>Pre-activity</b>	<b>Schema Building:</b> Prepare students for this section by telling them that they are going to write about a famous person. (Exercise 1). <ul style="list-style-type: none"> <li>- In order to develop a paragraph, they answer the three questions in this exercise. See how much they know about Einstein and be prepared to answer questions about the scientists. You may also ask them to click on the Internet address at the bottom of the page so that they can listen to Einstein explaining his ideas and read the text at the same time.</li> </ul>	
<b>Activity</b>	<b>Grouping</b> Individual work	<b>Setup:</b> <b>Students work on their compositions following the instruction in Exercise 2.</b>
	<ul style="list-style-type: none"> <li>- Teacher will help students write the topic sentence, supporting sentences and concluding sentence.</li> <li>- Explain students that the first question of the interview makes reference to the topic sentence. Example: "Claudia Poll is one of the most outstanding athletes in Costa Rica."</li> <li>- Help students develop their supporting sentences. Remind them on the fact that these sentences must be related to and expand the topic sentence. .</li> <li>- Work with students on the concluding statement. Have them that the concluding sentences re-state the topic sentence. <i>Tell</i> Example: "In conclusion, Claudia Poll has gained a place in the history of sports in Costa Rica."</li> </ul>	
<b>Post-activity</b>	<ul style="list-style-type: none"> <li>- <del>Sit</del> students give a short talk in front of the class. .</li> <li>- They now have the opportunity to talk about the famous athlete they wrote about.</li> <li>- Once s/he is finished ask questions about the topic and invite the other students to ask questions too.</li> </ul>	
<b>Tips/Further activities</b>	<b>Things to remember:</b> <ul style="list-style-type: none"> <li>- Students are welcome to bring to class visual aids with a picture of the famous athlete they have referred to in their paragraphs. This will lead the student to enrich his/her talk. The class, on the other hand, will have a concrete referent through the visuals.</li> <li>- Monitor students as they are writing the paragraph.</li> </ul>	

## TEACHER'S GUIDE

### UNIT 2 LOGGING OFF

<b>Pre-activity</b>	<b>Schema Building:</b> Sit students in groups of four.. <ul style="list-style-type: none"> <li>- Ask the students to talk about inventors and scientists and talk about their country of origin and achievements. Tell them to refer to</li> <li>- inventors and scientists either from Costa Rica or other countries.</li> <li>- Write the names of these people on the blackboard and see if the class as a whole have more information about them</li> </ul>	
<b>Activity</b>	<b>Grouping</b> Groups of four students	<b>Setup:</b> <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>
	<ul style="list-style-type: none"> <li>- The teacher explains students that they have to prepare a project about the life and work of famous inventors or scientists from Costa Rica or other countries. The project contains the following information:             <ul style="list-style-type: none"> <li>-</li> <li>▪ Name of the inventor or scientist</li> <li>▪ Country of origin</li> <li>▪ Is this person still alive?</li> <li>▪ Is this person affiliated to a university or institute?</li> <li>▪ Refer to his/her major contribution(s) to science.</li> </ul> </li> <li>- The teacher should revise each project before students present it to the class. .</li> <li>-After each presentation, the teacher asks questions and invites the rest of the class to ask their own questions.</li> </ul>	
<b>Post-activity</b>	<b>SURFING THE NET (Exercise 2)</b> <ul style="list-style-type: none"> <li>- Give students the following website: <a href="http://.google.com">http://.google.com</a></li> <li>-The students take notes from the website on the life of Gutemberg.</li> <li>- Once they have taken notes, they have a round-table discussion in order to share information about this inventor with the rest of the class.</li> </ul>	
<b>Tips/Further activities</b>	<b>Recommendations:</b> <ul style="list-style-type: none"> <li>-Advise students to work as a team when they are doing research on the life of Gutemberg.</li> <li>-Group work sessions to analyze the results are mandatory.</li> <li>- Make sure each member of the group is developing his/her role.</li> </ul>	



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**UNIT 2**  
**PAIR WORK ACTIVITY & CULTURE NOTE**

<b>Pre-activity</b>	<p><b>Schema Building:</b> Trigger students' background knowledge by asking them questions about the Olympic Games.</p> <ul style="list-style-type: none"> <li>- Ask them about the names of those countries where the Games have been held.</li> <li>- Ask them about the types of sports that are included in the Games-</li> <li>- Ask them again about their favorite sport.</li> <li>- Ask them about the sports in which Costa Rican athletes compete.</li> <li>- See if they know that the Olympic Committee meets in Coronado See if they the name of the president, Mr. Nery Carvajal.</li> </ul>
<b>Activity</b>	<p><b>Grouping</b></p> <p><b>*Pair work</b></p> <ul style="list-style-type: none"> <li>- See if the students have any questions about the contents of Situations 1 and 2.</li> <li>- Once they have worked on the situations, ask them to switch roles so that this time around Student A is going to do Situation B.</li> </ul> <p><u><b>CULTURE NOTE</b></u></p> <ul style="list-style-type: none"> <li>-Ask the students to read the Culture Capsule.</li> <li>-Ask questions about members of the Costa Rica Hall of Fame.</li> <li>-Ask about requirement that an athlete must meet in order to be abducted to the Hall of Fame.</li> </ul>
<b>Post-activity</b>	<p><b>Conversation activity. Pair activity (information gap activity):</b> The purpose of this pair-work activity is to have students practice dangerous sports.</p> <ul style="list-style-type: none"> <li>- Form groups of two. Students sit one in front of the other. One member is Student A; the other member is Student B. The task consists of planning a boat tour on the Pacuare River white water rafting.</li> <li>- Student A wants to go, but Student B doesn't. He claims that white water rafting is quite a dangerous sport, so s/he proposes a trip to the mountains.</li> </ul>
<b>Tips/Further activities</b>	<p>The Pair Up and Work Activity and Culture Capsule examine the vocabulary of dangerous sports through conversation. This is a fresh, engaging and relevant task to enhance communication between students concerning one kind of sports that have made the c worldwide. Students' participation in the conversational interactions is crucial for their practice of the content vocabulary items.</p>