

TEACHER'S GUIDE
UNIT 3
LOGGING ON

Pre-activity	<p>Schema Building:</p> <p>-Ask students to give you names of the most common electronic devices. Give them an example: Cellular phone.</p> <p>-Write as many names of devices on the board sparingly.</p> <p>-Ask students about the function of each of the devices referred to the board.</p>	
Activity	<p>Grouping: -Pairs</p>	<p>Setup: Students should work first on the vocabulary exercise (Exercise 2).</p>
	<p>VOCABULARY</p> <p>-Make students acquainted of the goals of the unit.</p> <p>-Students to work by parts in a sequence. Vocabulary section first; then, warm-up</p> <p><u>Vocabulary (Exercise 2)</u></p> <p>-Ask the students place the cursor on the pictures so that they listen to the corresponding sound of the device.</p> <p>-Ask the students to read the functions carefully before they begin dragging the numbers.</p> <p>-Once they have finished, check the exercise with the whole class.</p> <p><u>Warm Up (Exercise 3)</u></p> <p>-Ask students to draw an arrow from the problem to the solution.</p> <p>-See if there are any questions concerning vocabulary.</p> <p>-Begin with Problem 1 and ask an individual student to tell the solution.</p>	
Post-activity	<p>YOUR TURN</p> <ul style="list-style-type: none"> - With partners, have students take turns asking and answering questions about the devices. - Walk around giving help as necessary. - Explain the meaning of "do without." Give examples of objects, foods, etc. that you yourself can't do without. - Check the exercise with the class as a whole 	
Tips/Further activities	<p>-Once Exercise 4 is finished, you can write: MOST USEFUL AND CAN'T DO WITHOUT on the board.</p> <p>-Ask individual students to give you the name of the device s/he chose in each category in order to find out which device is actually the most useful and popular in class.</p>	

TEACHER'S GUIDE

UNIT 3

TURN IT UP

Pre-activity	<p>Schema Building:</p> <ul style="list-style-type: none"> - The teacher shows the class his/her debit/credit cards) and asks the students which is the difference between both. - The teacher may ask students if they have any of these cards and which bank they belong to. <p>Pre-listening (Activity 1)</p> <ul style="list-style-type: none"> - The students listen to the two questions and click on the corresponding box. If two students are working on the same terminal, one of them will click the right answer and ask his/her partner the two questions, so the two of them have an opportunity to answer. 	
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 the selection about using a debit card. - Students have to listen two times before completing the exercise on the chronological order of events. - You may have to answer questions about the vocabulary. Tell them that the abbreviation ATM stands for Automated Teller Machine, and the abbreviation PIN stands for Personal Identification Number. - Once student have listened the second time, they write the numbers on the space provided at the beginning of each event. - If the numbers are wrong, students have to re-start the listening selection. 	
Post-activity	<p>Post-Listening (Exercise 3)</p> <ul style="list-style-type: none"> - In order to do this exercise the students listen to the selection again and answer the three questions. - Ask three individual students to answer the three questions aloud so that the class can confirm whether their answers are right or wrong. 	
Tips/Further activities	<ul style="list-style-type: none"> -Students practice the pronunciation of the –ed forms of the regular verbs in the past tense. -They read the passage first and then listen to the selection. Ask them to read the passage again as they listen. -Have them pay special attention to the regular verbs in the past tense which are included in the listening selection. -Write the ten verbs on the blackboard and have the students read the verbs after you. Make emphasis on the pronunciation of /t/, /d/ and /Id/. 	

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UNIT 3
SYSTEM TOOLS

Pre-activity	<p>Schema Building</p> <ul style="list-style-type: none"> -Tell the students that they are going to work on some exercises about some food items which are good and bad for their health. -Write on the blackboard a list of food items, for example, salads, hamburgers, rice and beans, sausage, fruit, hot dogs, etc. and ask students which of these foods help in a good nutrition. <p>Warm Up (Exercise 1)</p> <ul style="list-style-type: none"> -Explain to the students that they are going to give Walter Jiménez some advice concerning healthy eating habits. -Ask them to work in pairs and discuss which verb best completes the sentences. -Review the answers with the whole class and ask if they notice a change in the use of the verbs. <p>Let them notice that the verbs start the sentence or follow <i>Don't</i> when they are used to give advice.</p>	
Activity	<p>Grouping: Class work</p>	<p>Setup:</p> <p>The teacher prepares students by calling their attention to the charts. It is important to point out that in Chart A the instructions to make whipped cream cheese topping must be read horizontally, beginning with the sequence markers, then the method and finally the ingredients.</p> <p>In Chart B two aspects must be emphasized: (1) two-word verbs split, and (2) they have a specific meaning.</p>
	<p>RULES</p> <ul style="list-style-type: none"> - In Exercise A of the Practice section, the students must be encouraged to fill in the blanks with the help of the sequence markers. Point out that the instructions begin with <i>first</i> and end with <i>finally</i>. Another cue for them to figure out the logical order is <i>second</i>. Let them notice that this sequence marker is supposed to establish the connection after <i>first</i>. - Exercise C lets the students practice what they have read in the chart of two-word verbs: they split and the insertion of an object pronoun becomes obligatory. 	
Post-activity	<p>YOUR TURN</p> <ul style="list-style-type: none"> - Students answer the questions on the YOUR TURN section. Notice that this exercise provides extra practice with the question word <i>why</i>. Ask them to give complete responses using <i>because</i>. - This is also a good opportunity to give the students feedback on the pronunciation of the -ed past tense forms in <i>call</i>, <i>turn</i> and <i>pick</i>. - The teacher can ask the questions a second time so that they substitute the direct object in each sentence by an object pronoun. 	
Tips/Further activities	<p>Remind the students that (1) the two word verbs have meaning as a single unit, e.g. <i>call up</i> = <i>phone</i> someone, and (2) the meaning changes if they appear as a single unit: <i>turn</i> = <i>turn around</i>.</p>	

TEACHER'S GUIDE

UNIT 3 SCAN IT

Pre-activity	<p>Schema Building:</p> <ul style="list-style-type: none"> - Activate prior knowledge by asking students what they know about sending greeting cards by the Internet. - Ask them about the occasions when greeting cards can be used for. - Have students access websites that offer greeting cards (Lakecardscom, Tuparada.com, Latincards.com). - Have them talk about the main features of these websites. - Encourage them to send someone a greeting card. <p>PRE-READING (Exercise 1)</p> <ul style="list-style-type: none"> - Students ask each other the questions in this exercise. - Once they have finished, the teacher asks individual students these questions in order to promote conversational interaction. 	
Activity	<p>Grouping: Pair work</p>	<p>Setup: Students sit in pairs in order to read the selection "How to send a greeting card."</p>
	<p>WHILE READING</p> <ul style="list-style-type: none"> - Students read one time first. - Tell the students that they can ask you questions once they have finished the selection for the first time. - Take advantage of students' questions to give feedback to the whole class about the meaning of words. - Ask the students to read the selection once again. - When the students are finished, ask them to do Exercise 2 with their partners. - Ask an individual student to give you step number two, then number three and so on. In this way, you will be able to lead them to the part of the reading selection where the event is stated in case of an incorrect response. 	
Post-activity	<ul style="list-style-type: none"> - Have a student answer the question without looking at the reading. - If the student fail to answer, ask another student and the whole class . If the teacher gets no response at all, s/he asks the students to browse through the text in order to find the corresponding information. 	
Tips/Further activities	<ul style="list-style-type: none"> - Have students access websites that offer greeting cards (Lakecardscom, Tuparada.com, Latincards.com, Greetingcards.com). - Have them talk about the main features of these websites. - Encourage them to send someone a greeting card. 	

TEACHER'S GUIDE

UNIT 3

TYPE IT UP

Pre-activity	<p>Schema Building: Prepare students to write by asking them if they ever send greeting cards on the Internet, the people they send the cards, and why email cards are more practical than sending cards by the regular post office.</p> <p>PRE-WRITING</p> <ul style="list-style-type: none"> - The questions in the Pre-writing section (Exercise 1) aim to trigger students' imagination concerning on-line greeting cards. - Ask a single student the three questions in order to obtain clear and consistent information about his/her use of the cards. - If time permits, ask as many students as possible in order to promote plenty of oral participation in class. 	
Activity	<p>Grouping: Pair work</p>	<p>Setup: Students sit in pairs.</p>
	<ul style="list-style-type: none"> - Teacher will help students write the messages. Advise them to begin the message with "Hello," "Hi," or "Dear ...". Write these expressions on the board. - On-line messages have a different format from that of the paragraphs they have written so far. Still, give them feedback concerning punctuation and capitalization. - Work with students on the concluding expressions: "Love," "Write soon," "Best," etc. Write them on the board. 	
Post-activity	<ul style="list-style-type: none"> - Ask a pair of students to work with another pair. - Students in one pair read their paragraphs to the students in another pair. - Encourage students to ask further questions about the text that they are listening to. - Ask the other pair to read their message this time to the students in the pair who listened to the message first. - Encourage these students to ask questions about the message too. 	
Tips/Further activities	<p>Things to remember:</p> <ul style="list-style-type: none"> -To guarantee success with this writing activity, make sure that the students decide on (1) the website that they are going to work with, (2) the person that they are going to send the message to, (3) and the contents of the text. -Give students feedback on their writing before they read their messages to the other pair. -Encourage students to ask questions about the message once they have listened to their partners in the other pair read it. 	

TEACHER'S GUIDE
UNIT 3
LOGGING OFF

Pre-activity	<p>Schema Building: Sit students in groups of three.</p> <ul style="list-style-type: none"> - Ask students to mention the most important holidays in the country. - Make a survey in order to find out if Christmas is the most popular holiday among the students. - Ask students what they do on Christmas. Do they celebrate it with their families or someone special? Ask them what kind of gifts they like to give, to whom and what kind of gifts they often get? - Ask them about the festivities that take place during Christmas. - Have them refer to most traditional Christmas foods. 	
Activity	<p>Grouping Groups of four students</p>	<p>Setup:</p> <ul style="list-style-type: none"> - The teacher assigns roles to each student. - The teacher explains the roles of each student. <p>- Ask students to talk about the following events related to Christmas in the country:</p> <ul style="list-style-type: none"> ▪ Festivities: <i>tope</i>, carnival ▪ Religious traditions: the manger, the Holy Family, Baby Jesus' Family Prayer, the <i>posadas</i> ▪ Foods ▪ Exchanging gifts <p>- Students must prepare a speech and give it in front of the class. The class is going to play the role of a group of exchange students from the United States who visit Costa Rican and want to get information about what Costa Ricans do on Christmastime.</p> <p>- The teacher should revise each talk before the students present it to the class.</p> <p>-After the presentation, the teacher should allow time for the class to ask questions as if they didn't know about the Christmas tradition in the country.</p> <p>-The students in the groups presenting the talk will take turns to answer the questions.</p> <p>-The question and answer session after the talk must be encouraged after each of the presentations.</p>
Post-activity	<p>SURF THE NET</p> <p>- Give students the following websites: http://www.costarica.net/new/holidays.htm</p> <ul style="list-style-type: none"> - Tell students to read the information on this website and take notes. - Have students get back to the original groups of four and share the information with the members of the group. 	
Tips/Further activities	<ul style="list-style-type: none"> -When the information taken from the website has been discussed in full in the groups of four students, the teacher can ask the students two sit in a circle and encourage students to share information about Christmas with everybody in class. - Make sure each member of the group is developing his/her role. 	

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TEACHER'S GUIDE
UNIT 3
CULTURE NOTE AND PAIR WORK ACTIVITY

Pre-activity	<p>Schema Building: Trigger students' background knowledge.</p> <p>Pair Work</p> <ul style="list-style-type: none"> - Tell students to make a list of the most useful electrical appliances in Costa Rican homes. Have them justify their answers. - Ask students to exchange information with their partner about the one electrical appliance that they wouldn't be able to do without. 	
Activity	<p>Grouping *Pair work</p>	<p>Setup: Groups of 2 to work on the Situations. -Get students together in groups of two to play the roles in the Situations. -Let them know that each of them is going to represent the grandparents and the grandchildren to show a generation gap based on the use of electrical appliances at home.</p>
	<p>CULTURE NOTE</p> <ul style="list-style-type: none"> - Students work in pairs and read the culture note in order to find out information about how many computers there are in Costa Rican household, the digital gap between rural and urban areas and percentage of family members who access the Internet. 	
Post-activity	<p>Pair activity (information gap activity): The purpose of the pair-work activity is to have students practice the vocabulary of electrical appliances discussed in this unit. .</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. - The task aims to encourage conversational exchanges. Once the students have discussed the situations in full, the teacher might want them to exchange roles, so Student B plays the role of Student A and vice versa. -Another possibility for exchanging roles is to pair up students from different groups and do the situation again. 	
Tips/Further activities	<p>Tips for the teacher.</p> <ul style="list-style-type: none"> - Monitor around the groups. Students might have problems with the questions and responses and you can facilitate their production by helping them out. - Monitor around to make sure students are using the English language, not their native language. - Make sure that the students are really questioning and responding in English, and not copying the answers. 	