

TEACHER'S GUIDE
UNIT 5
LOGGING ON

Pre-activity	<p>Schema Building:</p> <p>-Ask students to give you names of different means of transportation. Write them on the board.</p> <p>-Ask students which of these means of transportation are used in the country, and which ones they frequently use.</p> <p>-In the case of means of transportation which are not seen here, the bullet train, for example, ask them if they have seen one in person.</p> <p>-Ask students if they have know how to drive a car or a bus and how often they drive these means of transportation.</p>	
Activity	<p>Grouping: -Individual work</p>	<p>Setup: Students should work first on the unit vocabulary.</p>
	<p>VOCABULARY</p> <p>-Make students acquainted with the goals of the unit. -Tell students to work by parts in a sequence. Vocabulary section first, then Warm Up.</p> <p><u>Vocabulary</u> (Exercise 2) -On the board copy the names of the eight names of the means of transportation in the Vocabulary exercise. - Ask students to give you a definition of each of the names, give you examples or indicate what each of the means of transportation does.</p> <p><u>Warm-up</u> (Exercise 3) -The students work on the definition of the means of transportation. They drag the names of the means to the corresponding definitions. -Once students are finished, the teacher asks them to read each definition aloud and give the name of the means of transportation being defined.</p>	
Post-activity	<p>YOUR TURN</p> <ul style="list-style-type: none"> - Students apply the vocabulary on their real life experiences. For this exercise, have as many students answer the three questions, so a good number of them have an opportunity to speak. - Question three also aims to promote conversation in class. If a student, refers to an unusual means of transportation in his/her town, the teacher must encourage him/her to give a full description. This can be done through questions: "Who drives it?", "How many people can it carry?", "How much is the ride?", etc. 	
Tips/Further activities	<p>-Students bring pictures with means of transportation -Students sit in pairs and describe the means of transportation in their picture to each other. <u>Example:</u> This is a gondola. It's a long boat used in the canals of Venice, Italy. -Encourage students in the pair to ask questions about the means of transportation in their partners' pictures.</p>	

TEACHER'S GUIDE

UNIT 5 TURN IT UP

Pre-activity	<p>Schema Building:</p> <ul style="list-style-type: none"> - The teacher brings pictures with means of transportation. Then she/he asks questions related to the each picture. Example: What is the name of this means of transportation? How many people can it carry? Where can you see it? Is there any particular country where you find this means of transportation? Can you find it here? <p>Pre-listening (Activity 1)</p> <ul style="list-style-type: none"> -The four questions give students opportunities to talk. -Have a student answer the four questions for more participation. -Do not read them the questions. Let them read and encourage them to answer as if it were a normal conversation. 	
Activity	<p>Grouping - Individual work</p>	<p>Setup: Each student should have a headphone.</p>
	<p>While-listening</p> <ul style="list-style-type: none"> - Students listen to a description of different means of transportation in the City of Miami. - Students have to listen two times before putting a check mark on the space provided next to each word. - The teacher answers questions concerning any vocabulary words that they do not understand. 	
Post-activity	<p>Post-Listening</p> <ul style="list-style-type: none"> - Students listen to the selection again in order to answer the question Which means of transportation mentioned in the listening selection you don't see in Costa Rica? The answer is the Sky Train - Be prepared to answer any questions about this means of transportation or bring a picture to class. 	
Tips/Further activities	<ul style="list-style-type: none"> -Students practice the pronunciation of five Yes-No questions. -Turn this exercise into a dialogue. That is, have students ask other students these questions paying special attention the to their production of the rising-falling intonation. -Have the students who answer justify their responses. For example, if a student says: "Yes, I do" for question 1, ask him about the make and year of the car and whether he/she drives it or not. 	

TEACHER'S GUIDE

UNIT 5 SYSTEM TOOLS

Pre-activity	<p>Schema Building:</p> <p>-Warm Up: the teacher asks the students the three indirect questions several times.</p> <p>-At this time, the teacher does not provide corrective feedback. The students are expected to answer the question, even though they might notice a different type of question formation.</p>	
Activity	<p>Grouping Class work</p>	<p>Setup:</p> <p>-The teacher prepares students for the “rules” part by calling their attention to the indirect questions first. The class reads the chart on indirect questions, and at this time the teacher points the difference between direct and indirect question formation.</p> <p>-The class reads the chart on adverbs of frequency. This time the teacher calls their attention to the position of the adverbs depending on the verb that is used.</p>
	<p>RULES</p> <ul style="list-style-type: none"> - The teacher writes on the board three of introductory clauses for indirect questions: Do you know ... ? Can you tell me ... ? Could you tell me ... ? - These clauses will help the students when working in the transformation from direct to indirect questions. - Students read the rules on the adverbs of frequency and do the Practice (Exercise 3.2 True and False) based on the rules. - Students check their answers with a classmate. 	
Post-activity	<p>YOUR TURN</p> <p>-The students work in pairs to ask and answer the questions using the indirect for question formation.</p> <p>-Once they have finished, the student who answered the question can now ask them so that the two of them practice the indirect form</p>	
Tips/Further activities	<p>-Practice Exercise 3.1 on indirect questions must be done carefully in order to guarantee that the students produce the questions correctly. Pay particular attention to the word order and verb tense. Indirect questions are hard for students to understand, since they are used to working with direct questions.</p> <p>-Since students have to write their questions, this is a good opportunity to check their work.</p> <p>- Once Practice Exercise 3.1 is done, the teacher can have students answer the questions. Example: Can you tell me where the National Bank is? Yes, it's across the street from the park.</p> <p>While students are doing the Your Turn exercise, walk around the class to make sure that in their answers they use the verbs in the declarative sentence form.</p> <p>The question with “How often ... ?” calls for an adverb of frequency in the answer. Their use should also be encouraged in their answers.</p>	

TEACHER'S GUIDE

UNIT 5 SCAN IT

Pre-activity	<p>Schema Building:</p> <ul style="list-style-type: none"> - Activate prior knowledge by asking students if they know the difference between Latin dance (the Mercumbé School of Latin Dance, for example) and modern dance. You might want to make a list of the characteristics of the two styles on the blackboard. - Discuss why dancing in discos is not considered modern dance although dancers dance to modern music. - Have them name different kinds of dancing. - PRE-READING - Students answer the questions in the Pre-reading section (Exercise1). <p>Other questions you can ask them are: "Have you attended a dance performance? Where?" Also, you can ask the students to give you the names of famous modern dancers in the country.</p>	
Activity	<p>Grouping Pair work</p>	<p>Setup: Students sit in pairs. They take turns to read the dialogue. The teacher supervises work and answer vocabulary-related questions.</p>
	<p>WHILE READING</p> <ul style="list-style-type: none"> - Students read one time first. - Students read the second time and drag the phrases that best answer the questions according to the dialogue. - Students read the third time. One of them asks the questions, and the other one answers. 	
Post-activity	<ul style="list-style-type: none"> - Students answer the questions with information from the question. - Make emphasis on the fact that they are going to use the question as part of the information of the indirect question. - While supervising students' work, make sure that they use the corresponding tense in the indirect sentence. If this is not the case, provide feedback on the verbal tense (present or past). - Have one student repeat the sentence and then complete with it with information of his/her own: "He asked me how I went there. I went there by bus." 	
Tips/Further activities	<ul style="list-style-type: none"> - Encourage students to check the reading selection as many times as possible if they do not find the answer to any of the ten questions that follows the dialogue. - Since students read the selection three times, have them play the two different roles: the interviewer and the famous dance. 	

EACHER'S GUIDE

UNIT 5: TYPE IT UP

Pre-activity	<p>Schema Building: Prepare students for the interview of a famous person by brainstorming the following information: name of a famous person, where the person lives, what the person did/does, major work/contribution.</p> <p>PRE-WRITING</p> <ul style="list-style-type: none"> - In order to write an interview of famous person, the students practice asking the questions in the questions in the Pre-writing section (Exercise 1). - The students take turns to ask the questions, and at the end they try to guess who the famous person is. 	
Activity	<p>Grouping: Pair work and Individual work</p>	<p>Setup: Students work with the questions in the Pre-writing section (Exercise 1).</p> <ul style="list-style-type: none"> - The students ask each other the questions in the Pre.-writing section (Exercise 1) and take notes. - Then they work individually in order to write an interview in which the student who asked the questions plays the role of an interviewer, and the student who answer plays the role of a famous person. - Let the students know that the dialogue represents an actual conversation, so they should write their name and the name of the famous person on the left margin (dialogue form). - Have the students use the introductory paragraph "This morning I interviewed (name of the famous person) and some other pertinent information. - Once students have completed the dialogue, they read their parts as interviewers. Their partner reads his/her part as the interviewee.
Post-activity	<ul style="list-style-type: none"> - Sit students in pairs. - Each student describe to his/her partner the trip from his/her house to school. - The students refer to the means of transportation they use, but incorporate further information such as: landmarks, streets and avenues, stores and people they see on their way to school. 	
Tips/Further activities	<ul style="list-style-type: none"> - Students need feedback on (1) how to take notes, and how to incorporate the information from the interview in dialogue form. -Work with each student on a conclusion for the dialogue in which they refer to a specific feature about the life, personality or work of the interviewee. -Have the students practice the dialogue before they read to the class. Give them feedback on the pronunciation of the sentences. -After the students have finished their descriptions in the Post-activity, they might report the information obtained to the class in order to practice the indirect questions: "Rosa told me that she goes to school by buy every day. On her way to school ..." 	

TEACHER'S GUIDE
UNIT 5
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 topics discussed in a meeting of tour operators who give information about the country to tour operators from other countries. -The information includes such topics as means of transportation, airports, hotels, places to visit, restaurants, things to do and not do -One of the students works as the speaker and takes notes that s/he will share with the other group representatives in class. 	
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>-The teacher explains students that they are going to play the roles of representatives of the Costa Rica Bureau of Tourism.</p> <p>-They are going to prepare a speech to a group of tour operators from other countries. These people are quite interested in opening package tours to Costa Rica. Their main concern is the means of transportation available for tourists in the country.</p> <p>-The speech includes information about:</p> <ul style="list-style-type: none"> ▪ airlines that service the country ▪ the urban and interurban bus system ▪ ferryboats ▪ trains ▪ car rentals <p>- Students must prepare a speech based on the above data.</p> <p>- The teacher should revise each speech before students do the presentation in class.</p> <p>- Besides playing the roles of leader, secretary, designer and assistant, they students assign the material that each is going to cover during the oral presentation.</p> <p>-The students have a practice before the presentation takes place.</p>
Post-activity	<p>SURF THE NET</p> <p>- Give students the following websites:</p> <p>http://www.infocostarica.com/general/transport.html</p> <ul style="list-style-type: none"> - Tell students to look for related websites. - Have students gather as much information as possible from the website in order to use it the oral presentations. 	
Tips/Further activities	<ul style="list-style-type: none"> - Advise students to work as a team when they are looking for the five means of transportation listed in the Activity. -Give students feedback on the organization of their talk, for example, referring to one means of transportation at the time with the corresponding related information. -Revise the written draft of the students presentation for clarity, grammar and vocabulary. 	

TEACHER'S GUIDE
UNIT 5
CULTURE NOTE AND PAIR WORK ACTIVITY

Pre-activity	<p>Schema Building: Trigger students' background knowledge by talking about a place or country that they have visited.</p> <p>Pair Work</p> <ul style="list-style-type: none"> - Tell students to refer to the main attractions, the people, the means of transportation and the food. - Have the students in each pair to invite their partners to visit this place and give reasons for the visit. 	
Activity	<p>Grouping *Pair work</p>	<p>Setup: Get students together in pairs to play the role of the people described in the two situations.</p>
	<p>CULTURE NOTE</p> <ul style="list-style-type: none"> - Students work in pairs and read the culture note about the ox-carts in Costa Rica in the past as a means of transportation, their use in commerce or for seeing places and in the present both as a valuable souvenir or a traditional component of ox-cart parades. - The teacher might ask students to summarize in their own words the contents of the culture note. -Have both students take turns to add information so that when they are finished they have already covered most of the topics in the culture note. 	
Post-activity	<p>Pair activity (information gap activity): The purpose of the pair-work activity is to have students practice the roles of tourist and tour agent.</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 is to ask and answer as many questions as possible about the country. the information includes attractions in and outside the city (any of the main cities or the places where they live. To do this, student A asks Student B questions. -Notice that an important component of this conversation is means of transportation. Remind the students to make particular reference to this aspect at some point of the conversation. 	
Tips/Further activities	<ul style="list-style-type: none"> -Student B must have fair knowledge of the place s/he is going to talk about in order to provide exact information as much as possible. - 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. - Monitor that students are really questioning and responding in English, and not copying the answers. 	