

TEACHER'S GUIDE

UNIT 7

LOGGING OFF

Pre-activity	<p>Schema Building: Ask the students about the most important problems that the environment is facing today. Here is a list, but they might come up with more problems:</p> <ul style="list-style-type: none"> ▶ Carbon emissions ▶ Deforestation ▶ Global warming ▶ Drought ▶ Overpopulation ▶ Threatened reefs 	
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 work on an oral presentation concerning what some people are doing in order to preserve the environment while fighting against pollution, wrong disposal of garbage, deforestation, etc..</p> <p>- The teacher should revise the students' work before they do the research on environmentalists.</p> <p>- Then the students should work together in groups of four and arrange the information from the website. The following information about the environmentalists is crucial: (1) their country of origin, (2) their cause, and (3) a description of their visions for the planet's future.</p> <p>- Students report results to the class. If possible, ask the students to print or scan the pictures of the environmentalists to show them to the rest of the class.</p> <p>- Students collect all the pictures of the "heroes and heroines of the Earth" and display them on the bulletin board. They also write a chart to accompany the pictures which includes (1) name of the environmentalist, (2) country of origin, and (3) a brief description of his/her activities to protect the environment.</p>
Post-activity	<p>SURF THE NET</p> <p>- Give students the following website: http://www.time.com/time/reports/enviroes/heroessgallery/0%2C967%2Cearle%2Ccoo.html</p> <p>-The teacher encourages the students to look for more websites on the protection of the environment and fill in the box called "Information Found" with the names and activities of other environmentalists.</p>	
Tips/Further activities	<p>Recommendations:</p> <ul style="list-style-type: none"> - Advise students to work as a team when they are doing research on the activities of the "heroes and heroines" - 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. 	

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UNIT 7

PAIR WORK ACTIVITY AND CULTURE NOTE

Pre-activity	<p>Schema Building: Trigger students' background knowledge by asking them about the actions they would take in order to achieve the following goals to protect the environment:</p> <ul style="list-style-type: none"> ☐ Reduce the use of toxic chemicals. ☐ Recycle cans, plastic, paper and glass. ☐ Save water. ☐ Reduce air pollution from factories. 	
Activity	<p>Grouping *Pair work</p>	<p>Setup: Get students 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 capsule with information about the sources of pollution in San José. -The culture noted is a good opportunity for pair discussion in which the students can extend and personalize what they have learned in the unit. -The teacher can ask the students to focus on more detailed meaning by giving solutions to the problem of pollution in San José, making predictions about the city's future if the pollution problem is not attacked, or take the corresponding steps so that cars do not pollute the environment in their neighborhoods they way this is happening in San José. 	
Post-activity	<p>Pair activity (information gap activity): The purpose of the pair-work activity is to have students defend their point of view whether right or wrong. By doing so, the students have an opportunity to argue in favor or against environmental protection.</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. - Students can exchange roles in order to take a different point of view. 	
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. - Monitor that students are really questioning and responding in English, 	

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UNIT 7
LOGGING ON

Pre-activity	<p>Schema Building: Trigger students' background knowledge by asking them the following questions:</p> <p>How many national parks are there in Costa Rica? 27 biological reserves: 10 forest reserves: 11 wildlife refuges: 61 protected zones: 31 wetlands: 13</p> <p>Source: <i>Sistema Nacional de Áreas de Conservación</i>, 2004.</p>	
Activity	<p>Grouping: -Pairs</p>	<p>Setup: Students should work first on the pre-activity.</p>
	<p>VOCABULARY</p> <p>-Make students acquainted with the goals of the unit. -Tell students to do the work by parts in a sequence: . Vocabulary section first; then warm-up</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> - Students look the terms related to the environment and see which they can define or give examples of. The terms are defined in the exercise below, so the teacher can use those definitions in case he students are not able to define the terms. Before giving the students the definition though, the teacher may ask the students to enter the following websites: wikipedia.org and dictionary.com and find the definitions by themselves. This will make their work in the Warm-up exercise easier. <p><u>Warm up</u></p> <ul style="list-style-type: none"> - Students work with the terms and their corresponding definition. They drag each term to the blank space at the end of each sentence. 	
Post-activity	<p>YOUR TURN</p> <ul style="list-style-type: none"> - Students apply the vocabulary on their real life experiences. For this activity, - It might be necessary to define some of the terms in the questions. If the students pair don't know the answers, the teacher may suggest that they ask other students the questions. - Give the answers to the questions you consider that you have given the students enough time to answer. 	
Tips/Further activities	<p>While brainstorming on protected areas at the beginning of this unit, write the terms on the board as you ask. As much as possible, give the students the definitions of the terms in English, together with examples. Translation comes last.</p>	

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UNIT 7
TURN IT UP

Pre-activity	<p>Schema Building:</p> <ul style="list-style-type: none"> - The teacher brings a simple family tree. Then she/he asks questions related to the tree. Example: Who is Clara's sister? Who is Tom and Mary's father? etc. <p>Pre-listening (Activity 1)</p> <ul style="list-style-type: none"> - This exercise is supposed to bring some fun to the classroom. Students listen to different sounds from Nature and animals and try to identify them. - Ask students to play the selection at different times so that they identify as many sounds as possible. - Have students compare their identifications of the sounds with their peers. Write on the board the question: "Which sounds did you listen to?" and the answer I listened to..." to facilitate their interaction with other students. 	
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 selection about biodiversity in Costa Rica. - The description includes statistics referring to life zones, plant species, etc. Encourage students to take notes as they listen. This will facilitate their work in the corresponding exercise (Exercise 2). - Students have to listen two times before drawing arrows from the characteristics to the percentages or numbers. - If the arrow does not remain on the screen, the answer is incorrect. Thus, students have to re-start the listening section by clicking on the "sound" icon. 	
Post-activity	<p>Post-Listening</p> <ul style="list-style-type: none"> - First have students read the selection about Eng. Jorge Cabrera Medaglia. - Have them answer the questions in oral form. Once they finish, you can ask them to write the questions down. This will make the revision of the exercise easier. - Revise the questions with the whole class. 	
Tips/Further activities	<p>-Students practice putting the accent on the right syllable while they listen to the pronunciation of each of the ten words in the pronunciation exercise. -Have them listen to as many times as needed so that they locate the syllable that takes the primary stress. -If necessary explain to the students that the primary stress is the extra force that they use when pronouncing those ten words, and they should locate the syllable where that stress falls on.</p>	

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UNIT 7 SYSTEM TOOLS

<p>Pre-activity</p>	<p>Schema Building: Write this information about an animal on the board:</p> <ul style="list-style-type: none"> (1) Scientific name: <i>Dermochelyis coriacea</i> (2) Number of nests per season: Between 6 and 11 (3) Egg-lying cycles: every two or three years (4) Average length: 152 cm (5) Adult age: 20 years old (6) Favorite nesting site: Gandoca, Manzanillo <p>Ask students for the name of the animal: the Baula Sea Turtle</p> <p>Activity 1 (Warm up)</p> <ul style="list-style-type: none"> - Students answer and discuss the three questions with their partners. - They work in groups and name a representative who will discuss the questions later together with other group representatives. 	
<p>Activity</p>	<p>Grouping Class work</p>	<p>Setup: The teacher prepares students for the “rules” by discussing the information about the modals of necessity and <i>wish</i> in the present and past forms.</p>
<p>RULES</p> <ul style="list-style-type: none"> - The teacher reads the information in the charts. S/he can have individual students read.. Emphasis is made on the concepts of necessity and obligation expressed by these modals. - The modal “<i>don't have to</i>” is also discussed in terms of its meaning as “<i>don't need to</i>” or to indicate that something is not necessary. - Students work on the practice (Exercise 3). Students answer the question using both the modal and the main verb in the question. The teacher reads the information about the uses of <i>wish</i> and leads the students to notice the difference in tense and meaning between the two forms of <i>wish</i>. The difference is made clearer while working with the two exercises that follow the chart. 		
<p>Post-activity</p>	<p>YOUR TURN</p> <ul style="list-style-type: none"> - Students read the situations in each sentence and uses that information to produce a sentence with, <i>must</i>, <i>should</i> and <i>have to</i>. - The teacher supervises students' work since students might need help producing the sentence with the corresponding modal. - Teacher's help also has to be oriented not only at the use of the modal, but also at the student's justification required in each situation. 	
<p>Tips/Further activities</p>	<ul style="list-style-type: none"> -Notice that Exercise 3 (Practice) gives the modal to be used after the question. Yet, students have to add a verb of their own to complete the verbal phrase. Watch out for the verbs that the students are adding so that they produce a correct sentence. -While working on Exercise 4 (Your turn), notice that the students have to produce another sentence based on both the modal given and information from the lead sentence. Encourage students to say why they must (1) wear an umbrella, (2) wear a jacket, (3) and come to the Lankester Garden. 	

TEACHER'S GUIDE

UNIT 7 SCAN IT

<p>Pre-activity</p>	<p>Schema Building:</p> <ul style="list-style-type: none"> - Activate students' prior knowledge by asking them the meaning of these abbreviations for some environmental institutions in the country. Write them on the board. (Spanish is accepted.) - MINAE: Ministerio del Ambiente y Energía - INBIO: Instituto de Biodiversidad - MÍRENEM: Ministerio de Energía y Minas - COVIRENAS: Comités de Vigilancia de los Recursos Naturales - FPN. Fundación Parques Nacionales - SINAC: Sistema Nacional de Áreas de Conservación - ECODES: Estrategia de Conservación para el Desarrollo Sostenible <p>PRE-READING Divide the class into groups. See which group answers the most questions.</p>	
<p>Activity</p>	<p>Grouping Pair work</p>	<p>Setup: Students sit in pairs. The teacher walks around the class to help them with any unknown words.</p> <p>WHILE READING</p> <ul style="list-style-type: none"> - Students read one time first. - Students read the second time and do the YES – NO exercise. - When these two tasks are completed, ask individual students to answer the questions. - If an answer is wrong, have the student go to the corresponding paragraph in order to check the answer again.
<p>Post-activity</p>	<ul style="list-style-type: none"> -Ask students to read Chief Seattle's bibliography. -Answer any questions concerning both vocabulary and pronunciation. -Divide the class into groups and assign each group a quote. Ask the students in the group to discuss the quote refer to its connection to today's concern for the care and protection of the environment. 	
<p>Tips/Further activities</p>	<ul style="list-style-type: none"> -The students can explain the abbreviations in the Schema Building Exercise in Spanish. Yet, they are welcome to use English while saying the names of the institutions. You might want to help them with the translation when they finish and write it on the board. Have them say the abbreviations in English, for example, "MINAE stands for ..." -As an extra activity to the discussion of the quotes by Chief Seattle, the teacher can have the students use different search engines on the Internet to find more information on Chief Seattle's life. -The teacher can also bring or ask students to bring pictures of the City of Seattle or/and a o the United States to show them where this city is located. 	

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UNIT 7

TYPE IT UP

Pre-activity	<p>Schema Building: Prepare students for the writing exercise. Write this sentence statement on the board: Air pollution is a big problem, yet air pollution is necessary for our country to grow.</p> <p>PRE-WRITING</p> <ul style="list-style-type: none"> - Have the students work in pairs to discuss the three questions in the Pre-writing exercise. - Notice that questions 2 and 3 seeks for information about an environmental institution in their communities, so class participation in answering the questions must be done in order to elicit more information about the activities of these institution(s). - Ask as many students as possible about their participation in activities to protect the environment. 	
Activity	<p>Grouping Individual work</p>	<p>Setup: Students begin work on their compositions.</p>
	<ul style="list-style-type: none"> - Help students write the topic sentence, supporting sentences and concluding sentence. - If necessary help the students identify the problem and state in sentence form as the introduction to their composition. - Let the students know that in this particular composition, the supporting sentences include the facts and details about the problem. Encourage them to make up a list in which both facts and details are mentioned in separate form. - Then help them find a connection between each fact and detail, for example: FACT: "Every day one-hundred thousand cars enter the city of San José. DETAIL: Movement in San José streets and avenues hardly stops. Even at night, one can easily get stuck in traffic and take longer to get to our destination. - Notice that the solution to the problem that the student have stated in their composition in not the concluding sentence. Help students write a concluding statement that (1) summarizes the whole composition or (2) makes a prediction. - Help students write to think a brief, meaningful title 	
Post-activity	<ul style="list-style-type: none"> - Ask some of the students to talk individually in front of the class about the problems that they discussed in their composition and the solutions that they have proposed to solve these problems. - Encourage the other students to ask related questions. 	
Tips/Further activities	<p>The students are going to write a problem/solution composition in which the content and organization of ideas are crucial. To this end, they must first write down facts and details Do not worry about grammar, spelling and punctuation at the beginning of their written work. Once the students have provided the corresponding format for problem-solution, give them your own feedback on these three areas. You can also have the students themselves provide feedback through peer work.</p>	