

TEACHER'S GUIDE
UNIT 9
LOGGING ON

Pre-activity	<p>Schema Building: -Ask students if they know about any pollution problems in their neighborhoods. - Ask them to briefly explain. -Write on the board the word "pollution" and ask students to brainstorm words that may be related with this topic. -Ask students to raise their hands to tell the class if they had read or watched on T.V. about pollution problems in Costa Rica or in other parts of the world.</p>	
Activity	<p>Grouping: -Pairs</p>	<p>Setup: Two students work at each computer terminal.</p>
	<p>VOCABULARY -Make students acquainted with the goals of the unit. -Ask students to work according to the following sequence: Vocabulary section first; then warm-up and finally Your Turn.</p> <p><u>Vocabulary (Exercise 2)</u> -Ask students to read each of the sentences and phrases carefully before doing the exercise. -Students read the sentences and then click on the phrase that best defines the underlined word or words in each case. -Help the students with any meaning or pronunciation problems they might have.</p> <p><u>Warm up (Exercise 3)</u> -Ask students about the meanings of the words in the box in the Warm-up exercise by asking questions, for instance: What cities in Costa Rica don't have potable water? ,or What is the worst contamination problem we have in Costa Rica? -Ask students to read the paragraph prior to filling the blanks so that they have an idea of the contents.</p>	
Post-activity	<p>YOUR TURN</p> <ul style="list-style-type: none"> - In this section, students have an opportunity to interact in a conversation with the teacher and other fellow students while they talk about the water supply and garbage collection in their own communities. - With partners have the students take turns asking and answering the five questions. - Check the exercise with the class as a whole. 	
Tips/Further activities	<p>-Have the students draw pictures about the pollution problems in their communities. Students then sit in pairs or triads and describe their pictures to each other. Example: Garbage is the worst problem in my neighborhood. -Encourage students to ask questions about their partners' pictures.</p>	

TEACHER'S GUIDE
UNIT 9
TURN IT UP

Pre-activity	<p>Schema Building</p> <ul style="list-style-type: none"> - The teacher brings pictures of polluted and crowded cities as for example: Mexico D.F or even San José. Then, he or she asks questions related to the pictures. Example: What is the problem in this city? How can smog affect our health? Etc. - Pre-listening (Activity 1) - Students answer the five questions in the exercise. - Try to encourage as many students as possible to answer the questions and to give their opinions about the topic. 	
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 cars as pollutants. - Students must listen two times before answering the four questions below. - The teacher may have to answer questions concerning vocabulary words they might not understand. - Once the students have listened the second time, they write the answers to the questions in the space provided. - When 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. Example: What other solutions can you think of for the smog and traffic jams in cities? 	
Post-activity	<p>Post-Listening</p> <ul style="list-style-type: none"> - First, have the students listen to the selection about cars as pollutants again. - Ask students to drag the words in the word box to the corresponding blank spaces. - If the words come back to the word box, it means the answer is not correct. 	
Tips/Further activities	<ul style="list-style-type: none"> -In Exercise 4, students practice the pronunciation of noun +noun combinations. -Have them repeat after you the eight words provided in the exercise. -Bring the students attention to where the stress is strongest in these words. -The students can be asked to produce sentences, in oral or written form, using the word in the exercise. 	

TEACHER'S GUIDE
UNIT 9
SYSTEM TOOLS

Pre-activity	<p>Schema Building: Exercise 1 (Warm up)</p> <ul style="list-style-type: none"> - The teacher asks the students the 3 conditional questions several times. - At this time, the teacher does not provide corrective feedback. The students are expected to answer the questions, even though they might not notice a different type of question. 	
Activity	<p>Grouping Class work</p>	<p>Setup: The teacher prepares students for the “rules” by calling their attention to the conditional questions first. The class reads the chart on if clauses in the conditional past perfect. At this time, the teacher points to the fact that the past conditional refers to an action that didn’t take place in the past.</p>
	<p>RULES</p> <ul style="list-style-type: none"> - The teacher writes on the board the two parts of the past conditional: The if clause and the result clause. Example: If-clause: If I had known that you were in town Result clause: I would have invited you to my birthday party. - The teacher shows with this example or other that the if clause can be placed in either initial or final position in the question. - Also, point to the students that if the if clause is placed at the beginning of the question it needs a comma. - The students do exercise 2.1(Practice) based on the rules. - If a student’s answer is not correct, have him or her read the rules again and clarify any questions they might have. 	
Post-activity	<p>YOUR TURN</p> <ul style="list-style-type: none"> - Ask students to work in pairs to do exercise 3 so that they can take turns asking each other for solutions to the problem of garbage and pollution in their neighborhoods. - Once the students have discussed their solutions, they report them back to the rest of the class. 	
Tips/Further activities	<ul style="list-style-type: none"> -In Exercise 2.2 (Practice), the students have to practice reported speech. Before doing this exercise, have the students read the chart individually or in pairs. -It is important to point out the difference in tense when using reported forms. -The teacher might read the examples on the chart or have the students read them aloud so that they notice the tense shift. -Students do exercise 2.2(Practice) based on the chart. -The teacher walks around to offer help when needed. 	

TEACHER'S GUIDE

**UNIT 9
SCAN IT**

Pre-activity	<p>Schema Building:</p> <ul style="list-style-type: none"> - Activate students' prior knowledge by asking them about the population in Costa Rica. Example: What do you know about the changes in the population growth in Costa Rica? How many people lived in Costa Rica 20 years ago? - Ask students to brainstorm ideas about how the growing population affects the environment. - Write their ideas on the board. <p>PRE-READING</p> <ul style="list-style-type: none"> -Have the students discuss the five questions in the pre-reading exercise with their partners. -Then the teacher asks the class the questions and calls on individual students to answer. 	
Activity	<p>Grouping Pair work</p>	<p>Setup: Students sit in pairs on each terminal in order to read the selection.</p>
	<p>WHILE READING</p> <ul style="list-style-type: none"> - Students read one time first ,and ask the teacher questions about any unknown word . - Take advantage of the students questions to give feedback to the whole class about the meaning of words. - Ask the students to read the selection once again and then answer the True and False exercise that follows the reading. - When the task is completed, students check answers with the teacher. 	
Post-activity	<ul style="list-style-type: none"> -The questions in exercise 3 give the students the opportunity to further discuss solutions to other environmental problems in Costa Rica and the world. --Divide the class into groups of 3 and ask the students to take turns to answer the 2 questions. Then ask them to choose a member of the group to report their ideas to the class. 	
Tips/Further activities	<ul style="list-style-type: none"> -In the True and False activity the teacher can ask the students to rewrite the false sentences to make them true. -As an additional activity, ask the students to create a perfect country. Ask the students to work in pairs or small groups. The students describe how the people in this country take care of the environment and what they do with the garbage. Ask the students to be creative. 	

TEACHER'S GUIDE

UNIT 9

TYPE IT UP

Pre-activity	<p>Schema Building: Prepare students for the writing exercise by asking the students how they dispose of garbage in their houses.</p> <p>-Ask different people in the class and try to elicit different answers.</p> <p>PRE-WRITING</p> <ul style="list-style-type: none"> - The questions in the Pre-writing section(Exercise 1) aim to elicit information on how their schools disposes of garbage. Also, the students can describe experiences they might have had in campaigns to clean the environment. - Ask as many students as possible in order to promote plenty of oral participation in class. 	
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 once they have asked an adult about the topic of population growth in Costa Rica. - Explain the students that the objective of the paragraph is to express the opinions of the person they interviewed. - Remind the students that the topic sentence introduces the paragraph and summarizes the content of it. - Ask students to make a list of the supporting ideas(examples, details, and others that the interviewee mentioned to support his or her opinion). - Check the sentences for grammar and clarity. - Work with the students on the concluding sentence. Remind them that this sentence re-states the topic sentence.
Post-activity	<ul style="list-style-type: none"> - Ask the students to sit in pairs and read the paragraph in exercise 3. - Ask students to think of a plan or project to make people in the country aware of the damage caused to the environment when garbage is not disposed of properly. - Once the students have thought of a plan, they take turns to report their ideas to the rest of the class. 	
Tips/Further activities	<p>-Ask the students to read in groups of 4 the paragraphs they wrote in exercise 2. Encourage them to ask questions and make comparisons between the different opinions and solutions the people they interviewed had.</p> <p>_ After the students have finished discussing their plans in exercise 3, ask them to work in small groups and write a poster. The poster should include the most important ideas they discussed in their plans. The students can use colors and pictures to create their posters. They can display their work in the class or around the school.</p>	

TEACHER'S GUIDE
UNIT 9
LOGGING OFF

Pre-activity	<p>Schema Building:</p> <ul style="list-style-type: none"> -Sit students in groups of four. -Ask students to talk about different ways of garbage disposal. -Ask students to make a list of the main characteristics of each method. -Tell the students to also list the differences they find between each method. 	
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.
	<ul style="list-style-type: none"> - The teacher explains students that they are going to prepare a project about three ways of garbage disposal. -The project should contain the following information: <ol style="list-style-type: none"> 1. Name of the project (ways of garbage disposal) 2. Characteristics of each way of garbage disposal. 3. Differences between the three ways of garbage disposal. -The teacher should revise each project before the students present it to the class. -After each presentation, the teacher asks questions and invites the rest of the class to ask their own questions. 	
Post-activity	<p>SURF THE NET</p> <ul style="list-style-type: none"> - Give students the following website: http://www.encarta.msn.com/encyclopedia/76569634/Solid_Waste_Disposal.html -Ask students to find information about the three most common methods of waste disposal, their characteristics and differences. <ol style="list-style-type: none"> 1.landfills 2.incinerators 3.composting -Once the students have found this information, have them sit in a circle and present their findings to the rest of the class. 	
Tips/Further activities	<p>Recommendations:</p> <ul style="list-style-type: none"> - Advise students to work as a team when they are working in the project. The teacher should make sure that each member of the group is developing his or her role. - Once the students have analyzed the methods of waste disposal, encourage them to choose the one they think is the best one and to justify their choice. 	

TEACHER'S GUIDE

UNIT 9

PAIR WORK ACTIVITY AND CULTURE NOTE

Pre-activity	Schema Building: Trigger students' background knowledge by asking them to list the advantages and disadvantages that a landfill can have for a community and the environment.	
Activity	Grouping *Pair work	Setup: Get students in pairs to play the role of the people described in the two situations. .
	<p>CULTURE NOTE</p> <ul style="list-style-type: none"> -Students work in pairs and read the culture note with information about the “irreplaceable space” in the Costa Rica Institute of Technology (TEC) in Cartago. -Have the students discuss the culture note as a way to expand what they have learned in the unit. -When the pair work is finished, the teacher asks the whole class to contribute with their opinions about the information they read. 	
Post-activity	<p>Pair activity (role play 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 the opening of a landfill in a community.</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 stand. 	
Tips/Further activities	<p>Tips for the teacher.</p> <ul style="list-style-type: none"> - Monitor around the groups. The teacher can facilitate the students' discussions by helping them out. - Monitor around to make sure students are using the English language, not their native language. - In the Culture Note, the teacher can ask the students to think of other important initiatives to preserve the environment like the one in the TEC. -This activity will give the students an extra opportunity for oral production. 	