



**TEACHER'S GUIDE**  
**GRADE 4- UNIT 6**  
**VOCABULARY AND WARM UP**

Pre-activity

Schema Building:

- The teacher activates the students background knowledge by telling students to brainstorm the names the different places around Costa Rica (landmarks): park, museum, etc
- The teacher asks questions about the different places to visit. For example: *Is there a museum in San José? / Are there parks in San Jose? Students respond: Yes, there is. or Yes, there are. Or No, there isn't. / No, there aren't.*

Activity


Grouping:

-Individual work

Setup: Students repeat the questions and the answers. Students brainstorm different places to visit around Costa Rica: malls, shops, mountains, beaches, library, hotel, etc.

**VOCABULARY**

- Make students acquainted with the goals of the unit.
- Have students practice the vocabulary section: **ACTIVITIES IN YOUR COMMUNITY**

Students click on the  to start again or  to continue

Section 1

- Students click on the different places. They listen and repeat. For example: Students click on PARK. The, they click on the sentence "There's a park in Tibas". Students look at the picture and repeat the word and the sentence.

Section 2

Students listen to the questions and short answers about places around Costa Rica. For example: Is Alajuela big? Yes, it is. Is there a church in Alajuela? Yes, there is.

WARM-UP

- Students look at the different categories: San Jose, Cartago, Guanacaste, Puntarenas
- Students drag the description of the places to the provinces. Example: There's a famous park called Manuel Antonio. (students drag this to Puntarenas.

Drag the different places to the community mentioned.  
The different provinces are:

San Jose

Cartago

Guanacaste

Puntarenas



There's a famous national park called Manuel Antonio.

There's a famous church.

There are volcanoes.

There's a zoo called Afica Mia.

There are mountains.

There are malls.

There's park called "La Sabana".

There are beaches.

Post-activity

**Students click on the PLAY button. Students view the different landmarks around Costa Rica in the video.**

Tips/Further activities

Students answer questions about places in their community by using YES, THERE IS, NO THERE ISN'T, YES THERE ARE, NO THERE AREN'T.  
Example:

Is there a park in your community? \_\_\_\_\_

Is there a hotel in your community? \_\_\_\_\_





Is there a bookstore in your community? \_\_\_\_\_

Is there a mall in your community? \_\_\_\_\_

Is there an airport in your community? \_\_\_\_\_

## TEACHER'S GUIDE GRADE 4 - UNIT 6 LISTEN



<p>Pre-listen</p>	<p>Schema Building: <b>CYBERLAB KID PLATFORM</b></p> <ul style="list-style-type: none"> <li>- Activate background knowledge by having students say sentences of places around Costa Rica. The teacher writes the following example on the board. In Puntarenas, people like to visit the beaches.</li> </ul> <p>Students listen to four conversations related to landmarks in different places.  <b>Example: A: Are there beaches in Liberia? B: Yes, there are. People like to visit Playa Panama and Playa del Coco. / A: Are there rivers in Turrialba? B: Yes, there are. People like to visit the Pacuare and Reventazón Rivers. / A: Is there a church in Nicoya? B: Yes, there is. People like to visit the San Blas Church. / A: Is there a national park in Limón? B: Yes, there is. People like to visit the Tortuguero National Park.</b></p>	
<p>Listen</p>	<p>Grouping</p> <ul style="list-style-type: none"> <li>- Individual work</li> </ul>	<p>Setup:</p> <p>Each student should have a headphone. Students listen to the sentences of the things people like to do in the different places.</p> <p>While-listening</p> <ul style="list-style-type: none"> <li>- Students listen to the conversations about places around Costa Rica. Students listen the first time.</li> <li>- Students a second time. When students listen a second time, the script of the conversation appears. Students listen and read simultaneously.</li> <li>- Students order the steps of the recipes. Students can click on the refresh button  if they want to listen again. Now students click on the ABC button  to test their understanding of the conversation.</li> <li>- Students choose the right answer for conversation 1. Example: Is San Ramon big? A) Yes, it is. <u>B) No, it isn't.</u></li> <li>- Students click on the yellow arrow key to listen to Conversation 2. Then students click on the ABC button  to test their understanding of the conversation. Example: Is Cartago big? A) Yes, it is. <u>B) No, it isn't.</u></li> </ul>
<p>Post-listen</p>	<p>Students click on the pink ABC button  to practice more. Students choose the right answer.</p> <p>Example:</p> <ol style="list-style-type: none"> <li>1. Are there any movie theatres in San Jose? <u>A) Yes, there are.</u> B. No, there aren't.</li> <li>2. Are there any beaches in San Jose? A) Yes, there are. <u>B. No, there aren't.</u></li> </ol>	
<p>Tips/Further activities</p>	<p>Tips for the teacher.</p> <p>Students write sentences about different landmarks in their communities.  <b>Example: There isn't a movie theatre in Palmares. / There are churches in San Jose.</b></p>	



## TEACHER'S GUIDE GRADE 4 - UNIT 6 LANGUAGE STUDY



### Pre-activity

### Schema Building: CYBERLAB KIDS PLATFORM

- The teacher writes dates on the board the following questions and statements:  
Are there malls in San Jose? Is there an airport in Costa Rica? Yes, there are. Yes, there is. / or statements like: People like to visit parks in San Jose. / Liberia is hot. Cartago is cool.
- Students listen and repeat.


### Activity

#### Grouping Pair work

#### Setup:

Students look at the language study chart. Students study the charts about the use of there is and there are (Is there a park in Alajuela? Yes, there is), about statements with "like to" (People like to go to the beach), and about descriptions of places (Cartago is cool).

STUDENTS READ THE VALUES AND ATTITUDES OF THE UNIT. Students can

go forward or backwards by clicking the NEXT  or BACK

 buttons.

STUDENTS CLICK ON THE ABC BUTTONS  TO PRACTICE MORE.

Activity 1. Students read the questions and answer with YES, THERE IS or YES THERE ARE.

Example: Is there a church in San Jose? Yes, there is.

1. Are there hotels in Costa Rica? \_\_\_\_\_.
2. Are there malls in Costa Rica? \_\_\_\_\_.
3. Is there a museum in Costa Rica? \_\_\_\_\_.
4. Are there parks in Costa Rica? \_\_\_\_\_.

Activity 2. Students read the questions and answer with NO, THERE ISN'T or

NO, THERE AREN'T. Example: Is there an airport in San Jose? No, there isn't.

1. Is there a movie theatre in Tibas? \_\_\_\_\_.
2. Are there airports in Cartago? \_\_\_\_\_.
3. Is there a park in Monteverde? \_\_\_\_\_.
4. Are there malls in Tibas? \_\_\_\_\_.

### Post-activity

**-Students complete the spaces with words from the word bank.**

\_\_\_\_\_ are many places to visit in Costa Rica. There \_\_\_\_\_ hotels and restaurants around Costa Rica. People \_\_\_\_\_ to visit the parks and the beaches. People like to \_\_\_\_\_ Mall San Pedro and TerraMall. People like to go to Cartago, too. There \_\_\_\_\_ a church in Cartago. Cartago is a \_\_\_\_\_ place.

<b>visit</b>	<b>cool</b>	<b>is</b>
<b>are</b>	<b>there</b>	<b>like</b>

### Tips/Further activities

#### EXTRA ACTIVITY.

Students go to the following website: [http://www.costaricaphotos.com/v/Buildings\\_Landmarks/](http://www.costaricaphotos.com/v/Buildings_Landmarks/)  
Students look at the pictures. Students ask questions related to the landmarks in the students' communities or neighborhoods. Example: Are there clubs in your community? Is there a cemetery in your community?



TEACHER'S GUIDE  
GRADE 4 – UNIT 6  
READ

Pre-read

Schema Building: (For the students )

-The teacher divides the class in two groups. The teacher gives two sets of slips of paper to each group. One set contains descriptions of activities people like to do. Example:

**People like to go to malls.**

The other set contains names of places. Example:  
CARTAGO, PALMARES, ETC.

Each team reads the paper of the activity people like to do, and the other team chooses the place, and vice versa. The team that gets more right answers is the winner.

CYBERLAB KIDS PLATFORM

Students do the pre-activity. Students drag the description of the place to the appropriate box.

PLACE	WHAT DO PEOPLE LIKE TO DO?
CARTAGO	<input type="text"/>
SAN JOSE	<input type="text"/>
PALMARES	<input type="text"/>
PUNTARENAS	<input type="text"/>

**PRE-READ**

What do people do in the different places?  
Drag the information in the appropriate box.

- People like to visit the different malls.
- People like to visit the different beaches.
- People like to go to the fair and watch "the tope".
- People like to participate in a procession.

Read

Grouping  
Individual  
work

Setup:

- The teacher writes a question with the answer and gives other examples about answering questions about the activities people do in different places.

- Students read information about places to visit around Costa Rica.

Then, students click on the ABC  button to test their understanding of the reading.

**RECOMMENDATION FOR READING:**

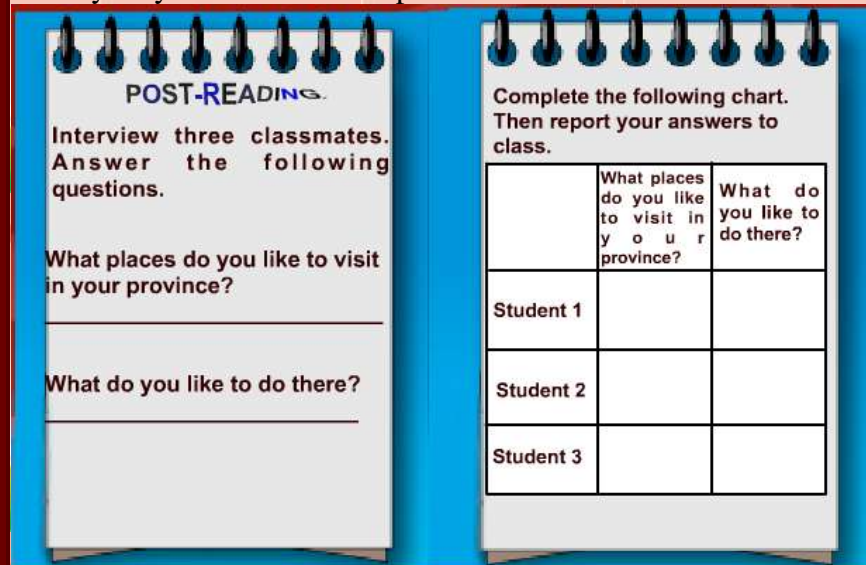
- Students read the reading selection once.
- Students read *a second time*.
- Students do a multiple choice about the reading selection.
- Students check the answers with a classmate.

**Example of the multiple choice:**

1. In Cartago, people like to visit \_\_\_\_\_
- a. the park
  - b. the church
  - c. the hotels

Post-read

Students answer two questions about a place they like to visit and the activity they like to do in that place:



**POST-READING.**

Interview three classmates. Answer the following questions.

What places do you like to visit in your province?

What do you like to do there?

Complete the following chart. Then report your answers to class.

	What places do you like to visit in your province?	What do you like to do there?
Student 1		
Student 2		
Student 3		

**The teacher checks the answers with the students.**

Tips/Further activities

**Tips for the teacher.**

- Monitor students as they read. (Students can listen, read and repeat to practice pronunciation)



**TEACHER'S GUIDE**  
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**WRITE**



Pre-write

Schema Building: CYBERLAB KIDS PLATFORM

- Students do a survey among their classmates.

**Pre-writing.**

Ask your partner about places in San Jose. For example: Is there a park in San Jose? What do people do at the park? What is the name of a park in San Jose?

Is there...? Are there...?	What do people do at the .....?	What is the name of the .....?
Park in San José		
Hotels in San Jose		
Church in San José		

- Students ask oral questions: *Is there a park in San Jose? What do people like to do at the park?*

Write

Grouping  
Individual work

Setup:

Students read their answers and listen to their classmates' answers regarding the 'survey on places to visit.'

-With the help of the information in the survey, students write about the different places to visit and what people like to do there. **Example:**  
*There's a park in San José. People like to read at the park. The most popular park is Parque Central.....*

*-Students read their partners paragraphs. They have to do the following:*

1. Sit with a partner
2. Exchange papers
3. Read the information
4. Check spelling and punctuation

Post-write

Students click on the different places of the community and practice the names. As they click on the pictures, the names appear on the lines on the right side.

**POST WRITE.**

Click on the different places of the community and practice the names.



**2. Bookstore.**

\_\_\_\_\_

**3. Hospital.**

\_\_\_\_\_

**1. Hotel.**

Tips/Further activities

- Supplementary activity:
- Monitor students in the three phases: pre / while / post
  - Check students spelling
  - Check structure of sentences in the paragraphs.

**TEACHER'S GUIDE  
GRADE 4 - UNIT 6  
PROJECT AND SURF THE WEB**



Pre-activity

**Schema Building: Students read the objectives of the team project**

1. To investigate the different landmarks in my community.
2. To describe the different landmarks in my community with a "maqueta".

**GROUP FORMATION**

Grouping  
Pair work

Setup:  
The teacher forms the groups.

Roles	Job Description	Student's Name
Student 1 Leader	Sees that everybody uses English Sees that everybody participates Presents the product	
Student 2 Secretary	Writes information about project	
Student 3 Designer	Designs layout and adds artwork	
Student 4 Assistant	Helps secretary and designer with their work	



**STEPS FOR  
THE TEAM  
PROJECT**

**STEP 1.** Investigate the different landmarks in the community: park, church, stores, mall, cyber café, pharmacy, supermarket, movie theatre (cinema), museum, bank, school, university, etc.

**STEP 2.** Distribute the different communities:

- Tibas, Palmares, Cartago, Moravia, San Pedro, Curridabat, Tres Rios
- Other (students can choose a specific community)

**STEP 3.** Students locate a specific area in the community and create a “maqueta”.

- Students collect recycled materials and make house / small buildings that represent the different places.
- Students place the buildings in a piece of cardboard.

**STEP 4.** Students describe the different places. To do this, students write sentences like the following: *“There is a park in Tibas. People like to sit and read the newspaper in the park. There’s a supermarket in Tibas. There are two cyber cafes in Tibas, etc.*

- As students describe the places, they show the landmarks in the “maqueta”.

**SURF THE  
WEB**

Students go to the following website:

1. Go to the following website:

<http://www.1costaricalink.com/sanjose.htm>

2. Students follow instructions to discover the website