

# Lesson Plans World View 1A & 1B

**KATHLEEN MARGARET JOHNSON SCHOLL**

**Red Tercer Milenio**

## LESSON PLANS WORLD VIEW 1A & 1B

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RED TERCER MILENIO



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## World View: Book 1A, Unit 1

### (166-198 m)

#### Slide 2: Objectives (3 m)

1. Write the objectives on the board.
2. Introduce yourself to the group by saying: "Hi. My name is \_\_\_\_." Then introduce yourself to one student and shake his/her hand. If the student responds, fine, but if not don't worry. Continue introducing yourself to all the students individually. Sometimes say "Hi. My name is \_\_\_\_." And other times say: "Hello. I'm \_\_\_\_."

#### Slide 3: Warm up Activity (17-20 m)

1. Tell students to look at the slide. Ask what the people are doing. (Students can answer whatever they are able to say: saying hi, shaking hands, greeting, etc.)
2. Click once to see the first greeting. Say the expression and have students repeat it 3-4 times until they can say it.
3. Click again to see the second greeting. Say the expression and have students repeat it 3-4 times until they can say it.
4. Now, greet some of the students and have them respond to you. Next, have them greet you and you respond.
5. Now, have them work in groups of 3-4 and to greet and respond to each other.
6. Click to see the next expression. Say the expression and have students repeat it 3-4 times until they can say it.
7. Click to see the last expression. Say the expression and have students repeat it 3-4 times until they can say it.
8. Now, greet some of the students and have them respond to you; use the whole dialog. Next, have them greet you and you respond using the complete dialog.
9. Tell students to stand up and to meet and greet as many classmates as possible.

#### Slides 4-6: Vocabulary (7 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time. Write the word on the board.
2. **Meaning:** Use the picture to explain the word and give further explanation if they don't understand.
3. **Usage:** Give an "example," and elicit a complete answer using the new word, to the question provided below.

Word	Usage (teacher)	Usage (student)
<b>hello</b>	I say <b>hello</b> when I arrive to my house. When do you say <b>hello</b> ?	I say <b>hello</b> when I arrive...
<b>goodbye</b>	I say <b>goodbye</b> to my students at the end of class. When do you say <b>goodbye</b> to your family?	I say <b>goodbye</b> when I...
<b>business card</b>	My <b>business card</b> has my name and office phone number. What color is the <b>business card</b> in the slide?	The <b>business card</b> is...

4. Tell students to open their books to page 2. Tell them to look at the pictures and identify what the people are doing/saying in exercise 1.

#### Slide 7: Listening (7 m)

1. (Show slide 7.) You will hear 3 conversations. Match the number of the conversation (1, 2 or 3) with the pictures.
2. Now, compare your answers with a classmate.
3. (Click to show students the correct answers.)

#### Slide 8: Listening (7 m)

1. (Show slide 8.) Open your books to page 2, exercise 4. Listen to the conversation and fill in the missing information that you hear from the audio. (Play the audio once. Play the audio a second time if necessary.)
2. Now, compare your answers with a classmate. (Click to show students the correct answers.)

**Slide 9: Pronunciation (5 m)**

1. Have students listen to the sentences and notice the rhythm.
2. Have them listen again and repeat after the audio.

**Slide 10: Pronunciation/Speaking (7-10 m)**

3. Tell students to practice the dialog with a partner and to use their own names.
4. Then, have them do it again switching roles.
5. Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.

**Slide 11: Speaking (7-10 m)**

1. Work in pairs. (Make sure they work with someone different from last time). You are going to use the expressions on the slide to invent their own conversation. Practice the dialog various times switching roles. (Mimic "switching" so they understand.)
2. Now, some students come to the front and do your dialog. (For weak students, leave the slide visible; for strong students, change the slide so they can't see it. Accept any logical conversation.)

**Slide 12: Listening (30-40 m)**

1. Have students repeat the alphabet after the CD. If this is too hard for students, the teacher should say each of the letters 3-4 times and have students repeat after them.
2. Have students read the letters in order, as a group. Correct any pronunciation mistakes.
3. Point to or write individual letters on the board and ask students to say the letter chorally; then do the same thing individually.
4. Teacher spells a few words and students write them in their notebooks. For example: alphabet, grammar, listening, company, listen, conversation, etc. (any word that you can see in the first few pages of the book).
5. Teacher spells some names and different students go to the board and write what they hear. For example: Dwayne, Johnson, Lipsky, Trevor, Ellen, Billings, Walker, Phillips, Jennifer, Kenneth, Christopher, etc.
6. Students work in 2 teams and make a list of 5-7 words per team. Then one team spells a word while the other team writes it on the board. One point is awarded for saying the spelling of the word correctly and one point is awarded for writing it on the board correctly.

**Slide 13: Listening (5 m)**

1. Listen to the audio and write the name and company name that you hear. (Play the audio twice if necessary.)
2. (Click to let them see the correct answer.)

**Slide 14: Speaking (7-10 m)**

1. Look at the dialog on the slide. You are going to spell your first and last names in pairs and write their partner's name.
2. (Have them change partners and do it again. You can repeat this 2-3 times if you want for additional practice.)

**Slide 15: Grammar focus (5 m)**

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation.
3. Point out certain patterns to students:
  - a. We use **am** for the subject **I**; we use **is** for the subject **he** or **she**.
  - b. For the subject **here and it**, we use **is**. The contraction for **here is**, is **here's**, the contraction for **it is** is **it's**.

**Slide 16: Repeat (5 m)**

1. Have students open their books to page 4 and have them do exercise 5.
2. Click on the slide to show students the answers.
3. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.

**Slide 17: Guided Practice (10-15 m)**

1. Have students open their books to page 4 and have them do exercise 6.
2. Click on the slide to show students the answers.
3. Have students practice the dialogs in pairs.

**Slide 18: Model Conversation (10 m)**

1. Have students practice the conversation in pairs.
2. Then, have them do it again substituting their own information; they can practice this various times switching roles.
3. Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.

**Slide 19: Writing/Speaking (10-15 m)**

1. Work in pairs. One will look at page 136 in the book, and the other will look at page 139. You will take turns dictating the names you have to your classmate. You can check your answers on pages 136 and 139.

**Slide 20: Speaking (10 m)**

**FP Activity: Role-Play-Greetings**

**Introduction:** Let's meet some people.

**Procedure:** Make a business card with your name and company name on it. (Make one on the board for yourself to show them what it should look like; invent a name and company.) Now, stand up and meet other people in the classroom. Try to follow the sequence on the slide.

**For example:** T: Hi, my name is Brian Taylor. (Shake student's hand.)

S3: I'm Francisco Olmos.

T: Nice to meet you.

S3: Nice to meet you, too.

T: Here's my card. I'm with the Coca-Cola Company.

S3: Thank you.

T: Well, see you later.

S3: Bye.

**Slides 21-22: Oral Practice (10 m)**

**FP Activity: Game-Names**

**Introduction:** Let's play a game.

**Procedure:** Look at the chart. Please copy it into your notebooks. Now, stand up and try to find a classmate who has the appropriate first name or last name. When you find a person, write his/her name in the space in your notebook. The first person to get 3 names in a row wins. Ask using the following conversation (click to show slide 22).

**For example:**

S3: Hello. I'm Juan García.

S7: Nice to meet you, Juan. My name is Carlos Ramos.

S3: Could you please spell your name?

S7: Sure. It's C-A-R-L-O-S R-A-M-O-S.

**Procedure:** Can we write Juan's name in any box? (No.) What about Carlos'? (Yes, his last name begins with an R.)

**Slide 23: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do exercises 4, 5, 6, and 7 in your workbook.





## World View: Book 1A, Unit 2

(164-176 m)

### Slide 2: Homework: (5 m)

### Slide 3: Objectives (3 m)

1. Write the objectives on the board.
2. What professions or occupations do you know? For example, do you know doctor, teacher?  
Write any occupations on the board that they say.

### Slide 4: Warm up activity (3 m)

1. Look at the professions/occupations on the slide. Are there some you don't know? Which ones? (Explain any they are unfamiliar with.)

### Slides 5-16: Vocabulary (10 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time. Write the word on the board.
2. **Meaning:** Use the picture to explain the word and give further explanation if they don't understand.
3. **Usage:** Give an "example," and elicit a complete answer using the new word, to the question provided below.

Word	Usage (teacher)	Usage (student)
<b>architect</b>	<b>Architects</b> design houses. What other things do <b>architects</b> design?	<b>Architects</b> design...
<b>businesswoman (businessman)</b>	Carlos Slim is a <b>businessman</b> . Tell me the name of another <b>businessman</b> or <b>businesswoman</b> .	XX is a <b>businessman /businesswoman</b> .
<b>engineer</b>	There are many <b>engineers</b> in Pemex. Tell me another company where there are <b>engineers</b> .	There are <b>engineers</b> in...
<b>musician</b>	Carlos Santana is a <b>musician</b> . Tell me the name of another <b>musician</b> .	XX is a <b>musician</b> .
<b>artist</b>	Diego Rivera was an <b>artist</b> . Tell the name of another <b>artist</b> .	XX is an <b>artist</b> .
<b>cashier</b>	The <b>cashier</b> in Soriana takes your money. Where can you see a <b>cashier</b> ?	You can see a <b>cashier</b> ...
<b>flight attendant</b>	The person that serves you a coke on Aeroméxico is a <b>flight attendant</b> . Where do <b>flight attendants</b> work?	<b>Flight attendants</b> work...
<b>teacher</b>	I am a <b>teacher</b> . Tell me the name of another <b>teacher</b> .	XX is a <b>teacher</b> .
<b>assistant</b>	In the office, an <b>assistant</b> answers the phone. Tell me another activity of an <b>assistant</b> .	An <b>assistant</b> ...
<b>doctor</b>	I visit the <b>doctor</b> when I'm sick (mimic). Where do <b>doctors</b> work?	<b>Doctors</b> work...
<b>graphic designer</b>	A <b>graphic designer</b> can design a logo. What other things can a <b>graphic designer</b> do?	A <b>graphic designer</b> can...
<b>waiter</b>	In a restaurant, a <b>waiter</b> serves you food. What other things does a <b>waiter</b> serve you?	A <b>waiter</b> serves you XX...

### Slide 17: Vocabulary Exercise (4 m)

1. Open your books to page 6 and do exercise 1 in pairs. (When they finish, click on the slide to show the answers.)

**Slides 18-19: Repeat/Complete (5 m)**

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the complete sentence with the correct form of the verb and article; do some chorally and some individually.

**Slide 20: Oral Practice (5-7 m)**

**SC Activity: Stimulus & Response-Occupations (5-7 m)**

**Introduction:** Let's practice with occupations.

**Procedure:** Look at the picture. Tell me about a person you know with these occupations; a friend, a family member, or a famous person.

**For example:**

S1: My brother is an engineer.

S3: Graciela is a teacher.

S5: Carlos Santana is a musician.

**Slide 21: Oral Practice (10 m)**

**FP Activity: Presentation-Occupations (10 m)**

**Introduction:** Let's talk about occupations of people you know.

**Procedure:** Tell me some professions you know. (Write them on the bb.) Work in groups of 3-4. Tell your classmates about the professions of 4 people you know; family members or friends. You can use the occupations on the board or the occupations from the book.

**For example:**

T: My brother is an engineer, my father is a doctor, my sister is a student and my friend Tere is a teacher.

**Slide 22: Vocabulary—Numbers 0-19 (15-20 m)**

1. Have students repeat after the CD.
2. Have students read the numbers in sequence as a group. Correct any pronunciation mistakes.
3. Point to or write individual numbers on the bb and ask students to say the number chorally; then do the same thing individually.
4. **SC Activity: Mental Math**

**Introduction:** Let's play a math game.

**Procedure:** Let's work in two teams. (Divide the group.) One person from each team come to the front. I write a math problem on the board and the first student to SAY the correct answer in English gets a point for his / her team. (Do this until each person has at least one opportunity to solve a problem.)

**For example:**

T: (Write on the board:)  $5+7$

S4: "eleven"

T: Sorry, incorrect.

S6: "twelve"

T: Correct. One point for team 2.

**Cues:**  $6+4$   $8-3$   $16\div4$   $18\div2$   $3\times4$   $19-11$   $3\times5$   $10\div2$   $7+9$   $5+11$   $17-4$   $12\div4$

Additional cues:

### 5. SC Activity: Numbers Game

**Introduction:** Let's play a game with numbers.

**Procedure:** (Make a paper ball with a piece of paper.) Everyone stand up. We are going to count by two's.

**For example:**

T: I say "two" (throw the ball to a student) and I throw the ball. The student who gets the ball says "four."

S4: "four"

T: Now, S4, throw the ball to someone (throws the ball) and that student says "six."

S5: "six"

Etc.

(You can do the same activity having students count one by one, by two's or by three's.)

### **Slide 23: Vocabulary Practice (15 m)**

1. Tell me a phone number. (Any number is fine. Write it on the board.) Now, imagine that you want to call Monterrey; what additional information is necessary? (An area code: 81 for Monterrey). And what if you call a company, what additional information is necessary? (An extension: for example Ext. 345).
2. You are going to hear 6 conversations. The people are going to mention some phone numbers or extensions and you need to write the phone number or extension you hear.
3. (Play the audio twice and have students write the answers in their books on page 7.)
4. (Call on students to read their answers. Write them on the board. If there is a mistake, circle it and ask students to correct it. If necessary, you can play the audio again. Click on the slide to show all the answers.)
5. I am going to say some numbers. Write the numbers I say in your notebooks. (When you have finished, have different students come to the board and write the numbers to check. Correct any mistakes by reading the phone number again. Numbers to dictate:)

55-8765-9003	5675-3458	222-346-9813
776-9583	212-637-0025	81-248-3872

6. Now, work in pairs and tell your classmate your phone number. Your classmate is going to write the number you say. Don't forget to include the area code.

### **Slide 24: Listening (10 m)**

1. What are some names for women? And for men? Look at the names on the name tags in your books on page 7. Which names are for women and which are for men? (Sonia, Christine, Michele, Regina and Tao are for women, Christopher, Mike, Kwang and Jiro are for men.)
2. Now, listen to the audio. There are 3 conversations and you need to connect the two people that are talking. (Let them check their answers.)
3. Listen again and this time write the occupation of the people speaking. (Then, let them check their answers.)

### **Slide 25: Grammar Focus (5 m)**

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation.
3. Point out certain patterns to students:
  - a. In singular an article is used and the profession is singular; the article **a** before consonant sounds and **an** before vowel sounds.
  - b. In plural, we don't use an article and the occupation is plural.
  - c. We use **is** for he & she, **am** for I and **are** for we, you & they.

### **Slide 26: Grammar Focus (3 m)**

1. Open your books to page 8 and do exercise 2 and 3. (When they finish click on the slide to show the answers.)

**Slides 27-28: Repeat/Complete/Oral Practice (15 m)**

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the complete sentence with the correct form of the verb and article; do some chorally and some individually.
3. **SC Activity: Guessing Game-Occupations/verb to be (10 m)**

**Introduction:** Let's play a guessing game with occupations.

**Procedure:** Think about a profession. Write the profession in your notebooks, but don't let your classmates see. Act out the profession you wrote and your classmates will guess.

**For example:** (The teacher pretends he/she is writing a report.)

S1: You're a graphic designer.

T: No.

S2: You're an engineer.

T: No.

S3: You're a businessman/woman.

T: Yes, I'm a businessman/woman.

**Slide 29-30: Oral Practice (10 m)**

**SC Activity: Stimulus & Response-Occupations (10 m)**

**Procedure:** (Divide the group into two teams.) You are going to see some parts of a picture. Each team can guess one time about the profession. If you guess wrong, the other team has an opportunity. (Click once for the first piece of the picture; let a student from one team guess. If s/he doesn't get it, let a student from team 2 guess. If s/he doesn't get it, click for another piece of the picture and let team one guess again. Etc.)

**For example:**

S1 from team 1: He's a doctor.

S1 from team 2: He's an engineer. (Click for second piece of the picture.)

S2 from team 1: They are graphic designers.

S2 from team 2: They are businessmen. Etc.

**Slide 31: Oral Practice (10 m)**

1. Have students open their books to page 8, exercise 4 and fill in the blanks. Then, show the slides for them to check their answers.
2. Next, have them work in pairs to practice the dialogs.
3. Have them close their books and change the slide, have them do one of the dialogs from memory.

**Slide 32: Pronunciation (5 m)**

1. Have students listen to the pronunciation of the contractions.
2. Have them listen again and repeat after the audio.

**Slide 33: Model Conversation (8 m)**

1. Have students practice the conversation in pairs.
2. Then, have them do it again substituting their own information; they can practice this various times switching roles.
3. Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as above.

**Slide 34: Speaking**

**FP Activity: Role-Play-Greetings, occupations (10 m)**

**Introduction:** Do you like parties? Can you meet people at parties?

**Procedure:** Imagine you are a famous person. Make a card with your name and occupation. Imagine you are at a party and you are meeting and introducing the other people at the party. Work in groups of 3-4.

**For example:** (See the slide for the example.)

**Slide 35: Oral Practice (10-15 m)**

**FP Activity: Role-Play-Greetings, occupations, numbers (10-15 m)**

**Introduction:** What is a conference? Can you meet people at a conference?

**Procedure:** Imagine you are at a conference. Make a business card like the one the slide. Use an imaginary name, profession, company and phone number. When you are ready, stand up and talk to the other people at the conference. Introduce yourself to the other people, tell them your occupation, company and phone number. Write down the names and numbers of the people you meet, so you can introduce them to the group later.

**For example: (See the slide for the example.)**

**Follow up:** (After students have talked to at least 3-4 classmates, you can have them sit down. Now, tell the group about one person you met at the conference.

**For example:** This is Jorge Martínez. He's a doctor at the Santa Lucía Hospital. His phone number is 55-5876-4382.

**Slide 36: Wrap up &Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 2, exercises 3, 4, 5 and 6 in your workbook.



## World View: Book 1A, Unit 3, Day 1 (132-145 m)

### Slide 2-3 Homework (5 m)

### Slide 4: Objectives (3 m)

1. Write the objectives on the board.

### Slide 5: Warm up activity (10 m)

1. What are some countries you know? Look at the slide. What countries can you see? (Mexico, the USA, Italy, Japan).
2. (Click once.) What things do you know about these countries? What do you know about the food, drinks, language, etc.?
3. (Click once.) Work in pairs or trios. Match the words on the slide with the correct country. (Check students' answers.)
4. Now, again in pairs or trios, add one thing to each country. For example, I can add tequila to Mexico. (Have students tell the group what words they added to each country.)

### Slides 6-7: Repeat/Complete: Countries (20 m)

1. **Repeat:** Have students repeat the countries after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the countries; do some chorally and some individually.
3. **SC Activity: Stimulus & Response-Countries (10 m)**

**Introduction:** Are vacations nice? What places can you go on vacation?

**Procedure:** Imagine you are on vacation. Choose a country from the slide and write it in your notebook. Don't let your classmates see. Now, stand up and find out where your classmates are on vacation. Try to find a classmate that is visiting the same country as you. Ask: (on bb) Are you in \_\_\_\_\_? After 3 tries you can ask: (on bb) Where are you?

**For example:** S1: Are you in France?

S2: No.

S1: Are you in Germany?

S2: No.

S1: Are you in Brazil?

S2: No.

S1: Where are you?

S2: I'm in Argentina.

### Slides 8-9: Repeat/Complete/Change: Nationalities (20-25 m)

1. **Repeat:** Have students repeat the nationalities after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the nationalities; do some chorally and some individually.
3. **Change: Countries to nationalities (8 m)**

**Introduction:** Let's practice the countries and nationalities.

**Procedure:** I say a country and you tell me the nationality.

**For example:** I say "France" and you say "French".

**Cues:**

Argentina	Australia	Brazil	Canada	China
England	France	Germany	India	Ireland
Italy	Japan	Korea	Mexico	Spain
Thailand	Turkey	The United States	Russia*	Colombia*

\*You can use these additional countries if your group is good.

4. **Change: Nationalities to countries (7 m)** Do the same drill as above, but this time you say the nationality and students say the country.



**Slide 10: Getting Started/Reading (10 m)**

1. Tell students to open their books to page 10 and to match the countries to the nationalities. Then, play the audio for them to check.
2. Tell students to work in pairs. One says a country and the other says the nationality.

**Slide 11: Reading: (10-12 m)**

1. Tell students to work in pairs. Tell them to read the quiz on page 11 and to circle the correct answer. (Give them a few minutes to do this.
2. Next, play the audio for them to check their answers.
3. Finally, click on the slide for them to see the answers.

**Slide 12: Grammar Focus (7-10 m)**

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation.
3. Point out certain patterns to students:
  - a. With a plural subject, we use ***aren't*** in negative; with a singular subject, we use ***isn't***.
  - b. For questions, the verb ***to be*** goes first.
  - c. For short answers in affirmative, we use the ***subject+verb to be in affirmative***. We **DON'T use contractions in affirmative** short answers.
  - d. For short answers in negative, we use the ***subject+verb to be in negative***. We can use contractions in negative.

**Slides 13-14: Grammar Practice (15 m)**

1. Have students open their books to page 12 and have them do exercise 2. Check their answers.
2. Have them do exercise 3 in pairs. When they finish, click on the slide to check their answers.

**Slides 15-20: Repeat/Complete (15 m)**

1. **Repeat (negative):** Have students repeat the negative sentences after you. Do each example first chorally and then individually.
2. **Complete (negative):** Have students say the complete sentence with the correct form of the verb; do some chorally and some individually.
3. **Repeat (interrogative):** Have students repeat the questions after you. Do each example first chorally and then individually.
4. **Complete (interrogative):** Have students say the complete question with the correct form of the verb; do some chorally and some individually.
5. **Repeat (short answers):** Have students repeat the questions and short answers after you. Do each example first chorally and then individually.
6. **Complete (short answers):** Have one student ask the question, and another answer.

**Slide 21: Model Conversation (10 m)**

1. Have students practice the conversation in pairs.
2. Then, have them do it again substituting their own information; they can practice this various times switching roles.
3. Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.

**Oral Practice (7-10 m)****1. SC Activity: Stimulus & Response-Nationalities****Introduction:** Do you know the nationalities of some people and things?**Procedure:** I say a person, or thing and you say the nationality.**For example:** I say: “samba” and you say: “Samba is Brazilian.”**Cues:**

pulque (Mexican)	David Beckham (English)	Champagne (French)
tapas (Spanish)	Maradona (Argentinian)	Taj mahal (Indian)
Amaretto (Italian)	hamburgers (American)	Ronaldinho (Brazilian)
whiskey (Irish)	Antonio Banderas (Spanish)	Colosseum (Italian)
sushi (Japanese)	Copacabana (Brazilian)	tango (Argentinian)
Tulum (Mexican)	empanadas (Argentinian)	Miguel Bosé (Spanish)
Jerez (Spanish)	The Great Wall (Chinese)	kangaroos (Australian)

**Slide 22: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 3, exercises 1 and 2 in your workbook.

## World View: Book 1A, Unit 3, Day 2 (131-141 m)

### Slide 24: Homework (5 m)

### Slide 25: Objectives (3 m)

1. Write the objectives on the board.

### Slide 26: Warm up Activity (15 m)

1. **SC Activity: Game-Nationalities, countries**

**Introduction:** Let's see what things or people you know from different countries. Let's play a game.

**Procedure:** Let's divide the group into two teams. Everyone stand up and form two lines in front of the board; team one on one side and team two on the other. Now, I will give you some information, for example "countries where English is spoken" (explain if necessary) and the first student in each line needs to write the name of a country where English is spoken. Your team can help you. When the first student finishes, he/she gives the marker to the next student and goes to the end of the line. The second student adds a country to the list and then gives the marker to the next student. Etc. The team with the most correct words at the end wins. (Once students seem to run out of things to add to a specific category, change the category; give them a different cue.)

**For example: (See the example on the slide.)**

T: Countries where English is spoken.

S1 from team 1: Writes "Canada" and passes the marker to next team member.

S1 from team 2: Writes "USA" and passes the marker to next team member.

S2 from team 1: Writes "England" and passes the marker to next team member.

S2 from team 2: Writes "India" and passes the marker to next team member.

Etc.

**Cues:**

- Famous people from Brazil / the USA / Spain.
- Countries where Spanish is spoken.
- Things that are Italian / French / German / Japanese.
- Famous actors/actresses and their nationalities.
- Famous sports stars and their nationalities.
- 
- 

### Slide 27: Oral Practice (25 m)

1. **SC Activity: Question & Answer-Nationality and short answers (10 m)**

**Introduction:** Let's ask and answers about nationalities.

**Procedure:** Look at the slide and choose a **new** nationality; you aren't Mexican anymore! Write your nationality in your notebook, but don't let your classmates see it. Ask your classmates questions to guess their nationalities. (You can do this with the whole class, or divide the class into two groups and have each group work together.)

**For example:**

S1: Are you French?      S2: No, I'm not.

S3: Are you German?    S2: No, I'm not.

S7: Are you Irish?      S2: No, I'm not.

S9: Are you Brazilian?   S2: Yes, I am.

2. **FP Activity: Presentation/Guessing Game-Countries, nat. & occupations (15 m)**

**Introduction:** Who are some famous people from different countries? (Make a list on the board and include some of the names listed below.)

Penélope Cruz	Pele	Gustavo Serrati	Brad Pitt
Bono	Angelina Jolie	Salma Hayek	Nicole Kidman

**Procedure:** Imagine you are a famous person. Tell your classmates where you are from, your nationality and occupation. The group will guess who you are.

**For example:** S1: I'm from Mexico. I'm Mexican. I'm a singer.

S4: Are you a man or a woman?

S1: I'm a man.

S2: Are you Carlos Santana?

S1: No, I'm not.

S8: Are you Luis Miguel?

S1: Yes, I am.

**Slide 28: Pronunciation (5 m)**

1. Have students listen to the pronunciation of the contractions.
2. Have them listen again and repeat after the audio.

**Oral Activity (15 m)**1. **SC Activity: Guessing Game-Nationalities, countries**

**Introduction:** Let's see if you can guess where some people and things are from.

**Procedure:** We are going to work in two teams. I say a person, place or thing and the first person on team 1 guesses the nationality or country. If you use the correct grammar in your answer, you get one point, if you guess the correct nationality or country, you get another point.

**For example:**

T: Mount Everest

S1 from team 1: Mount Everest is in China.

T: Okay, you get one point for correct grammar, but zero points for the correct country. Team 2 can you tell me the correct country?

S1 from team 2: Mount Everest is of India.

T: Okay, you get one point for correct country, but zero points for the correct grammar. What's the correct form?

Students: Mount Everest is in India.

**Cues:**

Curry (India/Indian)	Amy Winehouse (England/British)	Green Day (USA/American)
Volkswagen (Germany/German)	Eiffel Tower (France/French)	Lorena Ochoa (Mexico/Mexican)
Maria Sharapova (Russia/Russian)	Prosecco (Italy/Italian)	Hugh Jackman (Australia/Australian)
Big Ben (England/ British)	Crêpes (France/French)	Amazon River (Brazil/Brazilian)
Nelson Mandela (South Africa/South African)	Yao Ming (China/Chinese)	Cristina Saralegui (Cuba/Cuban)
Penelope Cruz (Spain/Spanish)	Hugo Chávez (Colombia/Colombian)	Alahambra (Spain/Spanish)
Patagonia (Argentina/Argentinian)	Bratwurst (Germany/German)	Lionel Messi (Argentina/Argentinian)

**Slides 29-30: Oral Practice (20 m)** **Please note: you need copies for this activity.**

1. **FP Activity: Information Gap-be in affirmative & negative, short answers**

**Introduction:** Around the World

**Procedure:**

1. Who are some famous people you know? Where are they from? What are their nationalities? (Try to get them to say some famous international and national figures; mention some national and international figures you think the students will know from movies, politics, the arts, or sports.)

**For example:** (Click on the slide.)

T: Who is this?

WC: It's Tom Cruise.

T: Good! (Click on the slide.)

T: Is Tom Cruise British?

WC: No, he isn't.

T: Is Tom Cruise American?

WC: Yes, he is.

2. (Give students a COPY of **Activity Sheet A.**) Read the sentences you see but do not write on your sheet. Any questions? (Answer any vocabulary words they don't know.)
3. (Give each student **1** country / nationality card.) Look at the activity sheet and find the statement that corresponds to the nationality card that you have. Write the nationality in the correct blank on your sheet. (If your students are having difficulty completing some statements, tell them that the number on the card corresponds to the statement.)
4. (Check that the students have completed their statement correctly.)
5. (Write the countries and nationalities in random order, so students can refer to them during the activity.)
6. Now, I want you to stand up and ask yes / no questions to your classmates to find the answers to the 11 questions remaining. Make sure you change partners when the person you ask says an affirmative answer.
7. (Pre-teach: "Sorry, I don't know.")

**For example:** (Click on the slide.)

A: Is Time British?

B: No, it isn't.

A: Is Time American?

B: Yes, It is.

**Slide 31: Oral Practice (15-20 m)**

1. **FP Activity: Tic-tac-toe: Countries and nationalities**

**Introduction:** Let's play tic-tac-toe.

**Procedure:**

1. (Click on the slide.) You can see a Tic-tac-toe grid on the board, but it's a little different. There are 6 rows and 7 columns. (Draw a similar grid on your board.)
2. You are going to work in two teams; this team is the X's and this team is the O's. One person from each team will have a turn. You choose a space, for example C-5. You have to make a logical sentence using the nationality or country in the space. You can make an affirmative, negative or interrogative sentence. If your sentence is correct, you get an X or O for your space. Then the other team gets a turn. The first team to get 4 in a row wins.

**For example: (Click on the slide as you do the example for them to see how it works.)**

S1 from team 1: C-5  
 T: Irish  
 S1 from team 1: Pierce Brosnan is an Irish actor.  
 T: Correct, we can put an X in the square. Next?  
 S1 from team 2: F-5  
 T: Brazilian  
 S1 from team 2: Pele is a Brazilian soccer player.  
 T: Correct, we can put an O in the square. Next?  
 S2 from team 1: D-5  
 T: Spanish  
 S2 from team 1: Tequila isn't Spanish.  
 T: Correct, we can put an X in the square. Next?  
 Etc.

**Slide 32: Writing and Speaking (15-20 m)**

**1. FP Activity: Writing and Speaking-Nationalities and countries**

**Introduction:** Do you know some international people and things now? Let's see.

**Procedure:**

1. Open your books to page 13, exercise 2. Work in two groups (divide the group in half). Each group is going to write an international quiz. You need to use Yes/No questions. Group A will look at page 136 in the book and Group B will look at page 139. Write the questions in the spaces in your books.
2. (Click on the slide to show the example. Give them time to do this.)
3. Now, find a partner from the other group. Take turns asking each other the questions from the quiz you wrote. Let's see who gets the most answers correct.

**For example: (Click on the slide for the example.)**

**Slide 33: Oral Practice (10 m)**

**1. FP Activity: Role Play-Introductions, be in affirm. & neg., short answers, voc.**

**Introduction:** Nice to meet you!

**Procedure:**

1. (Click on the slide.) You can see four different people on the slide. Get into pairs and choose one. Imagine you are that person. Introduce yourself to a classmate. When you finish, find a new classmate and introduce yourself again, but this time be a different person. (Tell students to repeat the activity two or three times changing roles.)
2. (Ask a student to come to the front and model an example with you.)

**For example: (Look at the slide for the example.)**

**Slide 34: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 3, exercises 3, 4 and 5 in your workbook.

**ACTIVITY SHEET A**

1. TIME is a/an _____ magazine.	2. J.K Rowling and J.R.R. Tolkien are _____ writers.
3. The word “hamburger” is from _____.	4. Mariachi music is from _____.
5. English and _____ are the two languages from Canada.	6. Kimchee is a spicy _____ food.
7. The kangaroo is an animal from _____.	8. La Rioja, Cordoba, and Ushuala are in _____.
9. The word “paella” is _____.	10. Kimonos and Sumo are from _____.
11. Mah jong is a game from _____.	12. Filipino and _____ are the main languages in the Philippines.

**COUNTRIES / NATIONALITIES**

1. American	2. British	3. Germany	4. Mexico	5. French	6. Korean
7. Australia	8. Argentina	9. Spanish	10. Japan	11. China	12. English

## World View: Book 1A, Unit 4, Day 1

(117-120 m)

### Slides 2-3: Homework (5 m)

### Slides 4: Objectives (3 m)

1. Write the objectives on the board.

### Slide 5: Warm up Activity (22-30 m)

1. What do you need to set up an office? (Explain to Ss. SET UP=make preparations to start something.) Look at the slide. What can you see? (Stapler, file cabinet, desk)
2. What other things are necessary? Elicit from the students and write/draw them on the board.
3. Work in pairs or trios. Make a list of things you need to set up an office at your house. (Check students' answers.)

### **4. CP Activity: Stimulus & Response-Numbers (5-10 m)**

**Introduction:** Let's practice the numbers.

**Procedure:** Let's divide the group into two teams. I say a number and one person from each team goes to the board and writes the number I say. The first person to write the number correctly, gets a point for his/her team.

**For example:** T: thirty-seven

On the board: S1: 36 (sorry, wrong)

S5: 37 (correct, 1 point)

**Cues:** (You can cue any number from 1-99.)

56	98	23	76	82	61	74	92
25	39	17	44	80	29	15	65

### **5. SC Activity: Stimulus & Response-Numbers (7-10 m)**

**Introduction:** Let's practice the numbers.

**Procedure:** Write 2 numbers in your notebook (numbers between 1-99). Don't show the number to your classmates. Now, let's divide the group into two teams again. A student from team 1 will say a number and a person from the other team will write the number on the board. You have to write the word! The team that gets the most correct numbers wins.

**For example:**

S1 from team 1: "38"

S1 from team 2 writes: "thirty-eight"

T: Correct. One point for team 2.

S2 from team 2: "93"

S2 from team 1 writes: "ninty-tree"

T: Sorry, incorrect. No point for team 1.

**Cues:** (student's cues)

### Slide 6-7: Listening Vocabulary (10 m)

1. Do you remember numbers? What number is this? (Write number 10, do the same for 20, 30, 40, 50, 60, 70, 80, 90 and 100. Make sure to correct pronunciation.)
2. Listen to the audio and repeat. (Play audio more than once if they need that extra help.)
3. What number is this? (Click on the slide.) Good!

### Slides 8-14: Vocabulary (15 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time.
2. **Meaning:** Use the picture to explain the word and give further explanation if they don't understand.
3. **Usage:** Give an "example," and elicit a complete answer using the new word, to the question provided below.



Word	Usage (teacher)	Usage (student)
<b>battery</b>	Duracell <b>batteries</b> last a long time. How long does your cell phone <b>battery</b> last?	My cell phone <b>battery</b> lasts...
<b>paper clips</b>	When I need to put two documents together I use a <b>paper clip</b> . What do you use a <b>paper clip</b> for?	I use a <b>paper clip</b> to.....
<b>desk</b>	Here on my <b>desk</b> I have my computer, my bag and my book. What do you have on your <b>desk</b> at home?	On my <b>desk</b> I have...
<b>fax machine</b>	You can send documents from one place to another through a <b>fax machine</b> . What types of documents can you send?	I can send a _____ through a <b>fax machine</b> .
<b>folder</b>	I put my documents in a <b>folder</b> . What can you put in a <b>folder</b> ?	I can use a <b>folder</b> for...
<b>printer</b>	My <b>printer</b> at home is Epson and prints only in black and white. What brand of <b>printer</b> do you have at home?	My <b>printer</b> is a...
<b>briefcase</b>	Business people use <b>briefcases</b> to carry their things. What kind of things do you think you can put in a <b>briefcase</b> ?	You can put _____ in a <b>briefcase</b> .
<b>cell phone</b>	My <b>cell phone</b> has mp3 and blue tooth. What special things does your <b>cell phone</b> have?	My <b>cell phone</b> has...
<b>dictionary</b>	What is medicine? You look for the word in <b>dictionary</b> to see what it means. I have a Spanish <b>dictionary</b> "Castillo" and you?	The name of my <b>dictionary</b> is...
<b>file cabinet</b>	You put away all the folders in a <b>file cabinet</b> . What else can we put in a <b>file cabinet</b> ?	I can put a _____ in a <b>file cabinet</b> .
<b>notepad</b>	A small block of paper where you can write notes is a <b>notepad</b> . What else can you write on a <b>notepad</b> ?	On a <b>notepad</b> I can write... (messages, phone numbers, etc.)
<b>stapler</b>	A machine you use to put a <b>staple</b> through paper. Where can you see a <b>stapler</b> ?	I can see a <b>stapler</b> ... (on my desk, at school, etc.)

4. Tell students to open their books to page 14, exercise 2. Tell them to look at the pictures and identify what the items are; then have them complete the exercise.
5. (Model the first example of the activity, then assign pairs and monitor progress.)
 

T: What is number 56?

S7: It's a desk.

T: Great! Now get into pairs and practice.

#### **Slides 15-16: Grammar Focus (10 m)**

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation.
3. Point out certain patterns to student
  - a. We add "S" to most nouns that are plurals (give other examples)
  - b. We add "ES" to nouns that have specific endings. Elicit or give other examples.
  - c. Explain the special rule for "Y" ending nouns and give other examples.
4. Click on the slide and have students complete the activity in the book on page 14, exercise 4. Use the slide to check answers and clarify any doubts.

**Slide 17-18: Listening (10-13 m)**

1. (Tell students that in the US you can order things by phone like office supplies.)  
You are going to listen to Ruth order some office supplies from a store. You are going to cross out the pictures of the things that Ruth orders. (Play the audio twice.)
2. Click to show students the correct answers.
3. (Explain: Prices in the US are said in two parts Ex. 7 – 99=7.99.)
4. Now listen and complete the chart in your books on page 15. (Play the audio twice, once they are done, click on the slide to check the answers.)

**Slide 19-20: Grammar Focus (7 m)**

1. Teacher shows the slide; says the question words, and has students repeat as s/he writes it/them on the board.
2. Teacher elicits their definition and use with students' participation.
3. Point out certain patterns to student:
  - a. Use "IS" when talking about a singular noun.
  - b. Use "ARE" when talking about plurals.
4. Click on slide 20 and go over the examples with students; in singular we can use contractions or not, but in plural, we DON'T use contractions.

**Slides 21-22: Repeat/Complete (7 m)**

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually.

**Slides 23-24: Grammar practice (10 m)**

1. Have students' complete exercise 2 on page 16 click on the slide and have students check their answers.
2. Have students do exercise 3 in their books. They can work in pairs if they want. (Click on the slide to check the answers.)

**Slide 25: Oral Practice (5-7 m)**

**5. SC Activity: Role-Play-Question words**

**Introduction:** Let's shop!

**Procedure:** (Students get into pairs.) What do you think this store sells? (Elicit different answers.) Now, in your notebook write two things you think each stores sells. Using the questions you studied before, role play with your partner. Take turns, first one will be the salesperson and the other will be the shopper.

**For example:** "Hello, what are your business hours?" and your partner answers "Our store hours are 8 a.m. to 5 p.m." Or "Do you have a Nokia cell phone?" and your partner answers "No, we only have Erickson"

**NOTE:** Remind students to be as creative as they can. Walk around the classroom monitoring your students.

**Slide 26: Oral Practice (5-7 m)**

**SC Activity: Question & Answer-Question words (5-7 m)**

**Introduction: Let's play a game**

**Procedure:** (Divide the class in two.) You buy (signaling to the first half), you sell (signaling to the second half). You are going to ask 2 salespeople for different things at the Office Supply Store.

**For example:**

T: Hello can I help you?

S8: Yes, I need a printer.

**NOTE:** Remind students to use the vocabulary learned in the unit.

**Slide 27: Pronunciation (5 m)**

1. Have students listen to the pronunciation.
2. Have them listen again and repeat after the audio.

**Slide 28: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 4, exercises 1, 2 and 3 in your workbook.

## World View: Book 1A, Unit 4, Day 2 (123-133 m)

### Slides 30-31: Homework (5 m)

### Slides 32: Objectives (3 m)

1. Write the objectives on the board.

### Slides 33-35: Listening (15-20 m)

#### 1. SC Activity: Listening (5 m)

**Introduction:** What do you know about the Beatles?

**Procedure:** Do you know who this group is? When were they famous?

1. Get into pairs and discuss the answers to the questions on the slide. (Give them time to finish; monitor students. Elicit the answers from students as a group; ask them to answer in complete sentences.)
2. Do you know these words? What is the opposite of Hello! (Elicit the answer from students.) Good! Goodbye! Now, get into pairs and complete exercise 1 on page 20. (Monitor students and help students with any words they don't know. Once they finish click on the slide so they can check their answers. Answer any questions they might have.)
3. Listen to the song and choose the picture on page 21 that best matches the story in the song. (Play the audio. Have students compare their answers. Elicit the answer from the class: c.)
4. Now, you will listen to the song again, but this time you are going to complete exercise 3. (Play it a second time, and let them do exercise 3.)
5. Now let's check your answers. (Play it again for them to check their answers. Then, click on the slide so they can see the correct answers.)
6. I am going to play it again, but this time I want you to sing. (Play the song again and encourage students to sing. Once they finish praise them on what a great job they did.)

### Slide 36: Model Conversation (10 m)

1. Have students practice the conversation in pairs.
2. Then, have them do it again substituting their own information; they can practice this various times switching roles.
3. Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.

### Slide 37: Oral Practice (10-15 m)

#### **FP Activity: Discussion-The Office Needs (10-15 m)**

**Introduction:** Let's see if you can stay within the office budget.

**Procedure:** We are going to work in teams of 5. Imagine you have to go shopping for some supplies for the office. The boss only likes the best. You have a budget of \$2800 pesos. The team that has the least amount of money left wins. (Go around the classroom monitoring students, promoting the use of English and helping them out.) Are you finished? Good! First team tell, me what you bought and how much you spent. (Praise the winning team.)

**For example:**

S1: Let's buy the expensive printer.

S3: No, we can't. It's too much.

S1: How much is it?

S4: It's \$1230 pesos.

Etc.

### Slide 38: Speaking and Writing (10 m)

1. Open your books to page 17, exercise 6. You will work in pairs. Student A will look at page 136 in the book; you are the salesperson. Student B will look at page 17; you are calling to place an order. Ask questions to complete the form. Look at the example in the book.
2. Now, switch roles. Student B will look at page 136 and Student A will look at page 17.

**Slide 39: Oral Practice (25 m) Please note: you need copies for this activity.**

**1. FP Activity: Role Play- Plurals; be simple present: WH-questions**

**Introduction:** Let's go shopping for supplies.

**Procedure:**

1. You are setting up a home office. You will work in pairs to "go shopping" for supplies that you need.
2. (Give each pair of student a role play worksheet.) Read the information on your cards. Any questions? (Answer any questions about vocabulary words they don't know.)
3. We are going to start with role play 1. Student A is the customer and Student B is the salesperson. Student A must ask Student B questions about each item on A's shopping list.

**For example: (Look at the slide for the example. It was taken from role-play 1.)**

4. (Monitor students while doing the activity. Encourage them to speak and correct any mistakes you hear at the end of the article.)
5. (When students have finished the first role-play, have them switch roles and then do role-play 2.)
6. After they finish have a pair of students come up to the front and do the role-play.

**Slide 40: Oral Practice (15 m)**

**1. SC Activity: Question-Answer-WH – questions, possessives, vocabulary**

**Introduction:** Who is she?

**Procedure:**

1. (Click on the slide) Look at the picture. These are a group of exchange students from different countries.
2. Demonstrate the activity with a student by asking questions. Elicit the full forms of "WHO'S" (Who is), "WHERE'S" (Where is), "WHAT'S" (What is). Drill the pronunciation of the contracted form.
3. Ask the students to work in pairs, taking turns to ask questions in relation to the exchange students. (Make sure you tell them to use all the question forms they have learned.)

**For example:**

T: Who is from Spain?

S3: Susana is from Spain.

T: Where is Dominic from?

S3: Dominic is from Canada.

T: What is the name of the student from Brazil?

S3: His name is Joan Carlos.

**Slides 41-43: Video Activity (20 m) Please note: you need copies for this activity.**

1. (Introduce the topic to the students. Draw their attention to how this topic relates to the theme of Unit 3. Both the Student Book unit and the video segment are about customs from different countries around the world.)
2. (Tell students what the genre is (documentary within a dance contest broadcast) and provide a short explanation, if appropriate.)
3. (Hand out the Video Activity Worksheet. Have students read the worksheet and answer any questions students may have about vocabulary or content meaning.)
4. Play the video without the sound and ask students to answer the four questions on the Video Activity Worksheet.
5. Have students work in pairs to compare answers.
6. Call on students to answer the questions. Your objective at this point is to encourage participation and curiosity. For this reason, tell students you will not say if they are right or wrong. Accept all answers. You may want to write the students' ideas on the board.
7. Show the video segment again but with the sound on. Have students work in pairs to compare their predictions with what they saw in the video. Then share them as a whole class.
8. Have the class come to an agreement about the answers to the four questions.

**Challenging Activities:**

- Summary: Have students work in pairs to summarize the content of the segment, either orally or in writing. Have pairs present their summaries to the class.
- Critical review: Have students review the video segment as critics. Have them describe what they liked or didn't like, and what they would change and why.

**Slide 44: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 4, exercises 4, 5 and 6 in your workbook.

## Shopping for supplies ACTIVITY SHEET

**Student A**

Role–Play 1

**Shopping List**

- 3 desks
- 2 file cabinets
- a fax machine
- 3 cell phones
- 15 boxes of paper clips
- a printer
- 3 staplers
- 15 notepads

**Student B**

Role–Play 2

**STORE DIRECTORY****Aisle 1**

fax machines.....\$139.85  
 printers .....\$125.79

**Aisle 2**

folders.....\$6.99 a box of 12  
 paper clips.....\$1.29 a box  
 staplers .....\$7.81  
 dictionaries .....\$19.95

**Aisle 3**

file cabinets.....\$259.99  
 briefcases .....\$59.99

**Aisle 4**

batteries .....\$5.59 a pack of 4  
 cell phones.....\$189.99

**Student B**

Role–Play 1

**STORE DIRECTORY****Aisle 1**

notepads.....\$3.89 a pack of 4  
 staplers .....\$8.91

**Aisle 2**

paper clips.....\$1.99 a box  
 staplers .....\$2.29 a pack of 2

**Aisle 3**

fax machines.....\$119.98  
 printers .....\$79.98

**Aisle 4**

file cabinets .....\$299.99  
 desks.....\$189.99

**Aisle 5**

cell phones .....\$149.99

**Student A**

Role–Play 2

**Shopping List**

- 5 packs of batteries
- a dictionary
- 2 staplers
- a printer
- a briefcase
- a cell phone
- 10 boxes of paper clips
- 3 boxes of folders

## VIDEO ACTIVITY SHEET

### Activity 1.

1. Who are the people?
2. Which countries do you see?
3. It is a dance competition?
4. What is the name of the reporter?

### **Activity 2.**

1. The dance from \_\_\_\_\_ uses beautiful costumes and graceful movements.

Mexico

Ghana

Germany

2. This type of dance was for kings and queens.

Haka

Ballet

Siam

3. Dancers from \_\_\_\_\_ celebrate life in their community.

Thailand

Ghana

Japan

4. The dance from \_\_\_\_\_ shows the Maoris.

Ghana

China

New Zealand

5. The dancers from \_\_\_\_\_ move around the “maypole.”

New Zealand

Germany

Thailand





## World View: Book 1A, Unit 5, Day 1

(109-122 m)

### Slide 2-3 Homework (5 m)

### Slide 4: Objectives (3 m)

1. Write the objectives on the board.

### Slide 5: Warm up Activity (10 m)

1. What is Liverpool/Fabrics de Francia? (A department store.) Look at the slide. What is McDonald's? Soccer? Harry Potter? El Universal? TV y Novelas? (Get students to tell you what category each belongs to. Help them with pronunciation when necessary.)
2. Now, work in groups of 3-4 and add two examples to each category. For example, what's another example of a sport? (Give students time to do this, and then check their answers.)

### Slides 6-16: Vocabulary (12 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time.
2. **Meaning:** Use the picture to explain the word and give further explanation if they don't understand.
3. **Usage:** Give an "example," and elicit a complete answer using the new word, to the question provided below.

Word	Usage (teacher)	Usage (student)
<b>baseball game</b>	They are playing a <b>baseball game</b> in the slide. Where can you play a <b>baseball game</b> ?	You can play a <b>baseball game</b> ...
<b>department store</b>	(Liverpool) is a <b>department store</b> . Tell me the name of another <b>department store</b> .	XX is a <b>department store</b> .
<b>magazine</b>	TV y Novelas is a Mexican <b>magazine</b> . Tell me the name of another <b>magazine</b> .	XX is a <b>magazine</b> .
<b>market</b>	I can buy fruit at the <b>market</b> . Tell me another thing you can buy at the <b>market</b> .	I can buy XX at the <b>market</b> .
<b>movie</b>	My favorite <b>movie</b> is (Avatar). What's your favorite <b>movie</b> ?	XX is my favorite <b>movie</b> .
<b>museum</b>	The Frida Kahlo <b>museum</b> is very famous. Tell me another famous <b>museum</b> .	XX is famous <b>museum</b> .
<b>newspaper</b>	La Reforma is a famous <b>newspaper</b> . Tell me the name of another <b>newspaper</b> .	XX is a <b>newspaper</b> .
<b>(fast-food) restaurant</b>	McDonald's isn't a good <b>restaurant</b> . Tell me another bad <b>restaurant</b> .	XX is a bad <b>restaurant</b> .
<b>TV show</b>	(CSI Miami) is my favorite <b>TV show</b> . What's your favorite <b>TV show</b> ?	XX is my favorite <b>TV show</b> .
<b>read</b>	I like to read <b>magazines</b> . What do you like to <b>read</b> ?	I like to <b>read</b> ...
<b>watch TV</b>	I <b>watch TV</b> at night. When do you <b>watch TV</b> ?	I <b>watch TV</b> ....

### Slide 17-18: Vocabulary (7-10 m)

1. Tell students to open their books to page 22, exercise 1. Tell them to look at the photos and to check the things that they see. (Click on the slide to check their answers.)
2. Tell them to work in pairs. Tell them to put the vocabulary words from exercise 1 into the correct category in exercise 2. They can use some words more than once.
3. Click once for the answers to appear.

**Slide 19: Listening (5 m)**

1. Tell students to open their books to page 23 and to look at the pictures of the four people. Tell them that they will hear a reporter talking to these four people. Tell them to listen to see what each person is talking about. Then they write the letter of the picture (A, B, C, D or E) in the circle next to the correct person.
2. Play the audio and let students answer. If necessary, you can play it again.
3. Click once to check the answers.

**Slide 20: Listening (7 m)**

1. Tell students to read the statements in exercise 6. Ask them if they have any questions about any of the words. (Explain any word they don't understand.)
2. Play the audio again and have students answer the questions True or False.
3. Click to show students the correct answers.

**Slide 21: Grammar Focus: Possessive Adjectives (5 m)**

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation.
3. Click to show students the labels.
4. Point out certain patterns to students:
  - a. We use a possessive adjective before a noun or before an adjective + noun.
  - b. When we use a name, we add an **apostrophe (')** + **s** to make the possessive form of the name.
5. Click to show students the table. Write **ONLY** the possessive adjectives on the board. Point out that **its** is not the same as **it's (it is)**.
6. Click to show students the fragments. Write the additional fragments on the board.
7. Point out certain information to students:
  - a. With a singular or plural noun, the possessive adjective is the same.
  - b. We use **its** for things and animals. **Its** is not the same as **it's (it is)**.
  - c. We add an apostrophe after a name that ends in "s" to form the possessive form of the name (Carlos').
  - d. We add an apostrophe after a plural name to form the possessive form of the name.

**Slide 22: Grammar Focus: Possessive Adjectives (10 m)**

1. Have students open their books to page 24 and have them do exercise 2 and 3.
2. Click to show students the correct answers to exercises 2 and 3.

**Slides 23-24: Repeat/Complete (7 m)**

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the sentences; do some chorally and some individually.

**Slide 25: Pronunciation (5 m)**

1. Have students listen to the pronunciation of the possessive adjectives.
2. Have them listen again and repeat after the audio.

**Slide 26: Oral Practice (20-25 m)**

1. **SC Activity: Stimulus & Response-Possessive adjectives (10-15 m)**

**Introduction:** What are some of your favorite things? Let's talk about them.

**Procedure:** Ask your classmates about their favorite things. Stand up and ask 7 different classmates about their favorite things and write their answers in your notebooks.

**For example:**

S1: Who's your favorite actor?

S2: Antonio Banderas is my favorite actor.

S1: What's your favorite color?

S3: My favorite color is pink. Etc.

**Follow up:** Tell the class about your classmates' favorite things.

**For example:** S1: Juan's favorite actor is Antonio Banderas and Paula's favorite color is pink.

2. **SC Activity: Chain drill-Possessive adjectives (10 m)**

**Introduction:** Let's talk about our houses.

**Procedure:** Say what color your house is and then what color your classmates' houses are. (This is a chain activity where the first student will say what color his/her house is and, then describe his/her classmates' houses. Don't let the chain go beyond 8-10 people because it gets too long; at that point, you should start another chain.)

**For example:**

T: My house is green.

S1: My house is blue and your house is green.

S2: My house is red, his house is blue and your house is green.

S3: My house is yellow, her house is red, his house is blue and your house is green. Etc.

**Slide 27: Oral Practice (10-15 m)**

1. **FP Activity: Presentation-Possessive adjectives**

**Introduction:** What clothes are you wearing today? What clothes are your classmates wearing? (Show the slide and go over the vocabulary.) Let's talk about them.

**Procedure:** Work in pairs or trios. Describe your clothes and compare what you are wearing to one of your classmates.

**For example:** My shoes are black, but Tere's shoes are red. My shirt is red and her shirt is red, too. My pants are blue, but her pants are white. My sweatshirt is blue and her jacket is black.

**Slide 28: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 5, exercises 1, 2 and 3 in your workbook.

## World View: Book 1A, Unit 5, Day 2 (126-131 m)

### Slide 30-31 Homework (5 m)

### Slide 32: Objectives (3 m)

1. Write the objectives on the board.

### Slide 33: Warm up Activity (15 m)

1. **FP Activity: Interviews-Possessive adjectives**

**Introduction:** What things do you like? What things do your classmates like?

**Procedure:** You are going to make a list of things you like. You must include your favorite **movie, car, restaurant, food** and **drink**. (Explain any words if necessary.) Next, you are going to stand up and you have to find at least one other classmate that likes the same things that you like. You will ask with “what’s your favorite...? When you find a classmate that likes the same things as you for each of the categories, you can sit down. Make sure you write down who likes the same things as you.

**For example:**

S1: What’s your favorite movie?

S6: My favorite movie is Avatar. What’s your favorite movie?

S1: My favorite movie is Star Wars. It’s not the same.

S3: What’s your favorite car?

S1: My favorite car is a Ferrari.

S3: My favorite car is a Ferrari, too.

S7: What’s your favorite restaurant?

S6: My favorite restaurant is Italianis. What’s your favorite restaurant?

Etc.

**Follow up:** Now, tell the group who likes the same things as you?

**For example:**

S1: José’s favorite movie is Star Wars, and it’s also my favorite movie. Carlos’ favorite car is a Ferrari, and my favorite car is also a Ferrari. Etc.

### Slide 34: Model Conversation (10 m)

1. Have students practice the conversation in pairs.
2. Then, have them do it again substituting their own information; they can practice this various times switching roles.
3. Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn’t exactly follow the same sequence as the slide.

### Slide 35-36: Speaking (15-20 m)

1. **FP Activity: Role-Play-Possessive adjectives**

**Introduction:** What is your favorite movie? Your favorite sport? Your favorite food?

**Procedure:**

1. Look at the chart in your books. First, you need to fill in the chart with 3 more things. For example (click on the slide) restaurant, (click again) sport, (click again) city.
2. Fill in the blank spaces in the first column. (Give them time to do this and help them if necessary.)
3. Now, you need to fill in the second column with your information. For example (click on the slide 5 times to show the information for column 2.) (Give them time to do this and help them if necessary.)
4. Now, stand up and ask two classmates for their information. Use the dialog on the next slide to help you. (Click to show the next slide. Have them stand up and interview different classmates and fill in the chart with their information.)
5. Now, work in groups of 3-4 and share the information you got from your classmates. (Click on the slide to show a sample dialog.) You can use the example on the slide to help you.

**Slide 37: Oral Practice (15 m)**

1. **FP Activity: Game-Possessive adjectives**

**Introduction:** Do all people like the same things?

**Procedure:** Look at the slide. (Click once to show the couple.) What are these people's favorite things? (Elicit some examples from students.)

**For example:** Their favorite music is pop, their favorite restaurant is Mama Rosa's, Diana's favorite color is blue and Joe's favorite sport is football. Their favorite TV show is Dr. House.

**Procedure:** Now, work in groups of 3-4 and describe the favorite things of the people in the pictures. Group 1 will talk about Pedro's favorite things, Group 2 will talk about Lilia and Nancy's favorite things, Group 3; Miguel and Doris, Group 4; Roberto and Group 5; David and Sam. (Give students time to work and then when they are ready, each group will tell the class about their people's favorite things.)

**Slide 38: Oral Practice (25 m) Please note: you need copies for this activity.**

1. **FP Activity: Information Gap-Possessive adjectives, vocabulary.**

**Introduction:** Do you like to go out on dates? What do you like to do? Where do you like to go?

**Procedure:**

1. (Set the scene by showing the students the slide. Pre-teach blind date by asking the following questions.) Does he have a girlfriend? (Point to the man in the picture.) NO! Does he want a girlfriend? YES! Can he see the women? NO! When you go out with someone you don't know on a date... that is a blind date.
2. (Give each pair of students a worksheet.) Read the information on your worksheet. Make sure your partner doesn't see the information on your worksheet. Any questions? (Answer any vocabulary words they don't know.)
3. You are going to ask your partner questions to complete your worksheet.

**For example:**

SA: What is Jean-Paul's favorite city?

SB: Jean-Paul's favorite city is Rome.

(Monitor students while doing the activity. Encourage them to speak and correct any mistakes at the end of the activity with the group.)

4. When they have completed the activity, ask each student to decide who is the best blind date for Jean-Paul and why.
5. As a class, ask students to discuss their choices. Tell them to give reasons for their choices.

**Slide 39: Oral Practice (15 m)**

1. **SC Activity: Presentation-possessive adjectives and possessive's**

**Introduction:** What are some of your favorite things?

**Procedure:**

1. (Click on the slide) Look at the chart. This information is about my favorite people.
2. Copy the chart in your notebook and complete it with your favorite people. (Give students time to finish. Monitor them and help them with any vocabulary words they might need.)
3. Demonstrate the activity by presenting "Your favorite people."
4. Now get into trios and present your information to your classmates. Students that are listening may take notes; you are going to need them later. (Give students time to complete the task. Monitor your students and correct any pronunciation mistakes you hear.)

**For example:**

T: My favorite singer is Ricky Martin. My favorite actor is Sandra Bullock. My favorite writer is John Grisham. Etc.

**Procedure:**

Now change trios and report the information you received from your previous classmates.

**For example:**

S1: Carlo's favorite actor is Sandra Bullock. His favorite writer is John Grisham.

**Slide 40: Oral Practice (10 m)**

**1. SC Activity: Presentation – possessive adjectives and possessive's**

**Introduction:** This is my family.

**Procedure:**

1. (Click on the slide.) This is my family. Juan is my brother, Ruth is my sister, Tomás is my father and Julia is my mother. (Teach and write the following vocabulary on the board: mother, father, brother, sister.)
2. Think about your family's favorite things. Write down two favorite things for each family member; just write the favorite things, don't write sentences. (Monitor your students and help them with any vocabulary they might need.)
3. Now, work in trios. Tell your classmates two favorite things you know of each of your family members.

**For example:**

T: My sister is Ruth. Her favorite food is enchiladas and her favorite singer is Shakira.  
My father is Tomás. His favorite car is Mercedes and his favorite restaurant is La Fonda Argentina. Etc.

**Challenge Activity:** As a whole class, ask students to tell you things about their team members using the target structure.

**Slide 41: Oral Practice (10 m)**

**1. SC Activity: Presentation – possessive adjectives and possessive's**

**Introduction:** Favorite things.

**Procedure:**

1. Open your books to page 38, exercise 1. You are going to listen to a conversation. Make notes about what the people are talking about. (Play the audio. Play it again if necessary.)
2. What are the speakers talking about? (Favorite things). What other words are used for favorite things? (Elicit from students other words used for favorite activities, restaurants, or food. For example: Activities: go to a soccer game, read a book; restaurants: Greek, French; food: hamburgers, pizza. Write these words and phrases on the board.)
3. Open your books to page 38, exercise 2.
4. You are going to get into groups of 4. Student A will say one of her favorite things, a favorite activity, a favorite kind of restaurant, or a favorite food. Student B reports on what student A said and adds his own favorite. Student C and D will continue.
5. (Have two students come up to the front and model the activity with them.)
6. (Set a time limit of 7 minutes. Walk around the class monitoring your students. Correct any mistakes you might hear.)
7. (As a whole class. Call on a few students to tell about surprising or unusual favorites their partners had.)

**Slide 42: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 5, exercises 4, 5 and 6 in your workbook.

**BLIND DATE****WORKSHEET A**

<b>Name</b>	<b>Jean-Paul</b>	<b>Claire</b>		<b>Emi</b>
<b>Favorite city?</b>			London	
<b>Favorite food?</b>	Italian	Italian		French
<b>Favorite book/ writer?</b>			Isabel Allende	Kenzaburo Oe
<b>Favorite magazine?</b>	The Economist			Rolling Stone
<b>Favorite day?</b>		Sunday	Wednesday	

**WORKSHEET B**

<b>Name</b>			<b>Vanessa</b>	
<b>Favorite city?</b>	Rome	New York		Tokyo
<b>Favorite food?</b>			Chinese	
<b>Favorite book/ writer?</b>	Octavio Paz	Octavio Paz		
<b>Favorite magazine?</b>		Forbes	Elle	
<b>Favorite day?</b>	Saturday			Thursday





## World View: Book 1A, Unit 6, Day 1 (115-125 m)

### Slide 2: Homework (5 m)

### Slide 3: Objectives (3 m)

1. Write the objectives on the board.

### Slide 4: Warm up Activity (10 m)

1. What places can people visit in Mexico? Let's make a list on the board. (Write any places that they mention on the bb.)
2. Imagine a friend is visiting you from another city or country. You are going to take your friend to see interesting places in your city or country. Work in groups of 3-4 students and make a list of places to visit with your friend. (Give students time to do this.)
3. Now, tell the group the places you plan to visit.

### Slides 5-12: Vocabulary (10 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time.
2. **Meaning:** Use the picture to explain the word and give further explanation if they don't understand.
3. **Usage:** Give an "example," and elicit a complete answer using the new word, to the question provided below.

Word	Usage (teacher)	Usage (student)
<b>cheap</b>	A metro ticket is <b>cheap</b> . Tell me something that is <b>cheap</b> .	XX is <b>cheap</b> .
<b>expensive</b>	A trip to Los Cabos is <b>expensive</b> . Tell me something that is <b>expensive</b> .	XX is <b>expensive</b> .
<b>crowded</b>	Mexico City is <b>crowded</b> . Tell me another place that is <b>crowded</b> .	XX is <b>crowded</b> .
<b>empty</b>	At 6:00 in the morning, the classroom is <b>empty</b> . What time are the streets <b>empty</b> ?	The streets are empty at...
<b>big</b>	Tokyo is a <b>big</b> city. Tell me the name of another <b>big</b> city.	XX is a <b>big</b> city.
<b>small</b>	The Chevy is a <b>small</b> car. Tell me the name of another <b>small</b> car.	XX is a small car.
<b>friendly</b>	My friend Margarita is <b>friendly</b> . Tell me the name of a classmate who is <b>friendly</b> .	XX is <b>friendly</b> .
<b>unfriendly</b>	My boss is <b>unfriendly</b> ; he never smiles. Tell me someone that is <b>unfriendly</b> .	XX is <b>unfriendly</b> .
<b>interesting</b>	For me, XX is <b>interesting</b> . Tell me something <b>interesting</b> for you.	XX is <b>interesting</b> for me.
<b>boring</b>	Mathematics is <b>boring</b> . Tell me a subject that is <b>boring</b> for you.	XX is <b>boring</b> for me.
<b>good</b>	XX is a <b>good</b> restaurant. Tell me the name of another <b>good</b> restaurant.	XX is a <b>good</b> restaurant.
<b>bad</b>	Cigarettes are <b>bad</b> for you. Tell me another thing that is <b>bad</b> for you.	XX is <b>bad</b> for me.
<b>wonderful</b>	Vacation is <b>wonderful</b> . Tell me something that's <b>wonderful</b> .	XX is <b>wonderful</b> .
<b>terrible</b>	Traffic in Mexico City is <b>terrible</b> . Tell me another thing that's <b>terrible</b> .	XX is <b>terrible</b> .
<b>delicious</b>	For me, (chocolate) is <b>delicious</b> . Tell me something that's <b>delicious</b> for you.	XX is <b>delicious</b> for me.
<b>horrible</b>	For me, ( <i>pancita</i> ) is <b>horrible</b> . Tell me something that's <b>horrible</b> for you.	XX is <b>horrible</b> for me.

**Slides 13-15: Getting Started (20 m)**

1. Tell students to open their books to page 26, exercise 1. Tell them to work in pairs to fill in the blanks. (Click on the slide for them to check their answers.)
2. Tell students to open their books to page 26, exercise 2. Tell them to work in pairs to match the adjectives with their opposites. (Click on the slide for them to check their answers.)
3. Click on the slide. Ask students to read what the slide says (food, restaurant, person). Tell them to work in groups of 3-4 and to put the adjectives under the word(s) that they can describe. (Click on the slide to show the adjectives. Do the first one with them.) For example, can we use bad to describe a food? What about to describe a restaurant? And a person? Right, we can use bad to describe all of the different things. (Click 3 times on the slide to show bad in the correct categories.) Now continue with the rest of the adjectives. (When students are finished, click on the slide to show all the answers.)
4. Look at exercise 3 on page 26. Work in pairs and practice describing a place. Use the example in the book.

**Slide 16: Warm up to Reading (3 m)**

1. Click on the slide. Tell them that these are pictures of a place in London called Portobello Road. Tell them to look at the pictures and tell you what they see. (Accept anything logical.)

**Slide 17: Reading (7 m)**

1. Now, tell them to read the story about Portobello Road in their books on page 26. When they finish, tell them to look at the statements in exercise 5 and write if the sentences are true or false.
2. Click once for the answers to appear. Ask students if they have any questions and go over any doubts they have.

**Slide 18: Listening (7-10 m)**

1. Tell students to look at the pictures of Harvard Square. Tell them they are going to listen to two people talk about Harvard Square. Harvard Square is near Harvard University in Boston (USA). Tell them to only listen for the places that they talk about in the dialog. Tell them to open their books to page 27 and to look at the list of places. Before you play the audio, ask if they have any questions about the places on the list.
2. Play the audio and have students check what they hear. If necessary, play the audio again.
3. Click once to check the answers.

**Slides 19-20: Grammar Focus: Existence (10-12 m)**

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels.)
3. Point out certain patterns to students:
  - a. Use **there is / there are** to express that something exists.
  - b. **There** is the subject of a sentence to say something exists.
  - c. Use **it is** or **it's** to give more information: ***There is** a book here. **It's** old.*
  - d. Use **they are** or **they're** to give more information: ***There are** many students in class. **They are** intelligent.*
  - e. Use **any** in questions or negative. In negative, it means zero quantity.
  - f. Change the order of the subject and verb in questions.
4. Have students open their books to page 28 and have them do exercise 2. (Click on the slide to let students check their answers.) Check to see if students have any questions.

**Slides 21-26: Repeat/Complete (20 m)**

1. **Repeat (affirmative):** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete (affirmative):** Have students say the complete sentence with the correct answer; do some chorally and some individually.
3. **Repeat (negative):** Have students repeat the sentences after you. Do each example first chorally and then individually.
4. **Complete (negative):** Have students say the complete sentence with the correct answer; do some chorally and some individually.
5. **Repeat (affirmative):** Have students repeat the sentences after you. Do each example first chorally and then individually.
6. **Complete (affirmative):** Have students say the complete sentence with the correct answer; do some chorally and some individually.
7. Have students open their books to page 28, exercise 3. Tell them to work in trios and to write sentences about the picture using there is/are. (Give them time to do this.) Have each group read some of their sentences.

**Slide 27: Oral Practice (7-10 m)**

1. **SC Activity: Question & Answer-Existence singular & plural**

**Introduction:** Are there many things in your neighborhood? (Write on bb and explain if necessary.)

**Procedure:** I will say a place you ask your classmate if that place exists in your neighborhood.

**For example:**

T: I say: "Sanborn's" and S1, you ask S2: "Is there a Sanborn's in your neighborhood?"

S2: "Yes, there's a Sanborn's in my neighborhood." Or "No, there isn't a Sanborn's in my neighborhood."

**Cues:**

Soriana	market	Telcel store	restaurants	university
schools	houses	pharmacy	stores	mall / shopping center
cafés	hotel	banks	VIPs	Liverpool / Fabricas de Francia
churches	bars	bus station	offices	Office Depot / Office Max

2. **FP Activity: Presentation-Existence (10-15 m)**

**Introduction:** What things are there in your bedroom at home?

**Procedure:** Work in groups of 3-4 and tell your classmates about the things there are and there aren't in your bedroom.

**For example:**

T: In my bedroom there is a TV and there are some books. There aren't any CDs, but there is a radio. There is a bed and a chair. There is a computer and there is an Xbox. There aren't any folders, but there is a desk, a dictionary and a stapler.

**Slide 28: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 6, exercises 1, 2 and 3 in your workbook.

## World View: Book 1A, Unit 6, Day 2 (113-123 m)

### Slides 30-31: Homework (5 m)

#### Slide 32: Objectives (3 m)

1. Write the objectives on the board.

#### Slide 33: Oral Practice (10-15 m)

1. **SC Activity: Information gap-Existence singular & plural, short answers**

**Introduction:** Do you have a backpack or briefcase? What do you put in your backpack or briefcase?

**Procedure:** Draw a picture of your backpack or briefcase. Draw the things you have in the briefcase or backpack, but don't let your classmates see. (Give students a minute to do this). Now, work in pairs and ask your classmate about the things s/he has in his/her backpack or briefcase. When you answer, use short answers.

**For example:**

S7: Is there a pen in your backpack?

S1: Yes, there is. Are there books in your briefcase?

S2: No, there aren't. Are there...?

Etc.

#### Slide 34: Pronunciation (7 m)

1. Before having students listen to the CD, explain how to produce the voiced "th" /ð/. This is essentially the same as the "d" sound in the Spanish word *cada* or *modo*. The "th" is produced by placing the tongue between the teeth, letting air escape and vibrating the vocal chords. Mention to students that this sound is very common. Ask them to tell you words with this sound in English.
2. Have students listen to the pronunciation of the "th."
3. Have them listen again and repeat after the audio.

#### Slide 35: Model Conversation (10 m)

1. Have students practice the conversation in pairs.
2. Then, have them do it again substituting their own information; they can practice this various times switching roles.
3. Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.

#### Slides 36: Speaking (30 m)

1. **FP Activity: Role-Play-Existence (15 m)**

**Introduction:** What is your favorite part of your city?

**Procedure:**

1. Look at number 7 on page 29 in your book. Look at the questions. Now, write 3 more questions that you can ask your classmate about his/her favorite part of the city. (Give students time to do this and help them if necessary.)
2. Now, work in pairs and ask your partner about his/her favorite part of the city. Write the information in your book. (Give them time to do this.)
3. Now, tell the class about your classmate's favorite part of the city.

**For example:**

T: Juan likes downtown Cuernavaca because there are a lot of cafés. Also there are always a lot of people walking around. Etc.

2. **FP Activity: Game-Existence (15 m)**

**Introduction:** Let's play a game.

**Procedure:** Let's divide the group into two teams. Each team will make a list of 5 places to go on vacation in Mexico, but don't let the other team know the places you are thinking of. (Give teams a few minutes to do this.) Now, team 1, imagine your team is on vacation at the first place on your list. Team 2, ask questions about the things there are in the place to guess the location. If after 5 questions your team doesn't know, you can ask where the other team is on vacation.

**For example:**

T: I'm thinking of a place for vacation. Now, ask me questions about the things there are in this place to guess where I am.

S1: Is there a nice hotel?

T: Yes, there is.

S3: Are there many churches?

T: Yes, there are.

S5: Is there a beach?

T: No, there isn't.

S4: Are there many colonial buildings?

T: Yes, there are.

S9: Are you in Puebla?

T: Yes!

**Slide 37: Oral Activity (15 m)**

1. **FP Activity: Role-Play-Existence**

**Introduction:** When you buy a house, is it important that there are certain things in the house? How many bedrooms are necessary? What about things in the neighborhood?

**Procedure:** Look at the slide. You are going to work in pairs. One of you is looking for a house to buy and the other student is the person who wants to sell the house. The buyer asks questions about the things there are in the house and about the things there are in the neighborhood. You can use the slide for some ideas. When you finish, you can switch roles.

**For example:**

T: Please tell me about this house. Are there 3 bedrooms?

S1: No, there are 4 bedrooms.

T: Excellent. And are there 4 bathrooms?

S1: No. There is only one bathroom.

T: Only one bathroom? That's not very good. Are there 4 closets?

S1: Yes, there are 4 very large closets.

T: Perfect. Now, what about the neighborhood. Are there any good schools in the area?

S1: Yes, there are about 5 good schools in the neighborhood.

T: Great. Are there any good restaurants?

S1: There are 2 or 3 good restaurants.

T: Sound good.

Etc.

**Oral Activity: (15-20 m) Please note: you need copies for this activity.**

**1. SC Activity: Game – There is / are, vocabulary**

**Introduction:** Let's play a memory game.

**Procedure:** Have you ever played memory? Get into trios. Your teacher is going to give you a set of cards. Put them on the floor face down. The idea of this game is to form pairs but with a twist. When you turn the pair over in order to win the pair you must make a sentence using there is / are. The student with the most pairs win.

**For example:**

S1: (has the cards: 50 states and in the United States) There are 50 states in the United States.

S2: (has the cards: a small fish and in the aquarium) There is a small fish in the aquarium.

(Tell students to play again once they finish.)

**Slides 38-39: Oral Practice (15 m)**

**1. SC Activity: Game – There is / are, vocabulary**

**Introduction:** How observant are you? Let's find out.

**Procedure:**

1. Get into groups of 4 or 5. As a team you are going to observe a picture for 1 min. During this time you can't write anything. Make sure you see how many of each things. No cheating!
2. Now, as a team, you are going to write sentences using there is / are about what you saw in the picture. (Give student 5 min. to complete the task. Monitor your students but don't give them answers.)
3. Have one member of each team say their sentences. 1 point for each correct sentence. If the sentence has a mistake of any kind they don't get a point. (They must include the quantity of each thing.)
4. The team with the most points wins.

**For example:**

T: There are two magazines. There is a baseball game. Etc.

(Repeat the same process for slide 3)

**Slide 40: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 6, exercises 4, 5 and 6 in your workbook.

26 letters	the alphabet
9 planets	in our Solar System
11 players	on a soccer team
50 states	in the United States
an interesting market	in Portobello Road
3 colors	in the Italian flag
12 months	in a year
7 days	in a week
a small fish	in the aquarium
3 countries	North America
18 teams	Mexican 1st A soccer league
a snake	in the Mexican flag
5 vowels	in the alphabet
an expensive restaurant	downtown
5 rings	Olympic flag
one thousand meters	a kilometer





## World View: Book 1A, Unit 7, Day 1

(109-129 m)

### Slides 2-3: Homework (5 m)

### Slide 4: Objectives (3 m)

1. Write the objectives on the board.

### Slide 5: Warm up activity (5-7 m)

1. Can you tell me some rooms in a house you know? Good! Let's play a game! Now get into trios and try to guess what rooms of a house are in these pictures. The first team to guess wins. (Draw the hangman on the board and start asking each team for a letter. When a team guesses the word, go to the next one.)

### Slides 6-18: Vocabulary (10 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time.
2. **Meaning:** Use the picture to explain the word and give further explanation if they don't understand.
3. **Usage:** Give an "example," and elicit a complete answer using the new word, to the question provided below.

Word	Usage (teacher)	Usage (student)
<b>armchair</b>	An <b>armchair</b> is a big comfortable chair which has support on each side for your arms. Who has an <b>armchair</b> at home? Who sits it?	My _____ sits in the <b>armchair</b> at home.
<b>chair</b>	A <b>chair</b> is piece of furniture for one person to sit. How many <b>chairs</b> are there in your dining room?	There are XX <b>chairs</b> in my dining room.
<b>plant</b>	A <b>plant</b> is a living thing that grows from the earth. Ficus is a kind of <b>plant</b> , What kinds of <b>plants</b> do you know?	... is a <b>plant</b> .
<b>table</b>	(Show the slide.) These are <b>tables</b> . What can you do at a <b>table</b> ?	You can XX at a <b>table</b> .
<b>bookcase</b>	A <b>bookcase</b> is a piece of furniture with shelves for books. Do you have a <b>bookcase</b> at home? What do you have in it?	My <b>bookcase</b> at home has....
<b>telephone</b>	(Show the slide.) This is a <b>telephone</b> . Where is the <b>telephone</b> in your house?	There is a <b>telephone</b> in...
<b>cabinet</b>	I have a <b>cabinet</b> in my kitchen there is food and soda in the <b>cabinet</b> . Do you have a <b>cabinet</b> at home? What is in the <b>cabinet</b> ?	There is/are _____ in my <b>cabinet</b> .
<b>sofa</b>	A <b>sofa</b> is a long comfortable seat with a back and usually 2 or 3 people can sit on. My <b>sofa</b> at home is white. What color is your <b>sofa</b> ?	My <b>sofa</b> at home is...
<b>wastebasket</b>	A <b>wastebasket</b> is a container for trash. Is the <b>wastebasket</b> in the classroom empty?	Yes/no the <b>wastebasket</b> is (not) empty.
<b>calendar</b>	A <b>calendar</b> is a thing that shows the date and the year. Do you have a <b>calendar</b> ? Where is it?	My <b>calendar</b> is...
<b>lamp</b>	(Show the slide.) There is a <b>lamp</b> on my night table. Do you have a <b>lamp</b> in your house? Where is it?	There is a <b>lamp</b> in my...
<b>stereo</b>	(Show the slide.) This is a <b>stereo</b> . What kind of music do you play on your <b>stereo</b> ?	I play _____ on my <b>stereo</b> .
<b>window</b>	(Show the slide.) This is a <b>window</b> . What can you see out the <b>window</b> ?	I can see _____ out the <b>window</b>

**Slides 19-20: Vocabulary Practice (10-15 m)**

1. Tell students to open their books to page 30, exercise 1. Tell them to work in pairs to fill in the blanks. (Click on the slide for them to check their answers.)
2. Let's practice! Look at these words, which one does not belong? A desk and an armchair are both pieces of furniture. Paper clips are not, so paper clips are the odd one.
3. Now prepare three more groups of words with three words each. Two of the words should have something in common and one word should be an odd one. (Give them 4 minutes to prepare; monitor your students and help the weak students.) Now get into pairs S1 will say the three words and S2 will say what the odd word is. (Monitor your students' progress.)

**Slides 21-22: Pronunciation (10 m)**

1. How many syllables does armchair have? Let's count. (Clap or tap once for each syllable that the word contains.) Get into pairs, and say the words out loud to try and hear the syllables. Write the number of syllables that you think each word has in your notebooks.
2. Now, listen to the audio and check your predictions. Let's check if you are correct. (Show the answers on the slide.)
3. When speaking English, stress is important. It's not the same thing to say "COMputer" as it is to say "comPUter." Listen to the words again, and put them in the correct place depending on where the stressed syllable is. (Show the answers on the slide.)

**Slide 23: Oral Practice (5 m)**

1. **SC Activity: Question & Answer-Vocabulary review**  
**Introduction:** This is my bedroom. (Click on the slide to show your "bedroom.")  
**Procedure:** Make a drawing of a room in your house. Don't label the things. Once you finish get into pairs and ask each other what the different things are.  
**For example:** (Ask a volunteer to come up to the board.)  
                   S2: What is this?  
                   S2: It's my bed.

**Slide 24: Listening (7 m)**

1. (Tell students to look at the pictures on page 31 exercise 6.) What are they doing? You are going to listen to Christine telling the moving men where to put her furniture and other things. Look at page 30. Make a check mark next to the things that she mentions.
2. (Play the audio and have students write a check mark on the items they hear. If necessary, play the audio again.)
3. Once you finish click on the slides to check the answers.
4. Post-listening: Look at exercise 7. Get into pairs and underline the words to make the sentences true. (Check the answers with your students)

**Slide 25: Grammar Focus: Prepositions of place (7-10 m)**

1. Teacher shows the slide; says each word and using TPR explains them.
2. (Teacher asks students to stand up and play a game.)
3. Ok, stand up and let's play a game. Get into pairs and do as I say or show. (Make sure you explain each concept.)
  - **next to:** (Put two students next to each other.)
  - **above:** (Have one student lay on the floor and the other over in the air.)
  - **under :**(Have students put their hand under their desk.)
  - **opposite:** (Have half the class stand on one side of the classroom and the half on the other side of the room.)
  - **in front of:** (Have students get in pairs and stand in front of each other.) [REMEMBER: in front of is not the same as opposite or across from; if one person is in front of another, they are most likely standing in line; they are all facing the same direction.]
  - **in:** (Have students put their books in their backpacks.)
  - **on:** (Have students put their books on their desk.)
4. Teacher copies the prepositions with students' participation.

**Slides 26-27: Repeat/Complete (7 m)**

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually.

**Slide 28: Grammar practice (7 m)**

1. Tell students to open their books to page 32, exercise 3. Pair students: Students take turns. S1 says a sentence with the incorrect preposition. S2 looks at the picture and says the sentence with the correct preposition. Then both correct the sentence in their books.

**Example:** S1: There's a table opposite the door

S2: No. There's a table next to the door.

Both write the correct answer in their books. (Use the slide to check answers.)

**Slides 29-30: Oral Practice (10-15 m)**

1. **SC Activity: Information Gap-There is/are + prepositions**

**Introduction:** Imagine what I say...

**Procedure:** Work in pairs. S1 will look at the slide, and S2 will look at student 1. (Don't let S2 see the slide.) You describe what you see and S2 will draw what you describe. The best drawing wins.

**For example:**

T: There is a calendar above the sofa. There are books in the bookcase. There is a cat under the table.

**Procedure:** (Have students switch places and repeat the activity with slide 30.)

**Slide 31: Writing Activity (10-15 m)**

1. Open your notebooks and make a drawing of a room in your house on the top half of the page.
2. Now write a paragraph describing the room in your house that you drew using the prepositions of place, there is, there are and the vocabulary you know.
3. For example: (Click on the slide to show them the example for the image on the slide.)

**Slide 32: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 7, exercises 1, 2, 3 and 4 in your workbook.

## World View: Book 1A, Unit 7, Day 2 (111-126 m)

### Slides 34-35: Homework (5 m)

### Slide 36: Objectives (3 m)

1. Write the objectives on the board.

### Slides 37-38: Oral Practice (15-20 m)

1. **SC Activity: Stimulus - Response-Interview Tic-tac-toe**

**Introduction:** Let's play a game? Have you ever played tic-tac-toe?

**Procedure:** Copy this grid in your notebook (On the board draw a tic-tac-toe grid.)

Get into pairs and play interview tic-tac-toe; one student will be X and the other O.

The first student to get 3 in a row horizontally, vertically or diagonally, wins.

**For example:** To win a slot you must describe the picture using the vocabulary and the preposition. (Ask a student to come up to the board to model with you.)

T: The cat is in the box. (Put a mark in the corresponding box on the grid of the board.)

S1: The cat is opposite the dog. (Put a mark in the corresponding box on the grid of the board.)

T: The student who gets tic-tac-toe wins. (Monitor student progress and help weak students produce complete sentences.)

#### **Variation 2:**

**Procedure:** Work in two teams. Each team will make a grid with pictures on the board like the ones we just did. Make sure you can put in two objects that can be connected with a preposition. Let's play again; group 1 is X and group 2 is O. Let's play using the grid team one made this time with the whole group. The first group to get 3 in a row horizontally, vertically or diagonally, wins. (Play the same game, this time with the whole group to see which group wins. When you complete playing with one grid, use the grid that was made by team 2.)

Get into pairs and play interview tic-tac-toe; one student will be X and the other O.

### Slide 39: Model Conversation (10 m)

1. Have students practice the conversation in pairs.
2. Then, have them do it again substituting their own information; they can practice this various times switching roles.
3. Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.

### Slides 40-61: Oral Activity (20-25 m)

1. **SC Activity: Jeopardy-Integration of tenses, structures and vocabulary**

**Introduction:** Who wants to win millions?

**Procedure:** (Divide the group in two teams.) Now team 1 chooses a question. If you get the question right, you get to play again. If you get an incorrect answer the other team can answer the question and continue playing. (You must keep track of each team's score.) The team that has the most money at the end wins.

#### **For example:**

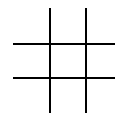
Team 1: Describing places for \$400 (Click on the correct box.)

Team 1 answers: The museum is crowded. (If the answer is correct, click on the symbol at the bottom of the slide to return to the game board.)

**PLEASE NOTE:** In the nationality category the student must add the nationality for the object.

Team 1: Nationalities for \$100. (Click on the correct box.)

Team 1 answers: The Chinese calendar is above the sofa. (If the answer is correct, click on the symbol at the bottom of the slide to return to the game board.)



### **Answers to Jeopardy**

#### **Office supplies**

- 100 - There is a printer under the chair.
- 200 - There is a desk opposite the door.
- 300 - There are batteries in the wastebasket.
- 400 - There is a box of paper clips on the table/ There are paper clips on the table.

#### **Occupations**

- 100 - There is an engineer in the magazine.
- 200 - There are waiters in front of the restaurant.
- 300 - There is a musician in the music store.
- 400 - There are doctors next to the flight attendant.

#### **Nationalities**

- 100 - There is a Chinese calendar above the sofa.
- 200 - There is a French plant in front of the table.
- 300 - There are folders under the American printer.
- 400 - There is a German telephone in the cabinet.

#### **Numbers**

- 100 - There are seventeen books in the bookcase.
- 200 - There are nineteen stores in the market.
- 300 - There is a restaurant in the museum.
- 400 - There are eighty seven baseball games.

#### **Describing Places**

- 100 - There is an expensive restaurant in France.
- 200 - There is an interesting TV show in Korea.
- 300 - There are friendly doctors in Italy.
- 400 - There is a crowded museum in Spain.

### **Slides 62-64: Video Activity Please note: you need copies for this activity. (30 m)**

1. **Step 1: Segment Introduction (5 m)**
  1. Introduce the topic to the students. You may want to share some of the background information with them, or draw their attention to how this topic relates to the theme of Student Book 1, Unit 7. (Both the Student Book unit and the video segment are about putting things in a room.)
  2. Tell students what the genre is (situation comedy) and provide a short explanation or give an example if the students don't understand.
2. **Step 2: Previewing: Only let students hear the audio of the video. (10 m)**
  1. Hand out the Video Activity Worksheet.
  2. Play the video with the picture off or covered and ask students to answer the four questions on the Video Activity Worksheet.
  3. Have students work in pairs to compare answers.
  4. Call on students to answer the questions. Your objective at this point is to encourage participation and curiosity. For this reason, tell students you will not say if they are right or wrong. Accept all answers. You may want to write the students' ideas on the board.
3. **Step 3: Viewing (15 m)**
  1. Show the video segment again but with the picture on. Have students work in pairs to compare their predictions with what they saw in the video and then share them as a whole class.
  2. Have the class come to a consensus about the answers to the four questions.
  3. Play the video again and have students answer the comprehension questions on the Video Activity Worksheet.
  4. Click on the slide and go over the answers with the class.

**Please note: before doing the following activity, ask students to bring a white *cartulina* and a marker to class. You also need to make a copy of the furniture cards for each student and role cards for every pair of students.**

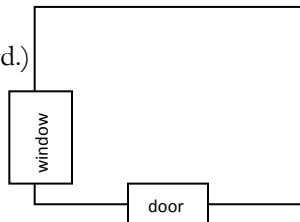
**Slide 65: Oral Practice (25-30 m)**

**1. FP Activity: Presentation – Prepositions of place, furniture vocabulary**

**Introduction:** Office...or living room?

**Procedure:**

1. (Draw this floor plan on the board.)



2. Set the scene. Write “Interior Design” on the board and make sure students know what it means. Explain that Student A lives in an apartment and wants to talk to an interior designer for advice on where to put the furniture in the apartment. Student B is the interior designer.
3. Pair students. Have them sit so that they cannot see their partner’s floor plan.
4. Give students the role cards and cut-up furniture cards. Have students read their role card and arrange the furniture on the floor plan to match the directions on the card. The pairs must not show each other their floor plans.
5. Point out that the space on their floor plan might not be big enough to place some of the objects and pieces of furniture as specified in the directions on their cards. Tell them that they can approximate certain locations, such as ON and UNDER, and to write the preposition of location next to the object to show its exact placement.
6. Tell student A to call Student B and describe the apartment. Student B must tell Student A to move the furniture according to his/her interior design. Student A must listen to the advice and move the furniture on the floor plan.
7. When they finish, have students show each other their floor plans to make sure they both have the pieces of furniture in the same places.
8. Ask the class which layout they prefer: before or after changing the design according to the interior designer.

**For example:**

S1: The desk is opposite the door.

S2: (Changes the desk opposite the door.)

S1: The sofa is in front of the window.

S2: The sofa is in front of the window?

S1: Yes. Etc.

**Slide 66: Wrap up & Homework (3 m)**

1. What was the objective for today’s class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today’s class?
3. For homework, do Unit 7, exercises 5, 6 and 7 in your workbook.
4. Bring index cards with a letter on each card, and cards with numbers 1-20.

## **Video Activity Worksheet**

### **Put it on the desk**

#### **Activity 1.**

**Listen to the video segment with the picture off or covered. Answer the questions below. If you don't know, guess!**

1. Who are the people?
2. Where are they?
3. Why are they there?
4. What's the story?

#### **Activity 2.**

**Watch the video again with the picture on or uncovered. Were your answers correct?**

#### **Activity 3.**

**Read the questions below. Then watch the video again and choose the correct answer.**

1. What does Jeff do?
  - a. He's a mover.
  - b. He works in an office.
  - c. He's a computer technician.
2. Who calls Jeff on the phone?
  - a. His roommate and his mother.
  - b. His boss and his roommate.
  - c. His boss and his mother.
3. Why do the movers leave?
  - a. It's time for lunch.
  - b. The boxes are too heavy.
  - c. It's time to go home.
4. Why does Jeff yell?
  - a. He's hungry.
  - b. He can't get out of his office.
  - c. He doesn't like the movers



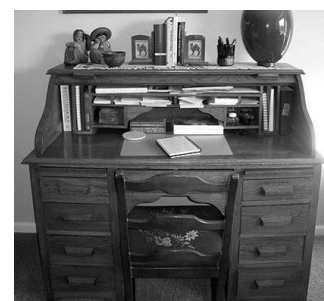
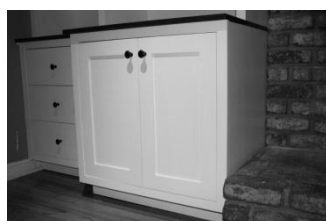
## Oral Activity Worksheet

### Office...or living room?

#### ROLE CARDS

Student A	Student B
Describe your apartment. You have the: <ol style="list-style-type: none"> <li>1. Desk in front of the window</li> <li>2. Sofa opposite the desk</li> <li>3. Cabinet opposite the door</li> <li>4. Computer on the desk</li> <li>5. Calendar on the wall next to the right side of the window</li> <li>6. Lamp next to the sofa</li> <li>7. Bookcase next to the left side on the cabinet</li> <li>8. Plant next to the window under the calendar</li> <li>9. Printer on the desk next to the computer</li> <li>10. Stereo on the cabinet</li> <li>11. Wastebasket under the desk</li> <li>12. Chair in front of the desk</li> </ol>	For good interior design you need the: <ol style="list-style-type: none"> <li>1. Desk opposite the door</li> <li>2. Sofa in front of the window</li> <li>3. Cabinet next to the right side of the door</li> <li>4. Computer on the desk</li> <li>5. Calendar on the wall next to the left side of the desk</li> <li>6. Lamp next to the sofa</li> <li>7. Bookcase opposite the sofa</li> <li>8. Plant on the cabinet printer under the desk</li> <li>9. Printer under the desk</li> <li>10. Stereo on the bookcase</li> <li>11. Wastebasket under the desk next to the printer</li> <li>12. Chair in front of the desk</li> </ol>

#### FURNITURE CARDS



## World View 1A: Midterm Review (141-166 m)

### Slides 2-3: Homework (5 m)

### Slide 4: Objectives (3 m)

1. Write the objectives on the board.

### Warm up Activity (10 m)

1. Take out your alphabet and number cards.
2. I say a number or letter and you show me what I say.

**For example:**

T: A

WC: (Shows the card with the letter A.)

### Slide 5: Grammar Practice (10 m)

1. (Click on the slide.) Look at the sentences. Copy them in your notebooks.
2. Now, read each sentence and circle the mistake; it's one of the underlined words or phrases. Then, write the correction in your notebooks. (Give students time to complete the task. Monitor them and help them if needed. Once they finish click on the slide to check their answers. Go over any questions they might have.)

### Slide 6: Oral Practice (10 m)

1. **FP Activity: Role-Play-Introducing yourself**

**Introduction:** Nice to meet you.

**Procedure:** Look at the slide and you will see two different business cards one that belongs to Pedro Maldonado and the other one that belongs Soledad Gómez. Elaborate your own business cards with the following information, your name, your occupation, your nationality and the company you work for.

**For example: (Look at the slide for the example)**

S1: Hello my name is Soledad Gómez. What's your name?

S2: Hi my name is Pedro Maldonado. Nice to meet you.

S1: Nice to meet you, too. Where are you from?

S2: I'm from Germany. I'm German. Where are you from?

S1: I'm Japanese. Here's my business card. I'm with Mercedes Benz. What do you do?

S1: I'm a doctor. What do you do?

S2: I'm a businesswoman. Well, see you later.

S1: Good bye.

### Slides 7-8: Oral Practice-Occupations (15-20 m)

1. **CP Activity: Recognition-Occupations**

**Introduction:** Remember these occupations?

**Procedure:**

1. I show a picture and you say the correct word in English. (Click on the slide; as you do, different images of occupations will appear. You can do some chorally and some individually. If there are words they don't remember, you can go back and check them again.)
2. Now take out a sheet of paper. On one side I want you to write "a" and on the other side I want you to write "an". As I click on the slide I want you to tell me what occupation it is. And show me with your sheet of paper if you use "a" or "an".

**For example:**

T: (Shows a picture of a doctor)

WC: Doctor! (Students show their piece of paper with the "a" on it.)

**Procedure:** Get into pairs and ask each other: What's XXX occupation?

**For example:**

S1: What is Dave's occupation?

S2: He's a graphic designer.

**Slide 9: Number Practice (15 m)****1. SC Activity: Question & Answer-Numbers****Introduction:** What's your phone number?**Procedure:** Copy the chart as you see it on the slide. Now, walk around the classroom and ask five classmates their names and their phone numbers. (Have a student come up to the front and do an example with you. Remind students to ask "How do you spell..." and "Excuse me can you repeat...")**For example:**

S1: What's your name?

S2: My name is XXX

S1: Excuse me; can you spell your last name?

S2: Sure! It's...

S1: What's your phone number?

S2: My phone number is ...

S1: Can you repeat that, please?

S2: Five, six...

**Follow up**

Now, get into trios and dictate two names and their phone numbers to your peers. Make sure you check they wrote it correctly.

**For example:**

S1: His first name is José. His last name is Rocha. Jose's phone number is 5254-0141

(Each student says two names and their number.)

**Slides 10-11: Oral Practice (15-20 m)****1. FP Activity: Presentation–There is / are and prepositions of place****Introduction:** This is my room.**Procedure:**

- Let's see if you remember this vocabulary. I show a picture and you say the correct word in English. (Click on the slide; as you do, different images will appear. You can do some chorally and some individually.)
- (Click on the slide to show the example.) Take out a sheet of paper and using the vocabulary we have learned in units 4 and 7. Draw a room with different things. Make sure you draw things under, above, etc. That will make the activity much more fun.
- Now, get into pairs. On a new sheet of paper try to draw your partner's room according to what he tells you.

**For example:**

S1: There is a sofa on the right. There is a briefcase under the table.

S2: Where is the briefcase?

S1: It's under the table. Etc.

(Make sure you monitor your students and help them with any words they don't remember.)

**Slide 12: Oral Practice (15 m)****1. SC Activity: Question & Answer – Countries and nationalities****Introduction:** Where are you from?**Procedure:** (Before class make a copy of the cards at the end of this file. If the number of students in your class is odd, you must play the game.) You are going to receive a piece of paper with something written on it. It can be a thing, a name of a city, a dish, etc. You have to figure out what nationality it refers to. Walk around the class asking your classmates questions to find the person that has the same nationality as you.

**For example:** The cards say: Judo and Kendo—Sushi (Both things are from Japan. Therefore you are looking for people from Japan.)

S1: Are you from Japan?

S2: No, I'm not.

S1: Are you Japanese?

S5: No, I'm not.

S1: Do you speak Japanese?

S9: Yes, I do.

### **Slide 13: Writing Practice (15-20 m)**

#### **1. FP Activity: Presentation – Describing places**

**Introduction:** My favorite city.

**Procedure:**

1. Think of your favorite city. Write a short description of your favorite city. Look at unit 6 if you need some ideas. Make sure you tell us what there is and how it is. Use the vocabulary we learned in unit 6.
2. Now, get into pairs and read your paragraph to your partner. Your partner can ask questions about your favorite city.

**For example: (Look at the slide for the example.)**

### **Oral practice (15-20 m)**

#### **1. FP Activity: Presentation – Describing famous people and places**

**Introduction:** Who are some famous people? Where are they from? What are their houses like?

**Procedure:**

1. Think of a famous person you admire or really like from another country. In your notebooks, make notes about that person. For example: Where is she / he from? What is his / her occupation? etc.
2. Now, imagine what his / her house is like. What things can you find in it? (Tell students to make notes about this also, this will help them in their oral presentation.)
3. Get into pairs. Describe your person to your partner using the notes you wrote. Tell them about their house. Be as specific as possible. Once you finish switch roles. (Monitor your students and help them with any words they don't know.)

**For example:**

T: Salma Hayak is Mexican. She is an actor. She lives in Hollywood in a big, expensive house. There is a big pool. There are two dogs. There three sofas, etc.

### **Slide 14: Oral practice (10–15 m)**

**FP Activity: Question & Answer—Asking and giving information.**

**Introduction:** How much is...

**Procedure:** (Divide the class in two. One half will be shoppers the other half will be sales people.) Choose some of the things you have and put them up for sale. Your classmates will come to you to buy them. When the teacher says stop! You switch roles. (When students switch roles give them time to prepare their store.) Remember to use the vocabulary we have learned.

**For example: (Look at the slide for the example.)**

### **Slide 15: Homework (3 m)**

1. What were the objectives for today? What structures did we review? Which of these were difficult for you? Which were easy?
2. Do you have any questions about the class today?
3. For homework, study for the exam.

Judo and Kendo	Sushi
Corona Beer	Salma Hayak
Adolf Hitler	Berlin
Queen Elizabeth	Harry Potter's author J.K. Rowling
Feijoada	Ronaldinho soccer player
Tango	Buenos Aires
Eiffel Tower	You speak French.
Paella	Madrid
The Vatican	Spaghetti
New York City	Sandra Bullock

## World View: Book 1A, Unit 8, Day 1 (115-118 m)

### Slide 2: Objectives (3 m)

1. Write the objectives on the board.

### Slides 3-4: Warm up Activity (10 m)

1. Show the slide. Ask students about important holidays in Mexico. (If students don't understand the word holiday, explain that it's a day [or days] when the people of a specific country celebrate something, and that people don't usually work on that day.) Write some of the names of these holidays on the board. (Mother's Day, Christmas, Día de los Muertos, Independence Day, Valentine's Day, Etc.) Now, when do we celebrate these holidays? Work in trios to match the holidays to the month they are celebrated in. (Give them time to do this, then check the answers orally.)

**Answers:**

May	Mother's Day	February (5)	Constitution Day
June	Father's Day	November	Día de los Muertos
September	Independence Day	December	Christmas
February	Valentine's Day	May	Teacher's Day
March	Benito Juarez's Birthday	April	Día del Niño
October	Día de la Raza (Columbus Day)	January	New Year's Day

2. Ask a few students to tell you their favorite holiday, but don't ask them why.

### Slides 5-13: Vocabulary (7-10 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time.
2. **Meaning:** Use the picture to explain the word and give further explanation if they don't understand.
3. **Usage:** Give an "example," and elicit a complete answer using the new word, to the question provided below.

Word	Usage (teacher)	Usage (student)
<b>cook</b>	They are <b>cooking</b> food. To <b>cook</b> is to prepare food. I can cook enchiladas. Tell me something that you can <b>cook</b> .	I can <b>cook</b> ...
<b>dance</b>	In the picture, they are <b>dancing</b> salsa. You can <b>dance</b> salsa, cumbia, mambo, etc. What can you <b>dance</b> ? What's your favorite <b>dance</b> ?	I can <b>dance</b> ... / My favorite <b>dance</b> is...
<b>eat</b>	People in Mexico <b>eat</b> a lot of tacos. What do you like to <b>eat</b> for dinner?	I like to <b>eat</b> ...
<b>drink</b>	In the morning, I always <b>drink</b> coffee. What do you <b>drink</b> ?	I <b>drink</b> ...
<b>get up</b>	I <b>get up</b> at 6:00 every day (mimic). What time do you <b>get up</b> every day?	I <b>get up</b> at...
<b>give</b>	(Mimic: give a book/pen to a student.) I am <b>giving</b> a book to (Javier). (Tell one student to <b>give</b> another something, then ask:) What are you <b>giving</b> XX student?	I am <b>giving</b> him/her...
<b>play (game, sport, musical instrument)</b>	I like to <b>play</b> basketball with my friends. What sport or game do you like to <b>play</b> ?	I like to <b>play</b> ...
<b>visit</b>	I like to <b>visit</b> my friends on weekends. When do you <b>visit</b> your friends or family?	I <b>visit</b> them...
<b>wash</b>	I <b>wash</b> my clothes on the weekend. Who <b>washes</b> the dishes in your house?	XX <b>washes</b> the dishes in my house.

**Slides 14-15: Getting started (10 m)**

1. Tell students to open their books to page 34, exercise 1. Tell them to work in pairs to match the verbs with the correct group of words. (Click on the slide for them to check their answers.)
2. Tell students to look at number 2 in their books. Tell them to look at the pictures and guess what countries the celebrations are from and when they take place. Tell them to check page 141 for the answers.

**Slide 16: Reading (15 m)**

1. Click on the slide. Tell them that these are pictures related to a holiday in the US called Thanksgiving. Ask them what they can see in the picture. (Let students tell you anything they can about the pictures they see.) Click on the slide to have the words appear related to the pictures.
2. Now, tell them to read the story about Thanksgiving on page 35 in pairs. Ask them to tell you some of the things that Amy's family does on Thanksgiving. (Whatever they tell you is fine; try to get them to tell you 2-3 things the family does.)
3. Now, tell them that the sentences in number 5 are not correct. Tell them to read the sentences. Then, tell them to read the story again and, in pairs, to correct the mistakes in the sentences in number 5.
4. When they finish, click once for the answers to appear. Ask students if they have any questions and go over any doubts they have.

**Slide 17: Grammar Focus: Simple Present (3<sup>rd</sup> Person) (7 m)**

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels.)
3. Point out certain patterns to students:
  - a. Use the **BFV+s** in simple present for **he, she** and **it**.
  - b. We use the simple present in English to talk about habits, customs and routines.
  - c. Add "**s**" to the **BFV**.
  - d. Add "**es**" to **do, go** and verbs that end in **-ch, -s, -sh** and **-x**.
  - e. The verb **have** changes to **has** in simple present.
4. Have students open their books to page 36 and have them do exercise 2. (Go over the correct answers **orally: -s, -es**.) Check to see if students have any questions.

**Slides 18-19: Repeat/Complete: (5 m)**

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually.

**Slides 20-21: Grammar Focus: Simple Present (other persons) (10 m)**

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels.)
3. Point out certain patterns to students:
  - a. We use the simple present to talk about habits, customs and routines.
  - b. In simple present for all other persons (I, you, we, they), the simple **present looks the same as the BFV**.
4. Have students open their books to page 36 and have them do exercise 3. (Click on the slide to show the correct answers.) Check to see if students have any questions.

**Slides 22-24: Repeat/Complete/Change: (15 m)**

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually.
3. **Change:** Have students change the sentences using the pronoun in parenthesis; do some chorally and some individually.

**Slide 25: Model Conversation (10 m)**

1. Have students practice the conversation in pairs.
2. Then, have them do it again substituting their own information; they can practice this various times switching roles.
3. Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.

**Oral Practice (30 m)**

1. **SC Activity: Stimulus-Response-Simple present (10 m)**

**Introduction:** Do you do many activities? Let's talk about your activities.

**Procedure:** I will say a verb and some extra information, and you say a sentence about yourself using that verb and information.

**For example: (You can use the same cue for various students.)**

T: get up / every day

S2: I get up at 6:00 every day.

T: S5, what about you?

S5: I get up at 5:30 every day.

**Cues:**

eat / for breakfast	play / in my free time	go / on weekends	drink / with dinner
visit / on weekends	dance / at parties	get up / on Sundays	do / homework

2. **SC Activity: Stimulus-Response-Simple present; 3<sup>rd</sup> person (10 m)**

**Introduction:** Let's talk about the activities that the people in your family do.

**Procedure:** I will say a subject and a verb, and you tell us something that that person does.

**For example: (You can use the same cue for various students.)**

T: mother / cook

S2: My mother cooks dinner every day.

T: S5, what about you?

S5: My mother cooks delicious pozole.

**Cues:**

brother / eat	sister / play	father / go	mother / wash
father / visit	brother / dance	mother / make	sister / get up
sister / drink	mother / give	brother / do	father / help

**Slide 26: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 8, exercises 1, 2 and 3 in your workbook.



## World View: Book 1A, Unit 8, Day 2 (111-136 m)

### Slides 28-29: Homework (5 m)

### Slide 30: Objectives (3 m)

1. Write the objectives on the board.

### Slide 31: Warm up Activity (15 m)

1. **FP Activity: Presentation-Simple present affirmative**

**Introduction:** Do rich people have the same routines as we do? What things do they do differently?

**Procedure:** Work in groups of 3-4 students. Imagine that you are all rich and famous. You will tell your classmates what you do every day, what you eat, what you drink, etc.

**For example: (See the slide for the example.)**

### Oral Practice (40-55 m)

2. **SC Activity: Stimulus & Response-Simple present affirmative (10 m)**

**Introduction:** What activities do you do every day? Every week?

**Procedure:** What are some verbs you know? (Write the verbs that students say on the board and add any others that you want from the ones they learned in this unit.) I will say a time expression, and you say an activity that you do using that time expression.

**For example:**

T: every morning

S4: I get up at 6:00 every morning.

**Cues: (You can use the same cue for various students.)**

every day	on weekends	on Saturdays	every week
every night	on Mondays	on Sundays	on Fridays
every year	every month	in December	in September
in the mornings	in the afternoons	at Christmas	on Mother's Day

3. **SC Activity: Chain Drill-Simple present affirmative (10-15 m)**

**Introduction:** What activities do you do on weekends?

**Procedure:** I will say an activity that I do on weekends, and then you say an activity that you do on weekends and repeat my activity. The next student says an activity that he/she does, says the first student's activity and repeats my activity. (This is a chain activity where the first student will say what s/he does and then say what his/her classmate does, and what the teacher does. Don't let the chain go beyond 8-10 people because it gets too long; at that point, you should start another chain.)

**For example:**

T: I get up late on weekends.

S1: I wash clothes on weekends and you get up late.

S2: I eat tacos on weekends, she washes clothes and you get up late.

Etc.

**Cues:**

on Sundays

in my free time

on Saturdays

on vacation

4. **FP Activity: Presentation-Simple present all persons (10-15 m)**

**Introduction:** Let's compare our activities and the activities of a friend or family member.

**Procedure:** What are some verbs we know? (Elicit and write on bb.)

go wash get up visit do play dance drink

Work in groups of 3-4 and tell your group about your activities and the activities of a friend or family member.

**For example:**

T: I get up at 6:00 every day, but my sister gets up at 7:00. I go to school every day, and she goes to school, too. I play the guitar and my sister plays the piano. I always drink coke with my dinner, and my sister always drinks water. On weekend, I visit my friends, and she also visits her friends.

5. **FP Activity: Presentation-Simple present (10-15 m)**

**Introduction:** What do you do on holidays or special days like your birthday? Do you eat special food or do something special?

**Procedure:** Work in groups of 3-4 and tell your classmates what you do on a special day.

**For example:**

T: On my birthday, I get up early and my mom always prepares a special breakfast for me. I usually go to school and in the afternoon, when I get home, I celebrate with my family. My mom and dad usually give me a nice present and then we eat dinner with my brothers and sisters. My mom always makes me a special chocolate cake for my birthday. Sometimes, my friends visit me in the evening and we listen to music and dance.

**Slide 32: Speaking (15 m)**

1. **FP Activity: Role-Play-Simple present**

**Introduction:** What is your favorite holiday?

**Procedure:**

1. Think about a holiday that your family celebrates and write the things your family does on that day. (Show students the example on the slide. Give them time to do this and help them if necessary.)
2. Now, work in pairs and describe the things you and your family do on that holiday. Your classmate has to guess what holiday it is. Look at the example on the slide.

**Slides 33-34: Oral Practice (20-25 m)**

1. **FP Activity: Presentations-Simple present affirmative, there is/are**

**Introduction:** What is your favorite holiday? Why?

**Procedure:**

**Step 1:** Imagine you are going to create a new holiday that the people in Mexico will celebrate. You are going to work in trios. You need to decide the name of the holiday, the date, what you are celebrating, how you are celebrating, what you are going to eat and do on that special day. (Show the example on slide 2 and then give them time to write the notes about their holiday.)

**For example: (Show the example on slide 2.)**

**Step 2:** Now, you are going to prepare your presentation for the group on the holiday you created. (Click to show slide 3 with the example. Give them time to prepare their holidays. Help them if they get stuck.)

**For example: (Read the example from the slide.)**

**Step 3:** Now, each group is going to come to the front and give a presentation on their holiday. When we finish, you are going to vote on your favorite holiday. (Have them give their presentations. Write the different holidays on the board, so that in the end, they can vote on their favorite holiday.)

**Slide 35: Oral Practice (10-15 m)**

1. **SC Activity: Role Play: Simple present affirmative**

**Introduction:** Do children like to show off? (Write “show off” on the board and explain it by saying: For example if I say I have a Mustang, you say you have two Mustangs, and if I say I have a house with 3 bedrooms, you say your house has 10 bedrooms, etc. If students don’t get it say that it’s “*presumir*.”)

**Procedure:** Imagine you are talking to a friend. S/he is saying things about what he/she does, or has and about things his/her family does or has to try to impress you. You are also saying things to impress him/her. (Have students practice with a partner; they can then switch partners to practice again. Correct after the activity.)

**For example: (Click on the slide to show the example.)**

**Slide 36: Wrap up & Homework (3 m)**

1. What was the objective for today’s class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today’s class?
3. For homework, do Unit 8, exercises 4, 5 and 6 in your workbook.

## World View: Book 1A, Unit 9, Day 1

(120-128 m)

### Slides 2-3: Homework (5 m)

#### Slide 4: Objectives (3 m)

1. Write the objectives on the board.

#### Slides 5: Warm up activity (10 m)

1. Show the slide. Look at the slide. What things can you see? (Explain the words on the slide if they don't understand.)
2. Do you know anyone who collects things? Work in groups of 2-3 and make a list of things that people collect. (Walk around and help with vocabulary they may not know.)
3. What things do you have on your lists? (Write these things on the board and give them the vocabulary words for things they may not know.)
4. Do you collect anything? (If yes,) What? Would you like to collect any of the things that you can see on the board? What?

#### Slides 6-15: Vocabulary (10 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time.
2. **Meaning:** Use the picture to explain the word and give further explanation if they don't understand.
3. **Usage:** Give an "example," and elicit a complete answer using the new word, to the question provided below.

Word	Usage (teacher)	Usage (student)
<b>comic strip</b>	This is a <b>comic strip</b> . A <b>comic strip</b> is a short story in pictures about a fictional character. What's your favorite <b>comic strip</b> ?	My favorite <b>comic strip</b> is...
<b>picture</b>	A <b>picture</b> is a photo or photograph. I have a <b>picture</b> of (my dog) on my cell phone. What do you have a <b>picture</b> of on your cell phone?	I have a <b>picture</b> of...
<b>stuffed animal</b>	People often give <b>stuffed animals</b> to babies. (Ask a girl:) Do you have a <b>stuffed animal</b> at home? What is it?	I have a <b>stuffed animal</b> . It's a ...
<b>clock</b>	I have a <b>clock</b> in my bedroom. What time is it on the <b>clock</b> in the picture?	It's 8:10 on the <b>clock</b> in the picture.
<b>plate</b>	There isn't any food on the <b>plate</b> . What color are the <b>plates</b> in your house?	The <b>plates</b> in my house are...
<b>toy</b>	Children play with <b>toys</b> for example: Barbie, Transformers, cars, stuffed animals, balls, etc. What <b>toys</b> do boys like?	Boys like <b>toys</b> like...
<b>doll</b>	Girls play with <b>dolls</b> , for example: Barbie, My Scene, etc. What <b>dolls</b> do girls like?	Girls like XX <b>dolls</b> .
<b>postcard</b>	When you visit a new place, you can buy pictures of that place. These pictures are called <b>postcards</b> . Do you have postcards at home? What do you have <b>postcards</b> of?	I have <b>postcards</b> of...
<b>photo album</b>	You put all your pictures in a <b>photo album</b> so you can look at them. What do you have pictures of in your <b>photo album</b> at home?	I have pictures of XX in my <b>photo album</b> .
<b>souvenirs</b>	When you travel to a new place, you buy things so that you can remember the place. These are called <b>souvenirs</b> . What place do you have <b>souvenirs</b> from?	I have <b>souvenirs</b> from...

**Slides 16: Getting started (7 m)**

1. Tell students to open their books to page 40, exercise 2. Tell them to look at the picture and check off the things they can see in the picture. They can work in pairs if they want. (Click on the slide for them to check their answers.)

**Slides 17-18: Vocabulary (10 m)**

1. Show the slide. Click once to show each number. Say the number and have students repeat it 3 times. Continue until you have done all the numbers on slide 15. (Cover the slide or go on to the next slide before doing the next exercise.)
2. Tell students to open their books to page 41. Tell them to work in pairs and to fill in the words for each number. (Go back to slide 15 to let them check what they wrote.)
3. Go to slide 16. Ask them how to say each number. Correct any pronunciation mistakes.

**Slides 19: Reading (12-15 m)**

1. Click on the slide. Tell them that they are going to read the article on page 40 about the collectors. (Give them time to do this.)
2. When they finish, tell them they are going to fill in the sentences with the correct information. (Click on the slide to show the correct answers.)

**Slide 20: Pronunciation (5 m)**

1. Have students listen to the pronunciation of the words. Tell them to focus on the sound of the stressed syllables.
2. Have them listen again and repeat after the audio.

**Slide 21: Grammar Focus: Simple Present-negative (5 m)**

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels.)
3. Point out certain patterns to students:
  - a. Use the auxiliary **don't + BFV** in simple present for **I, you, we** and **they**.
  - b. Use the auxiliary **doesn't + BFV** in simple present for **he, she** and **it**.
  - c. We use the simple present in English to talk about habits, customs and routines.

**Slides 22-23: Repeat/Complete: Simple Present in negative (25 m)**

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually.
3. **SC Activity: Stimulus-Response-Simple present negative (10 m)**

**Introduction:** Let's talk about some things we do and things we don't do.

**Procedure:** I will say a verb and you tell us one thing you do and one thing you don't do.

**For example: (You can use the same cue for various students.)**

T: cook

S2: I cook eggs. I don't cook cochinta pibil.

T: S5, what about you?

S5: I cook tacos. I don't cook enchiladas.

**Cues:**

eat	play	go	wash
visit	dance	make	get up
drink	have	do	collect

4. **SC Activity: Stimulus-Response-Simple present negative (10 m)**

**Introduction:** Let's talk about some things that your friends or family members don't do.

**Procedure:** I will say verb and an object and you tell someone that doesn't do that action.

**For example: (You can use the same cue for various students.)**

T: eat pancita

S2: My sister doesn't eat pancita.

T: S5, what about you?

S5: My friend Carlos doesn't eat pancita.

**Cues:**

cook pozole	play tennis	dance salsa	wash dishes
cook mole	play golf	dance mambo	wash clothes
drink tequila	have a car	get up at 5:00 a.m.	collect cups
drink beer	have a motorcycle	get up at 4:00 a.m.	collect stuffed animals

**Slide 24: Find someone who...? (25-30 m)**1. **SC Activity: Find someone who...? Simple present (10-15 m)**

**Introduction:** Let's find people in our class who do different things.

**Procedure:** I am going to show you some sentences on the slide. In your notebooks, I want you to write 1 to 6. In a minute I want you stand up and ask your classmates the questions to find the classmates who match the characteristics. When you find classmates that match all the characteristics, sit down. The first person to have the information complete, is the winner.

**For example: (Click on the slide to show the example.)**

**Follow up:**

T: Who loves *pancita*? Do you have 3 people that love *pancita*? Who?

S4: Sandra, Daniel and Juan Carlos love *pancita*.

2. **FP Activity: Presentation-Simple present, possessive adjectives (15 m)**

**Introduction:** What is your daily routine like?

**Procedure:** Work in groups of 3-4 students and tell your classmates what you normally do every day. Also mention the things you don't do.

**For example:**

T: I usually get up early from Monday to Friday, but I don't get up early on weekends. I work from 8:00 to 3:00 every day. In the afternoon, I go home and I cook dinner. In the evening, I prepare my classes and I watch TV. I like to watch all of the CSI programs. On weekends, I don't work; I relax at home. I wash my clothes and visit friends.

**Slide 25: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 9, exercises 1, 2, 3 and 4 in your workbook.

## World View: Book 1A, Unit 9, Day 2 (125-155 m)

### Slide 27-28 Homework (5 m)

### Slide 29: Objectives (3 m)

1. Write the objectives on the board.

### Slide 30: Warm up Activity (15-20 m)

1. **FP Activity: Tic-tac-toe: Simple present affirmative and negative**

**Introduction:** Let's play tic-tac-toe.

**Procedure:**

1. (Click on the slide.) You can see a Tic-tac-toe grid on the board, but it's a little different. There are 6 rows and 7 columns. (Draw a similar grid on your board.)
2. You are going to work in two teams; this team is the X's and this team is the O's. One person from each team will have a turn. You choose a space, for example C-5. You have to make a logical sentence using the verb in affirmative or negative (indicated on the slide). If your sentence is correct, you get an X or O for your space. Then the other team gets a turn. The first team to get 4 in a row wins.

**For example: (Click on the slide as you do the example for them to see how it works.)**

S1 from team 1: C-5

T: read in negative

S1 from team 1: I don't read the newspaper every day.

T: Correct, we can put an X in the square. Next?

S1 from team 2: F-5

T: visit in negative

S1 from team 2: My sister doesn't visit the doctor often.

T: Correct, we can put an O in the square. Next?

S2 from team 1: D-5

T: own in negative

S2 from team 1: I don't own a car.

T: Correct, we can put an X in the square. Next?

Etc.

### Slides 31-33: Grammar Focus: Simple Present-yes/no questions (15-20 m)

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels.)
3. Point out certain patterns to students:
  - d. Use the auxiliary **Do + subject +BFV** in simple present for **I, you, we** and **they** to ask questions.
  - e. Use the auxiliary **Does + subject +BFV** in simple present for **he, she** and **it** to ask questions.
  - f. For short answers in affirmative, use **Subject + do** or **does**.
  - g. For short answers in negative, use **Subject + don't** or **doesn't**.
4. Have students open their books to page 42, number 2 and have them fill in the information in the chart. (Click on the slide to show the correct answers.) Check to see if students have any questions.
5. Have students work in pairs to complete the questions and answers in number 3. (Click on the slide to check their answers.) Go over any questions they may have.

**Slides 34-37: Repeat/Complete: Simple Present Questions & Short Answers (10 m)**

1. **Repeat:** Have students repeat the questions after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the complete question with the correct answer; do some chorally and some individually.
3. **Repeat:** Have students repeat the questions and short answers after you. Do each example first chorally and then individually.
4. **Complete:** Have students say the complete question and short answers; do some chorally and some individually.

**Slide 38: Guided Practice (7-10 m)**

1. **SC Activity: Question & Answer-Simple present, short answers**

**Introduction:** Do you do know a lot about your classmates? Let's find out some information about them.

**Procedure:** Work in pairs and ask each other the questions on the slide. When you answer, use short answers.

**For example: (Use the example on the slide.)**

**Slide 39: Guided Practice (17-25 m)**

1. **SC Activity: Question & Answer-Simple present, short answers, 3<sup>rd</sup> person (7-10 m)**

**Introduction:** Let's find out some information about a family member.

**Procedure:** Work in pairs. Ask your classmate about a family member; mother, father, brother, sister. Use the questions on the slide. When you answer, use short answers.

**For example: (Use the example on the slide.)**

2. **FP Activity: Presentation-Simple present (10-15 m)**

**Introduction:** What are some verbs we know? (Put a list on the board and include the ones listed below.)

read      play      drink      eat      like      watch      go      collect

**Procedure:** Work in groups of 3-4 and tell your classmates some information about you using these verbs. When you finish, your classmates will ask you questions.

**For example:**

S3: I like to play soccer and I play soccer every weekend. I don't read much; only for school. My favorite food is tacos and I eat them about 4 times a week. I don't drink coke, I like to drink water.

S2: Do you collect anything?

S3: No, I don't.

S1: Do you watch soccer on TV?

S3: Yes, I do. I watch all the games on weekends.

**Slide 40: Find someone who...? (10-15 m)**

1. **FP Activity: Find someone who...? Simple present**

**Introduction:** Let's find people in our class who do different things.

**Procedure:** I am going to show you some sentences on the slide. In your notebooks, I want you to write 1 to 6. In a minute I want to you stand up and ask your classmates the questions to find someone who matches the characteristics. When you find someone, then you write their name next to the number in your notebook. The first person to have a name for each number is the winner.

**For example: (Click on the slide to show the example.)**

**Follow up:**

T: Who collects t-shirts?

S4: Tere collects t-shirts. Etc.



**Slide 41: Model Conversation (10 m)**

1. Have students practice the conversation in pairs.
2. Then, have them do it again substituting their own information; they can practice this various times switching roles.
3. Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.

**Slide 42: Speaking (15 m)**

1. **FP Activity: Questionnaire-Simple present, short answers**

**Introduction:** Do you collect things? What do you collect?

**Procedure:**

6. Fill out the questionnaire with information about the things you collect and the quantities.
7. Now, work in pairs and ask your classmate about the things s/he collects and the quantities.

**For example: (Show the example on the slide.)**

**Follow up:** Did any of your classmates collect something unusual? What? Does anyone have a really large collection of something? What?

**Slide 43-46: Optional Video (15-20 m)**

**Video**

**Introduction & Previewing:**

1. What are some things people collect? (Whatever students mention is fine.)
2. We are going to watch a video. The first time, you will see the video with no sound. (Make sure you turn off the sound the first time you play the video.) I want you to look at the questions on the slide. (Click for the questions to appear.) Please think about these questions while you watch.
3. (Advance to the next slide and play the video. Once the video finishes, go back to the questions on slide 34.) Now, work in pairs or trios and answer the questions.
4. Let's see what you answered. (Call on students to answer the questions. Your objective is to encourage participation and curiosity.)

**Gist Viewing:**

1. In a minute we're going to see the video again. First, let's look at some vocabulary. (Show slide 36 with the pennant, baseball card, baseball memorabilia and the explanation of rare. Explain any of these if necessary.)
2. Now, let's watch the video again with the sound on to see if your answers were correct. (Play the video again with the sound on.)
3. Work in pairs again and answer the questions again to see if you have different answers this time. (When students finish discussing their answers, ask them what their answers are.)

**In-Depth Viewing:**

1. Now, let's watch the video again with the sound on. After we see the video, you are going to answer some questions. (Play the video again with the sound on.)
2. (Go to slide 37.) Look at the sentences. Work in pairs to complete the sentences with the correct answers. (When students finish.) What do you have as the answer for the first one? And the second one? Etc. (Click on the slide each time for the correct answers.)

**Slide 47: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 9, exercises 5 and 6 in your workbook.

## World View: Book 1A, Unit 10, Day 1 (114-117 m)

### Slide2-3: Homework (5 m)

### Slide 4: Objectives (3 m)

1. Write the objectives on the board.

### Slide 5: Warm up activity (7-10 m)

1. (Show the slide.) Look at the slide. What are some ways that people communicate? Work in groups of 3-4 and make a list of the ways people can communicate. (Give students a few minutes to do this. Help them with any vocabulary they might need.)
2. Now, tell me what you have on your lists. (Write the words that students say on the board. Explain any words that the group doesn't understand.)
3. What's your favorite way to communicate with your friends? (Let students tell you whatever they want.)

### Slides 6-12: Vocabulary (10 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time.
2. **Meaning:** Use the picture to explain the word and give further explanation if they don't understand.
3. **Usage:** Give an "example," and elicit a complete answer using the new word, to the question provided below.

Word	Usage (teacher)	Usage (student)
<b>survey</b>	A <b>survey</b> is a list of questions that you use to discover people's opinions about something. Last week I went to a restaurant and after dinner, I filled out a <b>survey</b> about the service and food. When did you take a <b>survey</b> ? What was it about?	The <b>survey</b> was about...
<b>quiz</b>	A <b>quiz</b> is a short exam. In school the teachers give many quizzes. Do any of your teachers give you <b>quizzes</b> ? Who?	My XX teacher gives us <b>quizzes</b> .
<b>book a flight /hotel</b>	To <b>book a flight</b> or a hotel is to make a reservation for a flight or a hotel room. When you <b>book a flight</b> , you have to pay for your ticket. Tell me a time you <b>booked a flight</b> or a hotel?	I <b>booked a hotel/flight</b> ...
<b>do (your) banking</b>	When you go to the bank to pay your credit cards or phone bill, etc. we say you do your banking. Now, you can <b>do your banking</b> over the Internet, so you don't have to go to the bank. Who <b>does his/her banking</b> on line? Why do you do your banking on line?	I <b>do my banking</b> on line. It's faster.
<b>research</b>	To <b>research</b> is to investigate something. Scientists do research. If your teacher gives you an assignment, you <b>research</b> the information on line or in the library. Do you prefer to <b>research</b> information on line or in the library? Why?	I prefer to <b>research</b> information...
<b>buy</b>	Every week I go to Soriana and <b>buy</b> food for the week. Where do you <b>buy</b> your clothes?	I <b>buy</b> my clothes...
<b>interview</b>	To <b>interview</b> someone is to ask the person questions. The people from Televisa like to <b>interview</b> the president. Tell me the name of someone that always <b>interviews</b> famous people?	XX always <b>interviews</b> famous people-

**Slides 13-14: Getting started (15 m)**

1. Tell students to open their books to page 44, exercise 1. Tell them to look at the pictures and match them to the sentences. (Click on the slide for them to check their answers.)
2. Now, look at the pictures in exercise 2. How are these people communicating? (By phone, by computer, in person) What is your favorite way to communicate with your friends? Why? (Get different students to give you their answers and reasons.)
3. Now, look at exercise 3. Use the verbs in the box to fill in the exercise on page 45. You can do this in pairs. (Give them time to do this.) Now, let's check your answers. (Click on the slide to show them the answers.)
4. Now, work in pairs and ask your classmates the questions in the survey to find out if they are Internet people or not. (Give them time to ask and answer questions. Monitor the group and help them if necessary.) Now, who is definitely an Internet person in this class? Why? Who is definitely NOT an Internet person? Why?

**Slides 15-16: Listening (10 m)**

1. You are going to listen to two people talking about a quiz in a magazine on modern communication. Look at exercise 4 on page 45 in your books. (Play the audio and let them check off the items they hear. If necessary, play it a second time.) Let's check your answers. (Click on the slide to show the answers.)
2. Now, look at number 5. Please read the instructions and the information. (Give them a few minutes to do this.) Now, let's listen to the audio again, and this time, focus on the percentages that you hear. Fill in the blanks with the percentages. (Play the audio and let them fill in the blanks. If necessary, play the audio a second time.) Let's check your answers. (Click on the slide to show the answers.)

**Slides 17: Grammar Focus: Simple Present-Wh-questions (7 m)**

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels.)
3. Point out certain patterns to students:
  - a. We use the simple present in English to talk about habits, customs and routines.
  - b. Use the **question word + auxiliary do/does + Subject + BFV** in simple present for questions.
  - c. Use the auxiliary **do** for **I, you, we** and **they** and **does** for **he, she** and **it**.
4. (Click on the slide to show the question words.) Put the question words on the board and have students repeat them as you write.
5. Ask students when we use each question word. (Click to show the arrows, then click again to show the information as to when the question words are used.) Put the information on the board and have students repeat as you write. Explain any question word they don't understand.

**Slide 18: Grammar Focus: Simple Present-Wh-questions (7 m)**

1. Open your books to exercise 2 on page 46. Complete the information in the box. (Check their answers orally: **does / do / base form**.)
2. Let's look at exercise 3. You are going to work in pairs and write the questions. (Give them some time; monitor them to make sure they don't have any problems. Click on the slide to show the correct information when they finish.)

**Slides 19-20: Repeat/Complete: Simple Present-Wh-questions (17 m)**

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually.
3. **SC Activity: Question & Answer-Simple present questions (10 m)**

**Introduction:** Do you know a lot about your classmates? Let's find out more about them.

**Procedure:** I will say a question word and a verb, and one student will ask, and the other will answer. Remember, if you want additional information you can ask Why?

**For example: (You can use the same cue for various students.)**

T: Where / buy clothes

S2: Where do you buy clothes?

S5: I buy clothes in Suburbia.

S2: Why?

S5: Because I like the clothes in that store.

**Cues:**

What / eat for breakfast/lunch/dinner	How / get to school / work
When / use the Internet / cell phone	What / listen to on the radio
Where / go on vacation /	When / dance
How / communicate with friends	Where / get information
Why / study (your major)	When / visit friends / family
What / do in your free time /on weekends	How / study for exams
When / wash clothes / the dishes	What / like to drink / eat /
Where / buy CDs / shoes / DVDs	When / eat <i>bacalao</i> / <i>enchiladas</i>

**Slide 21: Oral Practice-Present-Wh-questions (20 m)**

1. **SC Activity: Question & Answer-Simple present questions (10 m)**

**Introduction:** Can you tell something about a person just from looking at him or her? What can you tell?

**Procedure:** Let's look at a picture of a man. (Click once for the picture to appear.) What can you tell me about him from the picture? Now, let's look at another picture. (Click once for the next picture to appear.) What can you tell me about her from the picture? Now, let's look at some pictures related to his life and some pictures related to her life. (Click once for the pictures to appear.) Now, work in pairs. One will ask questions about the man, and the other will ask questions about the girl. Answer based on the pictures you can see and what you imagine to be true about these people. Try to use the question words.

**For example:**

S1: What is his favorite soccer team?

S3: His favorite soccer team is (Barcelona).

S1: Where does he live?

S3: He lives in Spain.

S1: What does he like to eat?

S3: He likes to eat...

Etc.

2. **FP Activity: Role-Play-Simple present questions (10 m)**

**Introduction:** What are some verbs you know? (Write the verbs on the bb that students mention; include others so that there are at least 7 verbs on the board.) And what are the question words we learned today? (Point to the QW's in the grammar presentation.)

**Procedure:** Let's talk about our best friend's. Work in pairs and ask your partner about his/her best friend using the verbs on the board and the question words we saw today. When you finish, switch.

**For example:**

T: Who is your best friend, S3?

S3: My best friend is Martín.

T: Where does Martín live?

S3: He lives in Ecatepec.

T: Does he work or study?

S3: He studies.

T: What does he study?

S3: He studies business administration.

Etc.

**Follow up:** What information did you find out about your classmate's best friend? (Have 3-5 students tell the group something that they found out.)

**Slide 22: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 10, exercises 1, 2 and 3 in your workbook.

## World View: Book 1A, Unit 10, Day 2 (126-136 m)

### Slide24: Homework (5 m)

### Slide 25: Objectives (3 m)

1. Write the objectives on the board.

### Slide 26: Warm up Activity (15 m)

1. **FP Activity: Role Play-Simple present**

**Introduction:** Do you like to travel? Where do you like to go?

**Procedure:** Imagine you are going to take a trip. You are at a travel agency and are asking about the travel packages. The person at the agency is giving you information. Work in pairs. One person is asking for information about travel packages, and the other is giving information. When you finish, switch so that you both have an opportunity to ask about packages.

**For example: (See the slide for the example.)**

### Slide 27: Pronunciation (5 m)

1. (Show the slide. Tell students that when we speak quickly in English, we don't pronounce every word or syllable. Tell them to listen to the pronunciation of the phrases and questions and notice how the words are linked.)
2. Have them listen again and repeat after the audio.

### Slide 28: Model Conversation (10 m)

1. Have students practice the conversation in pairs.
2. Then, have them do it again substituting their own information; they can practice this various times switching roles.
3. Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.

### Slide 29: Speaking (15 m)

1. Open your books to page 47, exercise 6. What can you see? Right, these are questions for an interview. First, you are going to write the questions for the interview. Look at the slide. What question word do you think we should write for the first question? (Let students answer. Then, click on the slide to show them the question word. Do the same thing with the second question and question word.)
2. Now, write the question words to complete the questions for the interview.
3. Ready? Work in pairs and ask questions to find out how your classmate uses the Internet. (Give students time to do this. Monitor them and help them if necessary.)
4. Now, tell us about your partner and how he/she uses the Internet. (Click on the slide to show the example.)

### Oral Practice (25 m)

1. **SC Activity: Question & Answer-Simple present (10 m)**

**Introduction:** Do you sometimes listen to people talk on the phone? Can you hear the complete conversation?

**Procedure:** Imagine you are listening to someone talk on the phone. You can hear the answers, but not the questions. I will say the answer and you tell me what you think the question is.

**For example:**

T: John lives in Veracruz.

S4: Where does John live? Or Who lives in Veracruz?

T: No, he doesn't have three brothers.

S2: Does he have three brothers?

**(Cues on next page.) ➡➡**

**Cues:**

1. I like to read or play on the computer in my free time.
  2. No, I don't listen to music on the computer.
  3. I collect CDs. I have about 400.
  4. My favorite music is heavy metal.
  5. I buy about 3 CDs every week.
  6. No, my parents don't give me money to buy CDs.
  7. Yes, I work at a music store.
  8. Yes, I get a discount on all the CDs I buy.
  9. On weekends, I like to see my friends.
  10. We usually go to a party or we play video games.
  11. I like to dance or sing at parties.
  12. Yes, I have a girlfriend.
  13. Her name is Gabriela.
  14. She's 23 years old.
  15. Yes, she works in a travel agency.
  16. She makes reservations and books flights for customers.
  17. Yes, she uses a computer every day.
  18. I usually see her on weekends.
  19. No, she doesn't like to sing at parties.
  20. She likes to dance and talk to friends at parties.
2. **SC Activity: 10 Questions-Simple present, occupations, nationalities, existence (15 m)**

**Introduction:** Do you something about some famous people? Do you know where they live or what they like to eat?

**Procedure:** Let's play a game called 10 questions. In this game you can ask questions, but a maximum of 10 questions. Each person needs to think of a famous person; someone that you know some information about. Now, write the name of the famous person in your notebook, but don't let your classmates see it. (Give students a few minutes to do this.) Now, one person will come to the front of the class and the others will ask questions to guess the famous person. The only question you can't ask is "Who is the person?" (Do the example and then let students go to the front and have the others ask questions. Make sure that everyone gets to participate in asking questions. If they seem to be able to do this well, you can divide them into two groups and each group can ask questions so that more people can participate.)

**For example:**

T: Okay, I'm thinking of a famous person. Ask me questions to guess. Remember you can only ask 10 questions.

S4: Is it a man or woman?

T: It's a woman. That's one question.

S2: Is she Mexican?

T: No, she isn't. That's two questions.

S8: What nationality is she?

T: She's American. That's three questions.

S9: Where does she live?

T: She lives in London. That's four questions.

Etc.

**Slide 30: Oral Practice (30-40 m)**

**1. SC Activity: Game-Simple present (15-20 m)**

**Introduction:** Let's play a game.

**Procedure:** Let's divide the group into two teams. Now, a word will appear on the slide. The first student in each team has to say a sentence with the word. The first students to say a **correct** sentence, gets a point for his or her team. If you use the word in a negative sentence or a question, you can get an additional point for your team. The team with the most points at the end wins. (As you click on the slide, different verbs will appear. The first two people on each team will compete to say a sentence using the word. One point is to the person who says a correct sentence with the word, and that person can get a second point if the sentence is in negative or interrogative. Continue this way until all students on each team have participated.)

**For example: (Click on the slide to show the verb "book.")**

T: If I say: "I usually book my flights on Aeroméxico." before the other team, I get one point. But if I say: "How do you usually book your flights?" and I'm the first person to say it, I would get an extra point for a total of two points for the sentence.

**2. FP Activity: Presentations-Simple present, nationalities, occupations (15 m)**

**Introduction:** Do you have a best friend? Who is he or she?

**Procedure:** Work in groups of 3-4 and describe your best friend to your classmates. Tell them about this person's nationality, occupation, and daily activities. When you finish your classmates can ask you questions.

**For example:**

T: This is Barbara. She's my best friend. She's from the US, but she lives in Germany. She speaks German very well. She is an English teacher and she works in a school. Every day she gets up early and goes to work. In the afternoons, she eats lunch with her friends and at night she watches TV, reads or uses the Internet. She doesn't like to cook, wash clothes or clean the house. She says those things are very boring and I agree with her.

T: Who wants to ask me a question?

S2: Where does your friend live in Germany?

T: She lives in Munich.

S5: Does she have children?

T: No, she doesn't. Etc.

**Slide 31: Oral Practice (15-20 m)**

**1. SC Activity: Tic-tac-toe-Simple present, nationalities, occupations, existence, etc.**

**Introduction:** Let's play a game.

**Procedure:** Let's divide the group into two teams; you are X's and you are O's. We are going to play tic-tac-toe, but with a special board (Draw the board on the whiteboard like the one on the slide that is 7 spaces long by 7 wide.) I will ask you a question and you need to answer the question correctly. If you give me the correct answer, you can choose the column you want to put your X or O in. If you give me a wrong answer, the other team can answer the question. The first team to get 3 in a row horizontally, vertically or diagonally, wins. Let's look at an example on the slide. (Click to show an example. As students indicate the column they want to put their X or O in, they need to understand that the X or O will "fall" to the bottom of the column. They can only choose the column the X or O will go in, they can't choose the row.)

**For example:**

T: What nationality is Gustavo Cerati?

S1 Team 1: He's is from Argentinean.

T: Sorry, that's incorrect. Team 2, what nationality is Gustavo Cerati?

S1 Team 2: He's Argentinean.

T: Correct. Where do you want to put your X?

S1 Team 2: In line 4.

(Cues on next page.) ➡➡



**Cues:**

1. What time do you get up every day?
2. Where does your best friend live?
3. When does your mother wash clothes?
4. Where is Plácido Domingo from? (Spain.)
5. What does Shakira do? (She is a singer and/or dancer. Or She dances and/or sings.)
6. How many students are there in class today?
7. What is your favorite food?
8. What nationality is David Beckham? (English/British)
9. Who is a famous singer?
10. Are there any backpacks in the classroom?
11. What is your father's occupation?
12. What do you usually drink for dinner?
13. How often do you use the Internet?
14. What do you usually buy at the mall?
15. Who usually gives you a present for your birthday?
16. What does your father usually eat for breakfast?
17. What is your favorite TV program?
18. What do you usually do on weekends?
19. Who dances salsa in your family?
20. Where do you do your homework?
- 21.
- 22.
- 23.
- 24.
- 25.
- 26.
- 27.
- 28.
- 29.
- 30.
- 31.

**Slide 32: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 10, exercises 4, 5 and 6 in your workbook.

## World View: Book 1A, Unit 11, Day 1

(105-125 m)

### Slides 2-3: Homework (5 m)

### Slide 4: Objectives (3 m)

1. Write the objectives on the board.

### Slide 5: Warm up activity (10 m)

1. Where do you want to go on vacation? Let's make a list on the board. (Write any places that they mention on the bb.)
2. Imagine you won the *Melate* and you can go any place you want on vacation. Tell me, where do you want to go? Why do you want to go there? What can you find there? For example I want to go to Argentina, because I want to go to a soccer game. (Refer to pictures on the slide.) There is great meat in Argentina and there are great tango dancers.
3. Work in groups of 3-4 students and tell each other where you want to go. (Give students time to do this and remind them to answer the questions on the slide.)
4. Now, tell the group the place you plan to visit. (Get one example from each team)

### Slides 6-15: Vocabulary (10 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time.
2. **Meaning:** Use the picture to explain the word and give further explanation if they don't understand.
3. **Usage:** Give an "example," and elicit a complete answer using the new word, to the question provided below.

	Usage (teacher)	Usage (student)
<b>umbrella</b>	This is an <b>umbrella</b> . When can we use <b>umbrellas</b> ?	I use an <b>umbrella</b> to... (avoid the sun, the rain)
<b>map</b>	This is a <b>map</b> . It helps to get you to a place and not get lost. I have a <b>map</b> of Acapulco. Do you have a <b>map</b> at home? Where is it from?	My <b>map</b> is from...
<b>sweater</b>	This is a <b>sweater</b> . My favorite <b>sweater</b> is black and has 3 buttons. What does your favorite <b>sweater</b> look like?	My favorite <b>sweater</b> is...
<b>bathing suit</b>	You wear a <b>bathing suit</b> at the beach or the pool. What kind of <b>bathing suit</b> do you wear bikini, shorts, etc. What color is it?	My <b>bathing suit</b> is...
<b>beach towel</b>	This is a <b>beach towel</b> . You use it at the beach or at the pool. Who has a <b>beach towel</b> ? What color is it?	I have a <b>beach towel</b> ; it's...
<b>sunglasses</b>	These are <b>sunglasses</b> . Who has <b>sunglasses</b> ? What color are they?	I have <b>sunglasses</b> . They are...
<b>travel guidebook</b>	A <b>travel guidebook</b> gives you information about a place you are visiting; for example, restaurants, museums, historic buildings, etc. Where can you get a <b>travel guidebook</b> ?	You can get a <b>travel guidebook</b> (in Sanborn's from the tourist information, etc).
<b>alarm clock</b>	This is an <b>alarm clock</b> . I set my <b>alarm clock</b> to get up at 6:00 a.m. in the morning. What time do you set your <b>alarm clock</b> for?	I set my <b>alarm clock</b> at...
<b>CD player, MP3 player</b>	This is a <b>CD player</b> and this is an <b>MP3 player</b> and you can play music on them. Which one of these do you have?	I have a...
<b>credit card</b>	This is a <b>credit card</b> . My <b>credit card</b> is from Bancomer. Who has a <b>credit card</b> ? What bank is it from?	My <b>credit card</b> is from...

**NOTE:** There are words in the vocabulary exercise that are not high frequency words therefore are not taught as vocabulary. Explain what they mean to students (if they ask) in a simple easy way so they can complete the activity.

**Slide 16: Getting Started (7 m)**

1. Tell students to open their books to page 48, exercise 1. Tell them to work in pairs to fill in the blanks. (Click on the slide for them to check their answers.)
2. (Tell students to open their books to page 48 and have them make a list of the things they take/pack when they go on vacation.) Get into pairs and tell your partner what you pack or take when you go on vacation. (Model an example with a student.) For example:

T: I pack a beach towel when I go to Acapulco.

S7: I pack .....

**Slide 17: Oral Activity (10-15 m)**

1. **SC Activity: Stimulus & Response-Travel Items**

**Introduction:** What do these people pack when they travel?

**Procedure:** Get into pairs and write 3 things you think these people pack when they travel.

(Once they are finished ask the whole class for different answers and see if all students agree. If not, ask them to say why or why not.)

**For example:**

T: When the businessman travels he takes a cell phone, a map and an umbrella.

**Slide 18: Oral Practice (10-15 m)**

1. **CP Activity: Guessing Game-Types of Transportation (10 m)**

**Introduction:** What are some forms of transportation?

**Procedure:** Let's look at some forms of transportation and find out what they are. (Show the first picture of the slide. Each time the teacher will ask the students the questions and let anyone answer that can.)

**For example:**

T: What's this?

S4: It's an airplane.

T: Where can you travel to on an airplane?

S4: I can travel to Argentina on an airplane.

(Repeat the procedure with each drawing, help students when they have pronunciation problems.)

**Follow up:**

T: Where do you go on vacation?

S6: I go to Acapulco.

T: Good. And what transportation do you take?

S6: I take a bus.

(Have different students in the class share their information.)

2. Now open your books to page 49 and complete exercise 4. (Once they finish, click on the slide to show them the answers.)

**Slide 19-20: Reading (20-25 m)**

1. (Click on the slide.) This is Tim. He is a writer. He writes travel guidebooks. Look at the questions. What do you think Tim packs when he travels? (Elicit a couple of examples from students.) What do you think Tim never (use TPR to show never) packs when he travels? (Elicit a couple of examples from students.) What transportation do you think Tim uses when he is on vacation? (Elicit a couple of examples from students.)
2. Now get into groups of 4 and write two things for each question. (Monitor the groups and help students with any words they don't know.)  
Group 1 can you tell me something Tim packs? (Continue asking for each question.)
3. Now read the story and underline the things Tim takes when he travels, and circle the things he never takes with him. (Have them work alone and monitor your students, help students with any words they don't know.)
4. Finished? Now tell me, what does Tim take when he travels? (Elicit the answers from different students.) Good! Now, what does Tim never take when he travels? (Elicit the answers from different students.)

5. Get into pairs and read the story about Tim again. After you finish look at exercise 8 on page 49 and answer the questions. (Tell students that they don't have to write complete sentences; just the information that answers the question.)
6. (Click on the slide for the answers to appear. Ask students if they have any questions and go over any doubts they have.)

**Slide 21-22: Grammar Focus: (7-10 m)**

1. (Click on the slide.) Remember when we learned about **"a"** and **"an"** in unit 2? (Write the following words on the board: artist, sofa, armchair, doctor. Elicit the explanation for the use of the article from students.) So, **"a"** and **"an"** are used for singular nouns. **"a"** for nouns that begin with a consonant and **"an"** for nouns that begin with a vowel. Now, can you tell me what indefinite article we use with these words? (Elicit the answers from the students.)
2. (Click on the slide. Ask a student to read the first sentence and copy it on the board. With another color emphasize **"some"** and the **"s"** in the word "books".)
3. Point out to students:
  - a. We use the word **"some"** when we talk about plural nouns but we don't know how many we have.
  - b. (Take a student's backpack and show it to the class.) S/he has some books in her/his backpack. Do we know how many? (Students will answer no.) So, that's why we use **some**.
4. (Click on the slide. Ask a student to read the second sentence and copy it on the board. With another color emphasize **"any"**, the **"s"** in cards and the question mark.) (Ask a different student to read the second sentence and copy it on the board. With another color emphasize **"doesn't"**, **"any"** and the **"s"** in "books".)
5. Point out to students:
  - a. We use the word **"any"** in questions to find out if you have one or some of something.
  - b. We also use **"any"** in negative plural statements for example: "I don't have any money." (Use TPR to show not any=zero.)

**Slides 23-25: Repeat/Complete (15 m)**

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually.
3. Have students open their books to page 50, exercise 2. Tell them to work in pairs and complete the exercises. (Check the answers orally.)
4. Now, tell them to do exercise 3. Tell them to work in pairs and complete the exercise. (Give them time to do this, click on the slide and have students check their answers. Make sure you monitor your students and help students with any words they don't know.)

**Slide 26: Oral Practice (5-7 m)**

1. **Controlled Activity: Some, any, an, a**

**Introduction:** What do you have?

**Procedure:** Work in pairs. Student A has the things that are on the left side of the slide and Student B has the things that are on the right side of the slide. Tell each other what you have and don't have.

**For example:** (Point to the towels.) I don't have any towels.

**Slide 27: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 11, exercises 1, 2, and 3 in your workbook.

## World View: Book 1A, Unit 11, Day 2 (121-136 m)

### Slide 29: Homework (5 m)

### Slide 30: Objectives (3 m)

1. Write the objectives on the board.

### Slides 31: Warm up Activity (10-12 m)

1. **SC Activity: Question & Answer-Some, any, an, a**

**Introduction:** What do you pack when you go on vacation?

**Procedure:** First, draw a picture of a suitcase and draw the things you plan to take with you on vacation in your suitcase. (Show students the slide.) Now, work in pairs to find out what your classmate plans to take on vacation.

**For example:**

S1: Do you have any sweaters?

S5: Yes, I have some sweaters. Do you have a beach towel?

S1: Yes, I have a beach towel. Do you have any maps?

S5: No, I don't have any maps.

### Slide 32: Pronunciation (5 m)

1. Before having students listen to the CD, explain that some words in English have weak and strong sounds. In connected speech, **a** and **an** almost always have weak pronunciation: *I always pack a camera. An alarm clock is important.* The “**an**” is linked to the “**a**” in alarm clock.
2. Have students listen to the sentences.
3. Have them listen again and repeat after the audio.

### Slide 33: Model Conversation (10 m)

1. Have students practice the conversation in pairs.
2. Then, have them do it again substituting their own information; they can practice this various times switching roles.
3. Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.

### Slide 34: Oral Practice (15-22 m)

1. **SC Activity: Question Answer – Can (review) (5-7 m)**

**Note:** This is a whole group activity as an introduction to the next activity.

**Introduction:** (Click on the slide once.) What do you know about Alaska? And Kenya? What about Rome? What can you do in these places?

**Procedure:** (Click on the slide.) Look at the pictures. You also have some more pictures on page 50 and 51 in your books. (Have students look at the pictures.) What can you see in the pictures of Alaska? (Get some examples from students.) What do you know about Alaska? (Get some examples from students.) What can you do in Alaska? (Get some examples from students.) Where is Alaska? (Get the answer from students.)  
(Apart from the information students tell you; give them some extra information found in the teacher's guide page T51.)

(Repeat this procedure for each picture.)

**Examples of what students should say:**

S5: Alaska is in the United States.

S7: I can see a beach in Kenya.

S3: I can drink wine in Rome.

(These are some things you can do in Alaska, Kenya and Rome. You can use this information to help your students.)

**Alaska:** boat ride, fishing, swimming, hiking, can see snow, etc.

**Kenya:** see elephants, take pictures, go on a safari, swim, go hiking, etc.

**Rome:** taste wine, visit places (Sistine Chapel, Coliseum, the Pope, etc.), take pictures, eat spaghetti, etc.

2. **FP Activity: Discussions-Some, any, a and an. (10-15 m)**

**Introduction:** Let's go on vacation! What should you pack? How will you get there?

**Procedure:** Now get into groups of 3 or 4 and plan your vacation. As a group you have to decide where you are going to go: Alaska, Kenya or Rome. Decide how you will get there, what you need to pack, and how you will travel when you get there. As a group you must take notes. (Give them time to do this and monitor the groups. Help them with any words they don't know and encourage participation of every member of the group.)

**For example:**

S1: We are going to go to Kenya.

S2: We are going to pack our beach towels.

S3: We are going to pack our bathing suits.

S4- We are going to travel by boat.

Follow up: Finished? Great! Group number 1; tell us about your vacation. (Have each group talk about their vacation; try to make each member of the group say something.)

**Slide 35: Writing (10-15 m)**

1. Let's do the writing activity on page 51, exercise 8. You are going to write a paragraph in your notebook about a trip you are going to take with Tim. Tell me where you are going to go. You need to include in your paragraph what you are going to pack, how you are going to get to the place and how you are going to get around at your destination.
2. (Give them time to do this. Monitor your students and help them with any words they don't know.)
3. Get into pairs and read to your partner what you wrote.

**Oral Practice (25 m)**

1. **SC Activity: Chain Drill-Simple present (10 m)**

**Introduction:** Where do you want to go on vacation? What do you plan to pack?

**Procedure:** Think about where you want to go on vacation and one thing you plan to pack. Now, I will say where I'm going to go and what I plan to pack. Then, the next person says where s/he is going to go and what s/he's going to pack and then say where I'm going and what I'm taking. Etc. (This is a typical chain drill where each person says his/her sentences and then has to repeat the previous students' sentences and the teacher's sentences. Do this with up to 8-10 people. After that, break the chain and start a new one so it's not so much information for students to remember.)

**For example:**

T: I plan to go to Denver and I plan to pack some boots.

S4: I plan to go to Cancún and I plan to pack a bathing suit, you plan to go to Denver and you plan to pack some boots.

S2: I plan to go to New York and I plan to pack a sweater, he plans to go to Cancún and he plans to pack a bathing suit, you plan to go to Denver and you plan to pack some boots.

Etc.

2. **SC Activity: Information Gap-Simple present (15-20 m)** **Please note: you need copies for this activity.**

**Introduction:** Do the airlines sometimes lose people's suitcases?

**Procedure:** Imagine you are on vacation, but the airlines lost your suitcase. (Explain if necessary.) Now, they just found many different suitcases, but they don't know which suitcase is yours. Half of the group is travelers and the other half work for the airlines. I'm going to give each traveler a card with the things he/she packed and I'm going to give each airlines worker a card with the suitcase he/she has found. Each traveler has to find his or her suitcase by asking about what is in the suitcase. (Give half the group traveler cards and the other half airlines employee cards. They need to ask about the contents of the suitcases to find the suitcase they lost.)

**For example:**

T: Do you have my suitcase?

S4: I don't know maybe. What is in your suitcase?

T: There is a bathing suit, a beach towel and a map.

S4: Is there a camera in your suitcase?

T: Yes, there is.

S4: And is there a sweater in your suitcase?

T: No, there isn't.

S4: I'm sorry, this isn't your suitcase.

**Slide 36: Oral Practice (20 m)**

1. **FP Activity: Presentation-Simple present (20 m)**

**Introduction:** What do travel agencies do? What services do they offer?

**Procedure:** You are going to work in groups of 3-4. Imagine you work for a travel agency and you have a wonderful trip to offer the students at this school. You are going to prepare a presentation with information about the trip you are offering. You need to think about the place, what things people can do in that place, how much the package costs, etc. When you are ready, each team will give a presentation about their trip. The team with the best trip wins.

**For example: (See the slide for the example.)**

**Slide 37: Listening and Speaking (15 m)**

1. Let's listen to a conversation. Look at the slide. Where is this person going to travel? What is he/she going to pack? (Let students tell you what they think.)
2. Now, listen to the audio. (Play the audio.)
3. Where is she going to go? What is she going to take? What is she NOT going to take?
4. Now, look at number 8 on page 57 of your books. You are going to think of a place to go on vacation. Imagine that you go there every year. Write down 3 things you always take and one thing that you never take. (Give them a few minutes to do this.)
5. Now, get into groups of 4 and take turns telling your group about your vacation plans. The group is going to guess the things you always take and the thing you never take. (You can play the audio again if necessary for them to hear the example. Let them work together and monitor them. Correct any mistakes the group makes at the end.)

**Slide 38: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 11, exercises 4, 5 and 6 in your workbook.

Traveler's cards		Airline employee cards	
hiking boots an umbrella 3 maps 2 sweaters a bathing suit a beach towel 2 books to read an alarm clock	hiking boots an umbrella 1 map 2 sweaters a bathing suit a beach towel a guidebook an alarm clock	hiking boots an umbrella 3 maps 2 sweaters a bathing suit a beach towel 2 books to read an alarm clock	hiking boots an umbrella 1 map 2 sweaters a bathing suit a beach towel a guidebook an alarm clock
hiking boots an umbrella 3 maps sunglasses 2 bathing suits a beach towel a guidebook a phrasebook an alarm clock	an umbrella 3 maps sunglasses a bathing suit a beach towel a book to read a phrasebook film an alarm clock	hiking boots an umbrella 3 maps sunglasses 2 bathing suits a beach towel a guidebook a phrasebook an alarm clock	an umbrella 3 maps sunglasses a bathing suit a beach towel a book to read a phrasebook film an alarm clock
hiking boots a map sunglasses a bathing suit a beach towel a camera a book to read film an alarm clock	a credit card a map sunglasses 2 bathing suits a beach towel a camera a book to read film some CDs	hiking boots a map sunglasses a bathing suit a beach towel a camera a book to read film an alarm clock	a credit card a map sunglasses 2 bathing suits a beach towel a camera a book to read film some CDs
an umbrella a credit card a map sunglasses a bathing suit a camera 3 books to read traveler's checks some CDs	an umbrella hiking boots a credit card sunglasses a bathing suit a camera 2 sweaters traveler's checks some CDs	an umbrella a credit card a map sunglasses a bathing suit a camera 3 books to read traveler's checks some CDs	an umbrella hiking boots a credit card sunglasses a bathing suit a camera 2 sweaters traveler's checks some CDs
an umbrella hiking boots a credit card a phrasebook film a camera 2 sweaters traveler's checks some CDs	an umbrella hiking boots 2 credit cards a guidebook film a camera a portable CD player traveler's checks some CDs	an umbrella hiking boots a credit card a phrasebook film a camera 2 sweaters traveler's checks some CDs	an umbrella hiking boots 2 credit cards a guidebook film a camera a portable CD player traveler's checks some CDs





## World View: Book 1A, Unit 12

(143-155 m)

### Slide 2: Homework (5 m)

### Slide 1: Shopping (5 m)

- (Go back to slide 1.) In this unit we are going to talk about “Shopping”. Do you know what a shopping center or mall is? (Elicit the answers from students). A shopping center or mall is a place that has lots of stores. What shopping center or mall is near the university or near your house?

### Slide 3: Objectives (3 m)

- Write the objectives on the board.

### Slide 4: Warm up activity (10 m)

- (Click on the slide.) Now that you know what a mall is, get into pairs and answer the following questions. (Read the questions on the slide answer any questions they might have. Give them 4 minutes to complete the task.) Get together with another pair and share your answers. (Give them 3 minutes to complete the task.)
- Group number 1. What things did you have similar on your list? (3 m)

**For example:**

We both go to the cinema at the mall.

We both buy our clothes at the *tianguis*.

(Get a couple more examples as time permits.)

### Slides 5-14: Vocabulary (10 m)

- Form:** Repeat the word 3 times and have students repeat after you each time.
- Meaning:** Use the picture to explain the word and give further explanation if they don't understand.
- Usage:** Give an “example,” and elicit a complete answer using the new word, to the question provided below.

Word	Usage (teacher)	Usage (student)
<b>boots</b>	These are <b>boots</b> . My favorite <b>boots</b> are brown. Who has <b>boots</b> ? What color are they?	My <b>boots</b> are...
<b>shorts</b>	These are <b>shorts</b> . You can use <b>shorts</b> for many activities. When do you use <b>shorts</b> ?	I use <b>shorts</b> when I... (play soccer, go to the beach, etc.)
<b>coat</b>	This is a <b>coat</b> . You wear it when it's <b>cold</b> over your clothes. It is usually long. Who has a <b>coat</b> ? What color is it	My <b>coat</b> is...
<b>skirt</b>	This is a <b>skirt</b> . (Ask a girl:) What kind of <b>skirts</b> do you wear?	I wear _____ <b>skirts</b> . (can be color, length, etc.)
<b>jacket</b>	This is a <b>jacket</b> . A <b>jacket</b> is short What do you usually wear a <b>jacket</b> or a coat? Can you describe it?	I wear a _____ My <b>jacket</b> is _____.
<b>sneakers</b>	These are <b>sneakers</b> . My <b>sneakers</b> are black and the brand is Nike? What brand are your <b>sneakers</b> ?	My <b>sneakers</b> are _____.
<b>pants</b>	<b>Pants</b> are any piece of clothing that cover the bottom half of your body. For example to run you use sweat <b>pants</b> . To go to an office you wear dress <b>pants</b> . How many people in this classroom are wearing <b>pants</b> today?	_____ are wearing <b>pants</b> today.
<b>suit</b>	Businessmen and businesswomen wear suits to go to work. A suit has two pieces. Do you have to wear suits to the university? or When was the last time you wore a suit?	I wore a <b>suit</b> for _____.

<b>shirt/blouse</b>	Boys wear <b>shirts</b> sometimes with a tie. (Use mimicry to show a tie.) Girls wear <b>blouses</b> . Tell me, who in this room is wearing a <b>shirt</b> ? Who is wearing a <b>blouse</b> ? (Make sure they show you both.)	(Girl's name) is wearing a <b>blouse</b> . (Boys' name) is wearing a <b>shirt</b> .
<b>shoes</b>	<b>Shoes</b> are anything you put on your feet to walk. (Show the picture of high heels, sneakers, etc.) How many pairs of <b>shoes</b> are there in this room?	There are _____ pairs of <b>shoes</b> .

**Slides 15-17: Getting started (15 m)**

1. Tell students to open their books to page 52, exercise 1. Tell them to work in pairs to fill in the blanks. (Click on the slide for them to check their answers.)
2. (Click on the slide. Explain to students that the sizes for clothing are: extra small, small, medium, large and extra large. Ask a couple of students the size of their clothes. Make sure they answer in complete sentences.)  
**For example:** T: What size is your blouse?  
S1: My blouse is large.
3. Tell students to open their books to page 53, exercise 2. Tell them to work in pairs to fill in the table. (When they finish, click on the slide for them to check their answers.)

**Slide 18: Oral Practice (5-7 m)**

1. **SC Activity: Stimulus & Response–Review verb to be, vocabulary**  
**Introduction:** What size are their clothes?  
**Procedure:** Look at the pictures. What size do you think these people's clothes are? Get into pairs and write 5 different sentences. (Give time for students to finish. Monitor students and help them with any words they might not know. Once they finish ask the whole group to give you answers and ask the group if they agree or not.)  
**For example:**  
S1: The shorts in picture 1 are medium.  
T: Does everyone agree? (If someone does not agree, ask him or her to say why.)  
S2: The suit in picture 5 is large.  
T: Does everyone agree?

**Slides 19-20: Listening (10-13 m)**

1. Look at the picture on page 53. What do you think is happening? (Once the students have the idea, explain salesperson and customer.) Now, you are going to listen to a conversation between the salesperson and the customer at a store. The customer is buying clothes. (Remind them of the meaning of buy; they saw it in unit 10.) I want you to check the words you hear on page 52. For example if you hear boots, you put a check next to the picture of the boots.
2. (Play the audio and have students check what they hear. If necessary, play the audio again. )
3. (Click once to check the answers.)
4. Now look at exercise 5 on page 53. Read the sentences. We are going to listen to the audio again, but this time I want you to underline the correct answers.
5. (Play the audio and have students underline what they hear. If necessary, play the audio again. )
6. (Click once to check the answers.)

**Slide 21: Pronunciation (7 m)**

1. Before having students listen to the CD, explain that in English we stress the most important word of a sentence. The voice can jump up or down to make the word stand out.
2. Have students listen to the pronunciation.
3. Have them listen again and repeat after the audio.

**Slide 22: Grammar Focus: Demonstrative Adjectives (5 m)**

1. (Show the slide to the students.). We are going to talk about demonstrative adjectives. (Put your marker in your hand.) This is my marker. (Put the same marker on a student's desk and stand far from it.) That is my marker. (Explain to students that we use **this** and **that** with singular things.)
2. (Put two or more markers in your hand.) These are my markers. (Put two or more markers on a student's desk and stand far from it.) Those are my markers. (Explain to students that we use **these** and **those** with plural things.)
3. (Explain the rule and answer any questions they might have)

**Slides 23-26: Repeat/Complete (15-20 m)**

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually.
3. Open your books to page 54. Get into trios and complete exercise 2 and 3. (Give them time to do this. Monitor your students and help them if needed.)
4. (Click on the slide and have students check their answers. Answer any questions they might have.)

**Slide 27: Speaking (15 m)**

1. **FP Activity: Role-Play-Demonstrative adjectives**

**Introduction:** Can I help you?

**Procedure:** Look at the picture. What is this? (Elicit the answer from students.) Good! A clothing store. Look at the conversation on page 54, exercise 3 in your book. You are going to shop in this store. (Point to the slide.) What items can you see? (Elicit answers from students). Excellent! Get into pairs and one will be the customer and the other will be the salesperson. Ask about items you see in this (point to the slide) store. Remember to use demonstrative adjectives, sizes and colors. (Give students time to do this and help them if necessary. After 5 m tell students to switch roles.)

**For example:**

S1: Hello. Can I help you?

S2: Yes. Do you have this shirt in blue?

S1: Here you are.

S2: Can I see that suit over there?

S1: Sure here you are.

S2: How much does it cost?

S1: 1000 pesos.

**Slide 28: Model Conversation (10 m)**

1. Have students practice the conversation in pairs.
2. Then, have them do it again substituting their own information; they can practice this various times switching roles.
3. Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.

**Slides 29: Speaking (15-17 m)**

1. **SC Activity: Role-Play- Demonstrative adjectives, sizes and vocabulary. (10 m)**

**Introduction:** I need a...

**Procedure:**

1. Get into pairs. One student will be the salesperson and the other the customer. The sales person needs to turn to page 137. These are the prices of your products. Now the customer has to ask for the item, color and the size. Look at number 5 on page 55 in your book. This will remind you of the questions you have to ask. (Make sure you explain to students that when you shop for something you first say the color, then the item name and at the end the size. Ex. A black sweater in large.)
2. (Give students time to do this and help them if necessary. After 5 m tell them to switch roles.)

**For example:**

S1: Hello, can I have a blue sweater, size small?

S2: Sure, here you are.

S1: How much does the sweater cost?

S2: It's \$35.00.

S1: Can I have a...

2. **FP Activity: Presentation–Demonstrative adjectives, sizes and vocabulary. (5-7 m)**

**Introduction:** (This activity is the second part of the previous activity.) Let me tell you what I bought...

**Procedure:** Get into trios. Work with different people than the ones you just worked with. Now you are going to tell each other what you bought.

**For example:** (The example is on the slide.)

S1: I bought a red sweater in a large, green shorts in a small and yellow and white sneakers size 6.

S2: (Says what s/he bought.)

S3: (Says what he bought.)

**Slide 30: Writing (10 m)**

1. Imagine you need some new clothes. You need to decide what you need those clothes for. (Point to the slide.) For a party? For work? Or for a camping trip? Write a paragraph saying what clothes you need and for what.
2. (Show student the slide so they know how to start their paragraph. Monitor your students' progress and help them with any words they don't know.)

**Slide 31: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 12, exercises 3, 4, 5 and 6 in your workbook.

## World View: Book 1A, Unit 13, Day 1

(93-101 m)

### Slides 2-3: Homework (5 m)

### Slide 4: Objectives (3 m)

1. Write the objectives on the board.

### Slide 5: Warm up Activity (7 m)

1. What are some things you like to eat or drink? (Write the words students say on the board. If they say something like *pescado* translate it for them; fish, but if they say something like *tacos* or *tamales*, just write that word on the board.) Do you like all the foods that we wrote on the board? Work in pairs or trios and tell your classmates the foods you like and don't like. (Click on the slide to show the question and examples. Monitor students and help them with vocabulary if necessary.)

### Slides 6-19: Vocabulary (10 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time.
2. **Meaning:** Use the picture to explain the word and give further explanation if they don't understand.
3. **Usage:** Give an "example," and elicit a complete answer using the new word, to the question provided below.

	Usage (teacher)	Usage (student)
<b>bread</b>	I use <b>bread</b> to make a sandwich. Bimbo and Wonder are brands of <b>bread</b> . What kind of <b>bread</b> do you like?	I like XX brand of <b>bread</b> .
<b>chocolate</b>	This is <b>chocolate</b> . My favorite <b>chocolate</b> is <i>Turín</i> . What's your favorite <b>chocolate</b> ?	XX is my favorite <b>chocolate</b> .
<b>ice cream</b>	Holanda and Nestlé make <b>ice cream</b> . My favorite <b>ice cream</b> is chocolate. What's your favorite <b>ice cream</b> ?	My favorite <b>ice cream</b> is...
<b>butter</b>	This is <b>butter</b> . <b>Butter</b> is delicious on bread. Where do you use/eat <b>butter</b> ?	I eat/use <b>butter</b> ...
<b>cookies</b>	These are <b>cookies</b> ; they are sweet. Gamesa makes many kinds of <b>cookies</b> . My favorite <b>cookies</b> are ( <i>polvorones</i> ). What are your favorite <b>cookies</b> ?	My favorite <b>cookies</b> are...
<b>milk</b>	Children and babies drink a lot of <b>milk</b> . I like to drink <b>milk</b> with cookies. When do you drink <b>milk</b> ?	I drink <b>milk</b> with/at...
<b>coffee</b>	Chiapas grows a lot of <b>coffee</b> . I like my <b>coffee</b> with sugar and milk. How do you drink your <b>coffee</b> ?	I drink <b>coffee</b> with...
<b>cake</b>	People usually eat <b>cake</b> when it's someone's birthday. My favorite <b>cake</b> is chocolate? What's your favorite <b>cake</b> ?	My favorite <b>cake</b> is...
<b>nuts</b>	These are <b>nuts</b> . <b>Nuts</b> is a general word to describe what you can see in the slide. Each one has a specific name: peanuts, cashew nuts, almonds, etc. What is your favorite type of <b>nut</b> ?	My favorite type of <b>nut</b> is the...
<b>candy</b>	<b>Candy</b> is very sweet and children love it. My favorite <b>candy</b> is ( <i>sugus</i> ). What is your favorite <b>candy</b> ?	My favorite <b>candy</b> is...
<b>cheese</b>	I use <b>cheese</b> when I make enchiladas. My favorite <b>cheese</b> is Manchego. What's your favorite <b>cheese</b> ?	My favorite <b>cheese</b> is...
<b>crackers</b>	You can eat cheese with <b>crackers</b> . <b>Crackers</b> are things like <i>Saladitas</i> , or <i>Ritz</i> . What are your favorite <b>crackers</b> ?	My favorite <b>crackers</b> are ...
<b>potato chips</b>	These are <b>potato chips</b> . <i>Sabritas</i> makes <b>potato chips</b> . When do you eat <b>potato chips</b> ?	I eat <b>potato chips</b> ...
<b>fruit</b>	This is <b>fruit</b> . My favorite <b>fruit</b> is mangoes. What's your favorite <b>fruit</b> ?	My favorite <b>fruit</b> is...
<b>soda</b>	Coke, Sprite and <i>Sidral</i> are <b>sodas</b> . What is your favorite <b>soda</b> ?	My favorite <b>soda</b> is...

**Slides 20-23: Getting started (10 m)**

1. Work in pairs. Look at the words in the box and match them to the pictures. (When students finish, click on the slide for them to check their answers.)
2. Now. Let's look at number 3. Which foods from exercise 1 are sweet? Which ones are not sweet? Work in pairs and put the words in the correct column. (When students finish, click on the slide for them to check their answers.)

**Slide 24-25: Listening (10-12 m)**

1. Look at the slide. What does this woman like? Right, she loves chocolate. When you love chocolate and you eat a lot of it, we say you are a chocoholic. (Write this on the board.) Please repeat: chocoholic (pronunciation: chock a HAL ick) (3 times). Who here is a chocoholic? (Let one student answer.)
2. Now, look at the next slide. What do these children like? (Candy, cookies, ice cream, cake, etc.) Right. They like all things that are sweet. When you prefer to eat things that are sweet, we say you have a sweet tooth. (Write this on the board.) Please repeat: have a sweet tooth (3 times). Who here has a sweet tooth? (Let one student answer.)
3. Let's listen to an interview. Check the words from exercise 1 that you hear the people mention. (Play the audio and have students check what they hear. If necessary, play the audio again. Click on the slide to check the answers.)
4. Now, let's look at the sentences on page 61 in exercise 6. Please read the sentences. (Give students a minute to read.) Now, let's listen again, and write if the sentence is true or false. (Play the audio and have students write if the sentences are true or false. If necessary, play the audio again. Click on the slides to check the answers.)

**Slide 26: Reading (15 m)**

1. Do you think that sweet foods are good for you? Are they healthy or unhealthy? (Write these two words on the board and explain if necessary.)
2. Now, read the story on page 61, exercise 7. (Give students time to do this.) So, what does the story say? Are sweet foods healthy or unhealthy? (Get a couple of answers from students just to check that they got the general idea of the reading.)
3. Now, read the article again and then do exercise 8. You need to underline the correct answer. (Have them work alone, and monitor your students. When they finish, click on the slide to show the correct answers.) Do you have any questions?

**Slides 27-29: Grammar Focus: (10 m)**

1. (Click on the slide. Don't write this information on the board.) We have two kinds of nouns in English, count and non-count. Count nouns are things that we can count easily; one cookie, two crackers, 25 potato chips, etc. Non-count nouns are things we can't count easily; butter, ice cream, bread, etc.
2. (Click on the slide. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.)
3. (Teacher labels the sentence(s) with students' participation. Click three times on the slide to show the labels.)
4. Point out certain patterns to students:
  - a. We use **How many+noun...?** to ask about the quantity of things we can count.
  - b. We use **How much+noun...?** to ask about things we can't count.
  - c. We use **a lot of** and **many** for large quantities of things we can count.
  - d. We use **a lot of** for large things we can't count easily.
  - e. We use **some** for an unspecific quantity; we use some for both count and non-count nouns.
  - f. We use **not many** or **not much** for a small quantity; not many is for count nouns and not much for non-count nouns.
  - g. After the quantifiers, we always use a noun.
5. (Click on the slide. Go over the quantifiers, their use and meaning.)

6. Point out to students:
  - a. We use **many** and **a lot of** for **large quantities** in **affirmative**. We use **many** for **count nouns**, and **a lot of** for both. **We DON'T use MUCH in affirmative.**
  - b. We use **some** for **unspecified** quantities in **affirmative**. We use it for both **count** and **non-count nouns**.
  - c. We use **not many** for a **small quantity** with **count nouns**. The sentence is always in **negative**.
  - d. We use **not much** for a **small quantity** with **non-count nouns**. The sentence is always in **negative**.
  - e. We use **how much** to ask about a quantity for **count nouns**, and **how many** to ask about a quantity for **non-count nouns**.

**Slides 30-33: Repeat/Complete (Affirmative & Negative) (10-15 m)**

1. **Repeat Affirmative:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete Affirmative:** Have students say the complete sentence with the correct answer; do some chorally and some individually.
3. **Repeat Negative:** Have students repeat the sentences after you. Do each example first chorally and then individually.
4. **Complete Negative:** Have students say the complete sentence with the correct answer; do some chorally and some individually.

**Slide 34: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 13, exercises 1, 2, 3 and 4 in your workbook.



## World View: Book 1A, Unit 13, Day 2 (106-128 m)

### Slides 36-37: Homework (5 m)

### Slide 38: Objectives (3 m)

1. Write the objectives on the board.

### Slide 39: Warm up Activity (10 m)

1. **SC Activity: Stimulus & Response-Quantity expressions in aff. & neg.**

**Introduction:** Do you have a lot of food in your house? Let's talk about what we have at home to eat.

**Procedure:** I say a quantity expression and you tell me a sentence about what you have at home to eat using that expression.

**For example:**

T: many

S1: I have many cookies at home.

T: not much

S5: I don't have much coffee at home.

**Cues:** many / much / some / a lot of / not many / not much

### Slides 40-41: Repeat/Complete (Questions) (15-20 m)

1. **Repeat Questions:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete Questions:** Have students say the complete sentence with the correct answer; do some chorally and some individually.
3. Have students open their books to page 62, exercise 2. Tell them to work in pairs and complete the exercises. (Check the answers orally.)
4. Now, tell them to do exercise 4. Tell them to work in pairs and complete the exercises. (Check the answers orally.)
5. Now, tell them to do exercise 5. (Give them time to do this, click on the slide and have students check their answers. Make sure you monitor your students and help students with any words they don't know.)

### Slide 42: Oral Practice (10-12 m)

1. **SC Activity: Question & Answer-Quantity expressions all forms**

**Introduction:** What do you have in your refrigerator? (Show the picture of the refrigerator and have students repeat the word.)

**Procedure:** Draw a picture of a refrigerator and draw the things you want to put in it. (Give students a few minutes to do this.) Now, work in pairs and ask your partner about the things in his/her refrigerator.

**For example:**

T: Is there milk in your refrigerator?

S4: Yes, there's some milk in my refrigerator.

T: How much cheese do you have in your refrigerator?

S4: I don't have much cheese.

Etc.

### Slide 43-44: Oral Practice (10-15 m)

1. **FP Activity: Presentation-Quantity expressions**

**Introduction:** What things do you have in your bedroom?

**Procedure:** Work in groups of 3-4 and tell your classmates about the things in your bedroom and the quantities.

**For example:** In my bedroom there are many t-shirts. I don't have much furniture, but I have a bed and a desk. I have many CDs and a computer. I have some clothes and there are some pictures on the wall. I don't have much space, because the room is very small.

**Slide 45: Pronunciation (5 m)**

1. Have students listen to the words.
2. Have them listen again and repeat after the audio.

**Slide 46: Model Conversation (10 m)**

1. Have students practice the conversation in pairs.
2. Then, have them do it again substituting their own information; they can practice this various times switching roles.
3. Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.

**Slide 47: Speaking (10-15 m)**

1. Open your books to page 63, exercise 8. Look at the chart. In the first column, write different foods. What are some sweet foods? (Chocolate, candy, etc.) Right, and what are some foods that aren't sweet? (Coffee, crackers, cheese, etc.) So, fill in the blanks with different foods.
2. Now, work in pairs and interview your classmate to find out if he/she has a sweet tooth. Use the quantity expressions in your questions and answers. (Click on the slide to show the example. Give students time to do this. Walk around and monitor how they are doing.)
3. Now, tell us about your partner. Does he/she have a sweet tooth?

**Oral Practice (20 m)**

1. **SC Activity: Stimulus Response-Quantity expressions, existence (10 m)**

**Introduction:** Do they sell the same things in Liverpool as in Soriana?

**Procedure:** Think of a store that you sometimes go to. It can be a place to buy food, clothes, computers, shoes, etc. Now, don't tell your classmates the store. Now, you need to say the things in that you can find in that store and your classmates have to guess the store.

**For example:**

T: There are many phones. There are many people. There are 3 cashiers and 10 people are helping the customers.

S4: Office Depot.

T: No. There are some chairs and sofas for people to sit down.

S2: Telcel.

T: Yes!

2. **Variation on the previous drill.**

**SC Activity: Stimulus Response-Quantity expressions, existence (10 m)**

**Introduction:** What things are there in your bedroom? And in your office or classroom?

**Procedure:** Work in groups of 3-4. Think of a room; it can be a room in your house, an room in your office or a room at school. Don't tell your classmates the place. Now, think about the things in that place. Tell your classmates the things there are in that place and your classmates have to guess your location.

**For example:**

T: There is a phone and a board. There are some markers and there are two chairs. There is one desk.

S4: You are at work.

T: Yes, but where am I at work?

S2: You are in your office.

T: Yes!

**Slides 48-50: Oral Practice (15-20 m)**

1. **SC Activity: Picture Description-Quantity expressions, existence**

**Introduction:** Can you describe the rooms in a house?

**Procedure:** You are going to work in pairs. One student will look at the slide and the other student has to sit with his back toward the slide. The student who is looking at the slide has to describe what he/she sees and the other student draws the image that his/her classmate is describing. The student who is drawing cannot look at the slide. When you finish, you are going to switch and I will change the picture. When we finish, the student with the best picture wins! Let's do an example. (Click on the first slide for the image to appear.)

**For example:**

T: Look at the picture. How can you describe this picture? What can you say to your classmate to describe it so that she/he can draw it?

S4: This is a dining room. There is a round table and 4 chairs. It's a very elegant table.

S3: There is a lamp above the table.

T: Great. Anything else?

S9: Yes. There is a door on the right side and a window on the left.

T: Perfect. Anything else?

S6: There are some flowers on the table.

**Procedure:** (Get students set up so that one is facing the slide and his/her partner has his/her back to the slide. When they are set up, click to show the next image: a living room. Give students time to describe and draw. When they finish, have them switch places. When they are set up again, click on the slide to show the next picture: a bedroom. When they finish, have them compare their pictures to see who has the best picture of a living room and who has the best bedroom.)

**Slide 51: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 13, exercises 5, 6 and 7 in your workbook.

## World View: Book 1A, Unit 14

(137-141 m)

### Slide 2: Homework (5 m)

### Slide 3: Objectives (3 m)

1. Write the objectives on the board.

### Slide 4: Warm up activity (7 m)

1. Look at the slide. This is Thalía. She is an actress and a singer. She sings, she acts, she contacts fans, and she dances salsa music.
2. What famous person do you know? It can be an actor, a singer, etc. (Once students give you the name of the famous person, write it on the board.) Now, what things does this person do? (Elicit answers from the students using present simple and, write them on the board as a mind map.) Good! Now make a list of things you do? (Give students 3 or 4 minutes to finish. Monitor your students and help them with any words they don't know.)
3. Now, you know what \_\_\_\_\_ (say the name of the famous person) does. Would you like to exchange (cross your arms to show exchange) places with \_\_\_\_\_? Tell me why or why not? (Get all students involved in the discussion; ask them about what they do. You can use vocabulary from unit 6. Ex. Interesting – boring, wonderful – terrible, etc.)
4. In this unit we are going to talk about people (cross your arms to show exchange) exchanging jobs.

### Slides 5-13: Vocabulary (7 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time.
2. **Meaning:** Use the picture to explain the word and give further explanation if they don't understand.
3. **Usage:** Give an “example,” and elicit a complete answer using the new word, to the question provided below.

Word	Usage (teacher)	Usage (student)
<b>design a website</b>	Graphic designers can <b>design</b> websites. Facebook is a fun website. If you <b>design</b> a website, what things can you put in it?	If I <b>design</b> a website I can put ...
<b>drive a car</b>	I know how to <b>drive</b> a car. I <b>drive</b> my car very fast. Do you <b>drive</b> your car fast or slow?	I <b>drive</b> my car...
<b>manage a hotel</b>	When you are the boss you <b>manage</b> other people. She is the <b>manager</b> of the Holiday Inn. Do you work? What is your <b>manager's</b> name?	My <b>manager's</b> name is...
<b>read a story</b>	When I was little I loved to <b>read</b> the story “The Three Little Pigs”. What is your favorite story to <b>read</b> ?	My favorite story to <b>read</b> is...
<b>repair a car</b>	When your car doesn't work the mechanic <b>repairs</b> it. What things can mechanics <b>repair</b> in a car?	A mechanic can <b>repair</b> ...
<b>sing a song</b>	I love singing in the shower. My favorite song to <b>sing</b> is “Donde jugaran los niños” it's from Maná. What songs do you <b>sing</b> ?	I <b>sing</b> ...
<b>speak a language</b>	She can <b>speak</b> several languages. How many languages can she <b>speak</b> ?	She can <b>speak</b> _____ languages?
<b>type a letter</b>	The act of writing on the keyboard of your computer is “to <b>type</b> ”. You can <b>type</b> a letter (point to the slide). I can <b>type</b> 50 words per minute. How many words do you think you can <b>type</b> per minute?	I can <b>type</b> _____ words per minute.
<b>write a report</b>	After a crime, policeman, have to <b>write</b> a report to say what happened. In what other professions have to <b>write</b> reports?	(doctors, businessmen, etc.) have to <b>write</b> reports.

**Slides 14-15: Getting started (10 m)**

1. Get into pairs. Look at exercise 1 page 64. Complete the activity; make sure you read the cues carefully. You can use some verbs more than once. (Click on the slide to check their answers.)
2. Now, look at exercise 2 page 64. (Ask a student to read the first sentence.) Good! What is the correct verb? Design because you design a website. With your partner complete the rest of the activity. (Monitor your students and help them with any words they don't know.)
3. (Click once for the answers to appear.)

**Slides 16-17: Reading (15-20 m)**

1. (Click on the slide.) This is Gary Hampton he is a hotel manager. This is Viviane Lisboa. She is a driver. She drives a truck and delivers packages. (Point to the slide.) Gary and Viviane are going to exchange jobs. (Use your hand to show students "exchange".) Gary is going to work as a driver. Viviane is going to work as a hotel manager. Look at them; who do you think likes his new job? Who do you think doesn't like his new job? (With your thumbs up show likes. With your thumbs down show doesn't like.)
2. Read the text and check your answers. (Give students time to read.)
3. (When they finish reading:) Why does Gary like his new job? (Elicit a couple of examples from students.) What problems does Gary have? (Elicit a couple of examples from students.) Why doesn't Viviane like her new job? (Elicit a couple of examples from students.) What problems does Viviane have? (Elicit a couple of examples from students.)
4. Read the text again and answer exercise 4 page 65. You are going to write "V" for Viviane, "G" for Gary and "B" for both of them. (Click on the slide to check their answers.)

**Slide 18: Grammar Focus: Can for ability (5 m)**

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation.
3. Click to show students the labels.
4. Point out certain patterns to students:
  - a. We use **can** and **can't** to talk about thing you are able to do.
  - b. We use can or can't + the **verb in base form**.
  - c. Can and can't do not change in the third person singular.

**Slides 19-20: Grammar Focus: Can for ability (10 m)**

1. Have students open their books to page 66 and have them do exercise 2 and 3. Click to show students the correct answers to exercises 2 and 3.

**Slides 21-22: Repeat/Complete (7 m)**

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the sentences; do some chorally and some individually.

**Slide 23: Oral Practice (15-17 m)**

1. **SC Activity: Find someone who...: Can for ability (5-7 m)**

**Introduction:** Can you do many things? Let's see what you can do.

**Procedure:** Look at the chart on the board. (Answer any questions students have about the verbs.) Complete the first column with your information. Now, stand up and walk around the classroom and find someone that can/can't do the same things as you.

**For example:**

S1: I can swim. Can you swim?

S2: Yes, I can swim. So you write the name of your classmate on your chart.

S1: I can cook. Can you cook?

S3: No, I can't cook. So you ask another classmate until you find someone that can cook.

Etc.

**Follow up:** Tell the class about what your classmates can and can't do.

**For example:** S1: Pedro can cook and play soccer. He can't swim and dance salsa.

2. **SC Activity: Chain drill- Can for ability (10 m)**

**Introduction:** Let's talk about things we can and can't do.

**Procedure:** Say something you can/can't do and then what your classmates' can/can't do. You can't repeat the verb. (This is a chain activity where the first student will say what he/she can/can't do, then say what his/her classmates' can or can't do. (Don't let the chain go beyond 8-10 people because it gets too long; at that point, you should start another chain.)

**For example:**

T: I can swim.

S1: I can't cook and she can swim.

S2: I can play soccer, he can't cook and she can swim.

S3: I can't repair cars, he can play soccer, he can't cook and she can swim. Etc.

**Slide 24: Oral Practice (10 m)**

1. **SC Activity: Stimulus & Response: Can for ability, occupations**

**Introduction:** What is he/she? What can he/she do?

**Procedure:** (Point to the picture of the teacher.) What is she? (Have students answer in complete sentence **Ex.** She is a teacher.) Good! What can a teacher do? (Have students answer in complete sentence **Ex.** She can play with children.) Now get into trios. Tell each other who the person is and, what can he/she do. (Tell students to say at least 3 things each person can do. Monitor your students and help them with any words they don't know.)

**For example:**

S1: She is a teacher. She can teach English. She can play with children and she can read stories to children.

S2: He is a graphic designer. He can design websites. He can type very fast on the computer and he can contact clients.

**Slide 25-26: Oral practice (10 m)**

1. **SC Activity: Information gap: Can for ability, occupations and verbs**

**Introduction:** She/he can... Is he/she a \_\_\_\_\_?

**Procedure:** Let's play! Work in pairs. S1 will look at the slide, and S2 will look at student 1 (Don't let S2 see the slide.) S1 describe what that person can and can't do in his/her profession. S2 you have to guess what occupation it is.

**For example:**

S1: (Describing a teacher.) She can teach Math. She can't fly. She can type an exam. etc.

S2: Is she an assistant?

S1: No, she isn't

S2: Is she a teacher?

S1: Yes, she is.

Switch places and repeat the procedure.

**Slide 27: Pronunciation (7 m)**

1. (Have students listen to the pronunciation of can for ability.)
2. (Have them listen again and repeat after the audio.)
3. Look at exercise 6 page 67. Listen again and underline the words you hear.
4. (Click on the slide and have students check their answers.)

**Slide 28: Model Conversation (10 m)**

1. Have students practice the conversation in pairs.
2. Then, have them do it again substituting their own information; they can practice this various times switching roles.
3. Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.

**Slide 29: Speaking (10-15 m)**

1. **FP Activity: Interviews- Can for ability**

**Introduction:** What can you do?

**Procedure:** Get into pairs. Take turns interviewing each other about job skills.

**For example:**

S1: Can you use a computer?

S2: Yes, I can. (You mark the correct box.)

S1: Can you speak a foreign language?

S2: No, I can't (You mark the correct box.)

Etc.

**Follow up:** Now, Give a job recommendation to your partner. Which type of job can your partner do? Does your partner agree with you?

**For example:**

S1: I think you can be a great manager. Your administration skills and business skills are great.

S2: I agree, I love to be in charge. Or, I don't agree, I want to work with computers.

**Slide 30: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 14, exercises 3, 4, 5 and 6 in your workbook.

## World View 1A: Final Review (116-131 m)

### Slides 2-4: Homework (5 m)

### Slide 5: Objectives (3 m)

1. Write the objectives on the board.

### Slide 6: Oral Activity (15-20 m)

1. **FP Activity: Presentation – Simple present**

**Introduction:** This is me.

**Procedure:** Look at the slide and you will see a mind map of a person and the different things that person does. Take out your notebooks. In the middle of the page make a drawing of yourself. (Give them a few minutes to do the task.) Now, starting at the top and going clockwise start writing sentences about what you do during the day. (Tell students they can open their books to units 8, 9, 10 for verbs they might need.)

**For example: (Look at the slide for the example.)**

**Procedure:**

1. Now, get into pairs and tell your partner what you do on a typical day. (Have a student come up to the front to model the example with you.) Start your presentation by saying: My name is... My typical day is... Once you finish have your partner tell you. (Tell students they can take notes since they might need them for the next part of the activity.)
2. Now, switch partners and tell your partner what your previous partner does on a typical day. Once you finish switch roles.

**For example:**

T: Maria gets up at six o'clock. She eats a sandwich and drinks coffee. She goes to school until two o'clock. Etc.

### Slide 7: Grammar Practice (10 m)

1. (Click on the slide.) Look at the sentences. Copy them in your notebooks.
2. Now, read each sentence and circle the mistake; it's one of the underlined words or phrases. Then, write the correction in your notebooks. (Give students time to complete the task. Monitor them and help them if needed. Once they finish click on the slide to check their answers. Go over any questions they might have.)

### Slide 8: Oral Activity: My vacation (20-25 m)

1. **FP Activity: Presentation–Simple present, vocabulary**

**Introduction:** My vacation with my family.

**Procedure:**

1. Look at the slide. Think about your vacation with your family. How do you get there? What do you take? What do you do? What don't you do? Where do you go? What clothes do you take?  
Copy the format on the slide and complete it with as much information as possible. You can consult your book units 8 to 12 for any vocabulary words or structures you don't remember. (Give students time to finish the task. Monitor your students and help them if needed.)
2. Get into trios and tell each other about your family vacation. Other member of the team can ask the person presenting any questions they might have. (Monitor your students and encourage them to speak. Tell them they can use their notes as cues for their presentation.)



**For example:**

S1: My family goes to Cuernavaca. We travel by car. We go in the summer. It's wonderful. We pack pants, t-shirts, shorts, a jacket and a sweater, I don't take boots. We take a camera, a bathing suit, an iPod, an umbrella, sunglasses, a beach towel and books to read. When we are in Cuernavaca we listen to music, we swim, we dance a lot and we get up at ten o'clock. I usually read a book.

S2: Do you contact friend on the Internet?

S1: Yes, I do. I take my computer.

**Slide 9: Oral Activity (15-20 m)**

**1. SC Activity: Question & Answer-Simple present, quantity expressions**

**Introduction:** Do you eat right?

**Procedure:** Look at the slide. Copy the chart into your notebook. Now, get into pairs and interview each other on how much or how many of these foods you eat. Write down the answers since you will need them for the next activity.

**For example:**

S1: How many sodas do you drink in a day?

S2: I drink 3 sodas or I don't drink soda.

S1: How much fruit do you eat?

S2: I don't eat much fruit. Etc.

**Procedure:** Now get into trios. Make sure your partner is not in your new group. Tell each other about the eating habits of your partner.

**For example:**

S1: Juan doesn't eat much fruit. Juan drinks a lot of soda in one day. Etc.

**Slide 10: Oral Practice (45 m)**

**1. FP Activity: Role-Play-demonstrative adjective and clothes vocabulary (15 m)**

**Introduction:** Let's go shopping!

**Procedure:**

1. Open your books to page 57, exercise 10. You are going to listen to a conversation between two people. (Play the audio one. Play the audio again if necessary.) Where are the speakers? (They are in a department store.) What are they talking about? (clothes) What items does the customer ask about? (The customer asks about a shirt, pants, and shoes.) What language do we use in a store? (Can I help you?, Do you have these in size...? I'll try those.) (Write these expressions on the board.)
2. Get into pairs. Open your books to page 57, exercise 11. Student A is a salesperson who is helping student B, a customer who wants to buy the things you see in the picture. The customer should ask the salesperson for help using the vocabulary and structures learned in unit 12. (Monitor your students helping as needed. Listen for clothing vocabulary and demonstrative adjectives. Correct any pronunciation mistakes you hear.) Once students finish, tell them to switch roles.

**For example:**

S1: Can I help you?

S2: Yes, do you have this dress in size 12?

S1: Yes here you are.

S2: Thank you I'll try it on. Do you have those sneakers in green?

S1: No, I'm sorry we only have them in red.

Etc.

2. **FP Game: Presentation – Simple present affirmative sentences (15 m)**

**Introduction:** Do you like holidays and celebrations? What's your favorite one?

**Procedure:**

1. Get into groups of four. You have 5 minutes to write the name of 10 holidays and special celebrations. Write each one on a small piece of paper. (Make sure you tell students to write celebrations that everyone knows, like Independence Day or New Year's Eve, etc.) Fold the papers in half and mix them all together. Exchange papers with another group.
2. Take turns. Pick a folded paper. You will have 30 seconds. Give the rest of the group information about the holiday, but don't say the name. If no one can guess, return the paper to the pile. The person that guesses is the next one to draw a paper. (Monitor students while doing the task and help them when needed. Also correct any mistakes you hear.)

**For example:**

S1: (Takes a piece of paper and it says Mexican Independence Day.) This is a holiday we celebrate in September. We eat *panbaxos*. The president screams Viva Mexico. We drink tequila.

S3: Mexican Independence Day! (Now S3 takes a paper and describes the celebration.)

3. **FP Game: Role Play–Can for ability (15 m)**

**Introduction:** What can you do?

**Procedure:** Imagine you are a manager for a company and you need to hire a computer specialist, a secretary and a driver. Think about what skills each one needs and write them in your notebook. Go around the class and ask 3 different persons questions to see if they qualify for the job.

**For example:** (You may want to copy this chart on the board, but elicit the skills needed from students. Once you have the chart, have a student come to the front and role play with you.)

Job	Skills	Person interviewed
Computer Specialist	Can type 80 words per minute Can... Can... Can...	Juan Sánchez
Secretary	Can... Can... Can... Can...	
Driver	Can... Can... Can... Can...	

S1: What's your name?

S2: My name is Juan Sánchez.

S1: Can you type 80 words per minute?

S2: Yes, I can.

S1: Can you repair computers?

S2: No, I can't.

S1: Can you speak to customers?

S2: Yes, I can.

S1: Thank you. Good bye.

**Slide 11: Homework (3 m)**

1. What were the objectives for today? What structures did we review? Which of these were difficult for you? Which were easy?
2. Do you have any questions about the class today?
3. For homework, study for the exam.

## World View: Book 1B, Unit 15, Day 1

(117-125 m)

### Slide 2: Objectives (3 m)

1. Write the objectives on the board.

### Slide 3: Oral Practice (10 m)

1. **SC Activity: Find someone who...: Ice Breaker**

**Introduction:** Welcome! Let's get to know each other.

**Procedure:** Look at the chart on the board. (Answer any questions students have about the phrases.) Complete the first column with your information. Now, stand up and walk around the classroom and, find someone that has the same information as you.

**For example:**

S1: How old are you?

S2: I'm 18 years old. If you are the same age, you write the name of your classmate in your chart.

S1: Do you like red?

S3: No, I like blue. So you ask another classmate until you find someone that likes red.

Etc.

**Follow up:** Tell the class things about your classmates.

**For example:** S1: Pedro likes red and Susana is 18 years old.

### Slide 4: Warm up activity (10 m)

1. Do you know these families? (Point to the first family.) Who is this family? Good! The Shrek family. (Click on the slide.) What is the name of the wife? (Fiona.) What is the name of the husband? (Shrek.) (Point to the incredible family.) Who is this family? (Click on the slide.) What special thing does this family have? (Superpowers.) (Point to the Flintstone family.) What about this family, do you know who they are? (The Flintstones.) (Click on the slide.) What's the name of their daughter? (Pebbles.) Look at this family. Do you know who they are? (The Simpsons.) (Click on the slide.) What's the name of the father? (Homer.) What's the name of his son? (Bart.)
2. Work in groups of 2-3. Think of a famous family you know. Make a list of the family members and their names. (Walk around and help with vocabulary they may not know.)
3. What families did you think of? (Ask each group to tell you the name of the family and its members.)

### Slide 5: Vocabulary (5 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time.
2. **Meaning:** Use the picture to explain the word and give further explanation if they don't understand.
3. **Usage:** Give an "example," and elicit a complete answer using the new word, to the question provided below.

Word	Usage (teacher)	Usage (student)
<b>mother</b>	What's your <b>mother's</b> name?	My <b>mother's</b> name is...
<b>father</b>	Where does your <b>father</b> work?	My <b>father</b> works in ...
<b>grandfather</b>	How old is your <b>grandfather</b> ?	My <b>grandfather</b> is _____ years old.
<b>grandmother</b>	Where does your <b>grandmother</b> live?	My <b>grandmother</b> lives in ...
<b>daughter</b>	How many <b>daughters</b> does your grandmother have?	My grandmother has _____ <b>daughters</b> .
<b>son</b>	Who is Veronica Castro's <b>son</b> ?	Veronica Castro's <b>son</b> is Cristian Castro

**Slide 6: Oral Activity (5 m)****1. SC Activity: Stimulus & Response? Review vocabulary****Introduction:** Who lives with you?**Procedure:** Get into pairs and tell each other who lives with you. What are their names?**For example:**

T: I live with my mother. Her name is Juana. My father's name is Pedro and my sister is Esther.

**Follow up:** Ask two or three students to tell you who their partner lives with.**Slides 7-9: Vocabulary (5 m)**

- Form:** Repeat the word 3 times and have students repeat after you each time.
- Meaning:** Use the picture to explain the word and give further explanation if they don't understand.
- Usage:** Give an "example," and elicit a complete answer using the new word, to the question provided below.

Word	Usage (teacher)	Usage (student)
<b>husband &amp; wife</b>	(Mijares) and (Lucero) are <b>husband</b> and <b>wife</b> . What famous people do you know that are <b>husband</b> and <b>wife</b> ?	_____ and _____ are <b>husband</b> and <b>wife</b> .
<b>parents</b>	When we talk about your mother and father together, we say <b>parents</b> . When did your <b>parents</b> get married?	My <b>parents</b> got married in...
<b>brother</b>	How many <b>brothers</b> do you have?	I have _____ <b>brothers</b> .
<b>sister</b>	Do you have a <b>sister</b> ? What is your <b>sister's</b> name?	My <b>sister</b> is _____.
<b>children</b>	How many <b>children</b> do you see on the slide?	I see three <b>children</b> .
<b>aunt</b>	Where does your favorite <b>aunt</b> live?	My favorite <b>aunt</b> lives in...
<b>uncle</b>	What is your <b>uncle's</b> name?	My <b>uncle's</b> name is...

**Slide 10: Oral activity (7-10 m)****1. FP Activity: Presentation-Vocabulary****Introduction:** This is my family.**Procedure:** Prepare a family tree like this one. (Show the slide and point out the different family members.) Once you finish, get into pairs and present your family to your partner.**For example:**

T: I am Amelia. This is my family. These are my grandparents William and Mary Mason. These are my parents Henry and Diana. I have two brothers Paul and George. Paul is married to Anne and they have two children. Etc.

**Slides 11-13: Getting started (10 m)**

- This is the Simpson family. What are the names of the children's aunts? (Selma and Patty.) What's Homer's wife name? (Marge.)
- Tell students to open their books to page 68, exercise 1. Tell them to look at the Simpson family tree and complete the sentences. They can work in pairs if they want. (Click on the slide for them to check their answers.)

**Slides 14-15: Listening/Reading (10-15 m)**

- (Click on the slide.) Copy this chart in your notebook. (Give them time to do this.) You are going to listen to a letter about the Simpson family. Check the correct box about how each family member feels. (Click on the slide for them to check their answers.)
- Now, read the letter and complete exercise 5 on page 69. (Click on the slide to show the correct answers.)

**Slide 16: Grammar Focus: Present Continuous (5 m)**

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation. (Click on the slide to show labels.)
3. Point out certain patterns to students:
  - a. We use present continuous to describe what is happening now.
  - b. Spelling rules for the verb:
    - i. Add **"ing"** to most verbs. Ex. play – **playing**
    - ii. For verbs ending in **"e"**, take away the **"e"** and add **"ing"**.  
Ex. make – making
    - iii. For most one syllable verbs that end in a consonant + a vowel + a consonant, double the consonant and add **"ing"**. Ex. sit - sitting

**Slides 17-18: Repeat/Complete: Present Continuous affirmative and negative (7 m)**

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually.

**Slide 19: Oral activity (10 m)**

1. **SC Activity: Stimulus & Response-Present Continuous**

**Introduction:** Let's practice making sentences in present continuous.

**Procedure:** What things do we need to form a sentence in present continuous? (Elicit the answers from students and click on the slide to show the different parts.) (Click on the slide.) "They" what verb to be goes with they? Are! (Click on the slide.) Now our verb is "dance" (click on the slide), but in what form of the verb do we use? Dancing! Good and then a complement. (Repeat the process for the negative sentence.) Now, get into pairs. Make 8 different sentences; 4 in affirmative and 4 in negative.

**For example: (You can use the same cue from the slide.)**

**Follow up:** (Elicit different sentences from the students.)

**Slide 20-21: Repeat/Complete: Present Continuous interrogative (7 m)**

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually.

**Slide 22: Oral Activity (10 m)**

1. **FC Activity: Charades-Present Continuous**

**Introduction:** Let's play.

**Procedure:** We are going to play charades. Let's divide the class in two. Imagine an activity you are doing right now, but don't say what it is. From each group, one student is going to mime an action he/she is doing. The rest of the team has to guess what he / she is doing and where he /she is doing it. You can ask questions to help you guess. The student miming can only answer: Yes, I am or No, I'm not.

**For example:** (The student is in the park eating ice-cream.)

S2: Are you eating?

S1: Yes, I am.

S5: Are you eating candy?

S1: No, I am not.

S4: Are you at home? (S1 has to gesture that there are trees and things in a park.)

S1: No, I'm not.

S9: Are you in the park?

S1: Yes, I am.

S7: Are you eating ice-cream in the park?

S1: Yes, I am. (So now S7 mimes the next one.)

**Slide 23: Written Activity (10 m)**

1. **CP Activity: Sentence Formation-Present Continuous**

**Introduction:** What are they doing?

**Procedure:** Look at the picture. What is each family member doing? Work in pairs. Write in your notebook what they are doing.

**For example:** Paul is watering the plants.

**Follow up:** Ask different students for the answers. Write them on the board for students to check their answers.

**Slide 24: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 15, exercises 1, 2 and 3 in your workbook.

## World View: Book 1B, Unit 15, Day 2 (117-130 m)

### Slides 26-27: Homework (5 m)

### Slide 28: Objectives (3 m)

1. Write the objectives on the board.

### Warm up Activity (10-15 m)

1. **FP Activity: Question Answer-Famous people's party**

**Introduction:** What do you think famous people do at parties? Are their parties different from common people's parties?

**Procedure:** Give me the names of your favorite famous people. (Teacher writes the names on the board and draws a window on the blackboard.) What is this? That's right, it's a window. Well, on the other side of this window we have all of the famous people you mentioned and they are having a party. Of course, you are curious to know what these people are doing. So, ask questions with "What..?". (Ask S1 to come up in front of the window and ask him the first question.) (Have different students come up and answer the questions.)

**For example:**

T: What is Madonna doing?

S1: She is dancing.

T: Is she dancing with John Travolta?

S1: Yes/No...

### Slide 29: Grammar Practice (5-7 m)

2. (Tell students to open their books to page 70, exercise 3.) Listen to the audio and find out what the Cormack family is doing. Complete the sentences.

**For example:** Mr. Cormack is getting up.

3. (Elicit answers from students)

### Slide 30: Grammar practice (7 m)

1. (Tell students to open their books to page 70, exercise 4. Get into pairs and complete the activity. (Use the slide to check answers.)

### Slide 31: Pronunciation (5 m)

1. Have students listen to the pronunciation of the words. Tell them to focus on the sound of the stressed syllables.
2. Have them listen again and repeat after the audio.

### Oral Practice (7-10 m)

1. **SC Activity: Information Gap - Present continuous**

**Introduction:** What's the difference?

**Procedure:** Work in pairs. S1 look at page 137. S2 look at the picture of the Cormack family on page 71. Take turns asking questions to find five differences between the two pictures.

**For example:**

S1: Is the son listening to music?

S2: No he isn't. He's watching T.V.

### Slide 32: Writing (10 m)

1. What time is it now? Think of five people you know. What are they doing right now? Write sentences about them. Use the present continuous.

**For example:** (Look at the slide and show them the example.)

2. Now get into trios and read your sentences to each other. (Monitor your students and help them with any words they don't know.)



**Slide 33: Model Conversation (10 m)**

1. Have students practice the conversation in pairs.
2. Then, have them do it again substituting their own information; they can practice this various times switching roles.
3. Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.

**Slide 34: Oral Practice (7-10 m)**

1. **FP Activity: Presentation-Present Continuous**

**Introduction:** Where are you? What are you doing?

**Procedure:** Imagine you are traveling to the beach or Guadalajara. Work in groups of 3 and tell your classmates where you are and what you are doing there. Remember to use affirmative and negative statements. When you finish, your classmates will ask you questions about what you are doing there.

**For example:**

S3: I am at the beach. I am playing in the sand with my brother and sister. My father is swimming and my mother is eating fish. My uncle isn't having fun because he is sick.

S2: Are you drinking soda?

S3: Yes, we are.

S1: Is your aunt talking to your mom?

S3: No, she isn't.

**Slide 35: Oral Activity (10-15 m)**

1. **SC Activity: stimulus response – Present Continuous**

**Introduction:** Let's play.

**Procedure:** Get into groups of 2 or 3. You will each get a game board. Choose a token. (Pen cap, ring, etc.) You also need a coin. Toss the coin. If you get "aguila" you move 1 space. If you get "sol" you move two spaces. When you land on a space with a verb, you must say the sentence in present continuous using the subject given. If you get it wrong, you lose a turn.

**For example:** (You land on: mother/cook) My mother is cooking in the kitchen.

**Oral Activity: (20 m) Please note: you need copies for this activity.**

1. **FP Activity: Game – Present Continuous, There is / are, vocabulary**

**Introduction:** Do you live in a house or in an apartment? Do you know your neighbors? Can you describe one of your neighbor's daily routines? What are your neighbors like?

**Procedure:** Let's divide the group into two: A's and B's. Each person will get a sheet; A Sheets for students in group A and B Sheets for students in group B. Now, your pictures are similar, but not identical. You have pictures of an apartment building; you can see inside of each of the apartments. Work in pairs of A and B. Look at your sheet and ask your classmate what there is in his/her apartments to find the differences. (Set a time limit of fifteen minutes. Monitor students and take note of any mistakes to correct later with the group. When time is up, check answers with the whole class.)

**For example:** (Have a student come up to the front and model the activity with you.)

T: Look at apartment 2A. How many people are there?

S2: There are four people.

T: What are they doing?

S2: They are playing a game.

T: No, they aren't. They're kissing in my apartment 2A. There is a difference there!

**Slides 36-37: Oral Activity: (15 m)**

1. **SC Activity: Information Gap-Present continuous**

**Introduction:** Are you good at describing what you see? Let's see.

**Procedure:** Work in pairs. S1 will look at the slide, and S2 will look at student 1 (Don't let S2 see the slide. Don't click on the slide until students are seated so that only one student from each pair can see the slide.) S1 describe what you see and S2 will write the name of the student and draw/ write what S1 describes. Once S1 finishes his / her description S2 checks the slide to see if S1 made any mistakes. You get 1 point for every correct sentence.

**For example:** S1: Julio is reading a book. Belem is playing with pencils. Etc.

**Procedure:** (Have students switch places and repeat the activity with slide 2.)

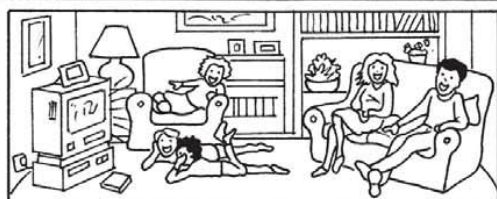
**Slide 38: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 15, exercises 4, 5, and 6 in your workbook.

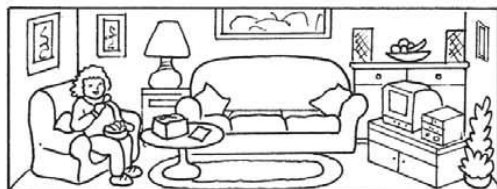
# What are they doing?

Student A

1C



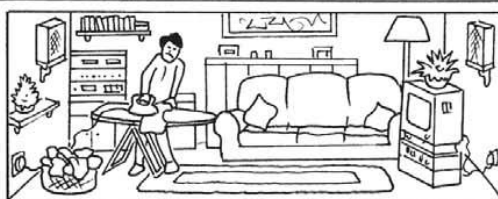
1B



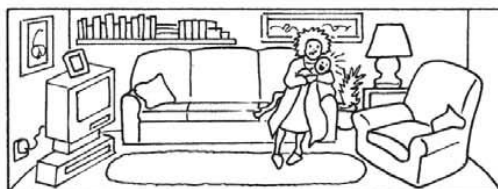
1A



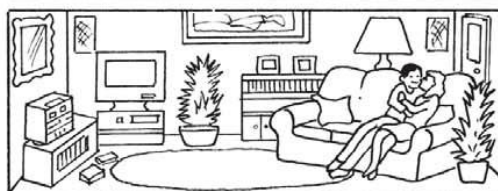
2C



2B



2A



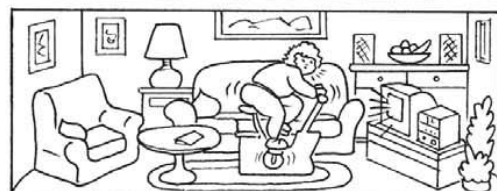
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Student B

1C



1B



1A



2C



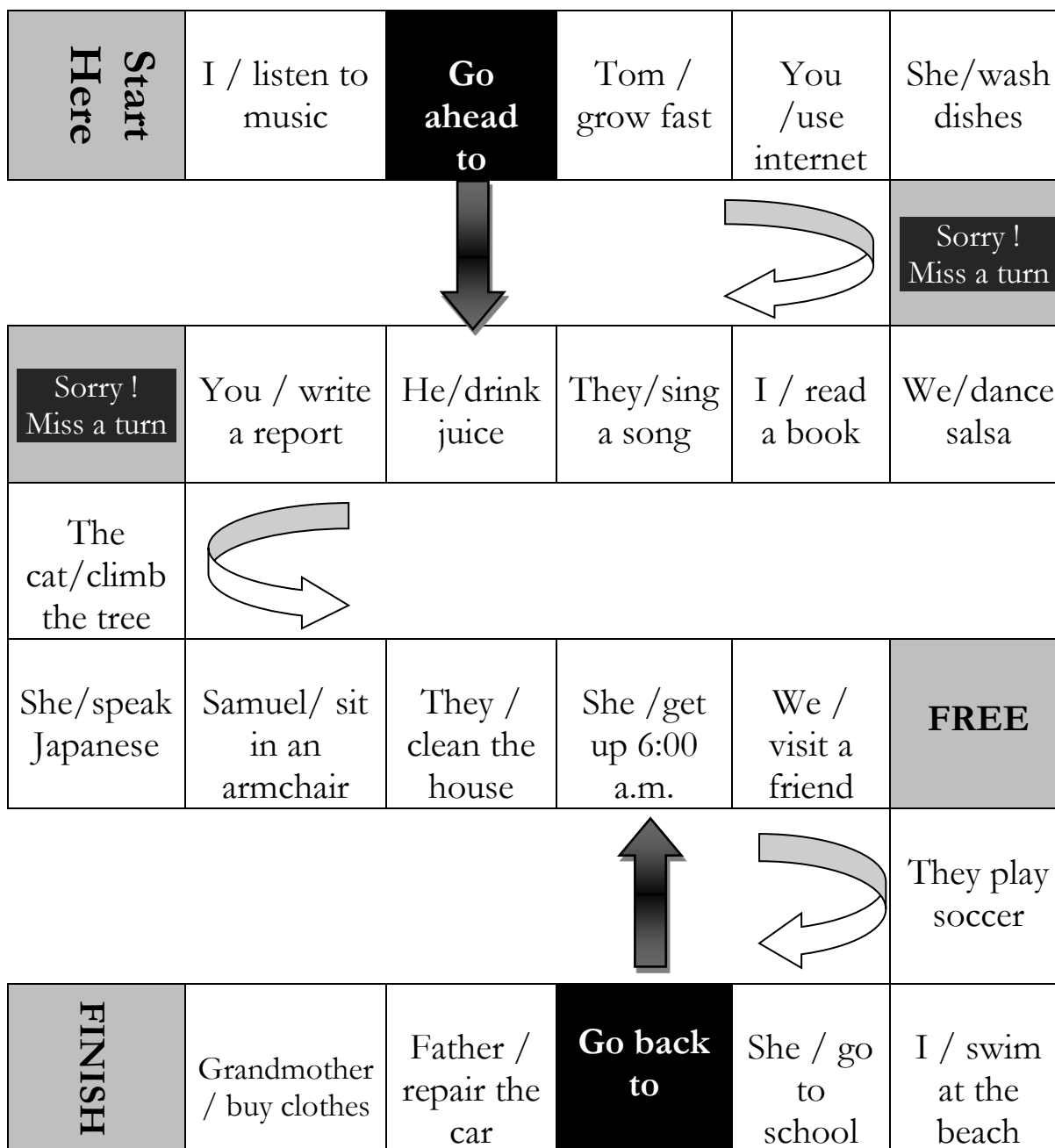
2B



2A



## What are they doing?





## World View: Book 1B, Unit 16

### (124-134 m)

#### Slides 2-3: Homework (5 m)

#### Slide 4: Objectives (3 m)

1. Write the objectives on the board.

#### Slide 5: Warm up Activity (7 m)

1. **(Don't click on the slide until after you give instructions.)** What are some words you know for foods? Let's play a game. Work in teams of 3-4 members each. I will show you some words for different foods we saw in units 3 and 13, but the words are missing some letters. You need to write the complete words. The first team to finish is the winner. Ready, go. (Click on the slide to show the partial words. Don't help student with this activity. Tell the team to raise their hands when they finish.)
2. Okay, so what do you have for the first one? And the second? (Do all of the words to check who won the game clicking on the slide as you go along so they can check.)

#### Slides 6-14: Vocabulary (10 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time.
2. **Meaning:** Use the picture to explain the word and give further explanation if they don't understand.
3. **Usage:** Give an "example," and elicit a complete answer using the new word, to the question provided below.

	Usage (teacher)	Usage (student)
<b>ham</b>	<b>Ham</b> is meat that you usually eat in a sandwich. I usually buy Zwan <b>ham</b> at the store. What brand of <b>ham</b> do you buy?	I buy XX brand of <b>ham</b> .
<b>chicken</b>	This is a <b>chicken</b> . I love <b>chicken</b> <i>enchiladas</i> . What food do you eat with <b>chicken</b> ?	I eat (tacos, mole, etc.) with <b>chicken</b> .
<b>tomatoes</b>	These are <b>tomatoes</b> . My mother makes <i>pico de gallo</i> with <b>tomatoes</b> . What can you make with <b>tomatoes</b> ?	I make XX with <b>tomatoes</b> .
<b>lettuce</b>	This is <b>lettuce</b> . I eat <b>lettuce</b> on my tostadas. When/How do you eat <b>lettuce</b> ?	I eat <b>lettuce</b> with....
<b>apples</b>	These are <b>apples</b> . My mother makes a delicious <b>apple</b> pie. What can you make with <b>apples</b> ?	You can make (salad, ponche, cake, etc.) with <b>apples</b> .
<b>bananas</b>	These are <b>bananas</b> . I love <b>bananas</b> and cream. What animals love to eat <b>bananas</b> ?	(Monkeys) love to eat <b>bananas</b> .
<b>juice</b>	I always drink <b>juice</b> in the morning. My favorite <b>juice</b> is apple <b>juice</b> . What's your favorite <b>juice</b> ?	My favorite <b>juice</b> is...
<b>bottled water</b>	You can buy <b>bottled water</b> anywhere now. My favorite <b>bottled water</b> is Ciel. What <b>bottled water</b> do you drink?	I drink XX <b>bottled water</b> .
<b>tea</b>	Many people drink chamomile ( <i>manzanilla</i> ) <b>tea</b> when they feel sick. What kind of <b>tea</b> do you like?	I like XX <b>tea</b> .
<b>lemon / lime</b>	<b>Lemons</b> and <b>limes</b> are citrus fruits that are very sour (mimic). In Mexico, do people use <b>lemons</b> or <b>limes</b> ? When do you use <b>limes</b> ?	They use <b>limes</b> . I use <b>limes</b> for my...

#### Slide 15: Getting started (7 m)

1. Now, work in pairs. Look at the pictures of the food and beverages on page 73. Write the numbers of the pictures next to the correct items on the menu at the bottom of page 72. (Walk around monitoring students and helping them if necessary.)
2. Let's check your answers. (Click on the slide to check their answers.)

**Slides 16-17: Listening (12-15 m)**

1. When you order food at a restaurant, do you always eat there? Do you sometimes order food and then take it home, like McDonalds or Burger King? Do you sometimes ask them to deliver it to your house, like pizza? When you want to take the food home, you ask for it “to go.” (Write this on the board and have students repeat it 3 times.) Or if you want them to take the food to your house, you ask for “delivery.” (Write this on the board and have students repeat it 3 times.)
2. Let’s listen to a conversation. Regina is going to make an order for food to go. Look at the menu on page 72. Listen to the conversation and write in the missing prices. (Play the audio and have students write the missing prices. If necessary, play the audio again. Click on the slides to check the answers.)
3. Now, let’s listen to the rest of Regina’s conversation to find out what she ordered. Look at exercise 4. Read the options. (Give students a minute to read.) Now, let’s listen to find out what Regina ordered. (Play the audio and have students underline what she ordered. If necessary, play the audio again. Click on the slides to check the answers.)

**Slide 18: Pronunciation (7 m)**

1. (Write the words **tea** and **milk** on the board.) The vowel sound in tea (eeee) is a long sound. It’s similar to the /i/ in Spanish (**ti**), but it’s longer. (Say the eeee sound and have students repeat the long sound after you.)
2. The sound of the vowel in **milk** is not long; it’s very short. (Say the /I/ sound in milk; it’s a very short sound, and have students repeat after you.) Now, let’s listen to the words from the audio.
3. Have students listen to the words.
4. Have them listen again and repeat after the audio.

**Slide 19-20: Speaking Activity (10 m)**

1. (Click on the slide.) Work in pairs. Each of you is going to order lunch from the Liberty Café menu. Tell your partner what you want to eat and how much it costs.
2. (Click to show the menu. Walk around monitoring students.)

**Slides 21-22: Grammar Focus (15-17 m)**

1. (Teacher labels the sentence(s) with students’ participation. Click on the slide to show the labels.)
2. Point out how these expressions are used. (Click on the slide to show the information.):
  - a. We use ***I’d like***, ***I’ll have*** and ***Can I have*** to order in a restaurant, or to ask for something politely. We can use these expressions to ask for something politely.
3. Open your books to page 74, exercise 2. Please fill in the missing information. (Go over the answers orally.)
4. Now, look at exercise 3. Complete the conversations. In some cases there is more than one correct answer. (Give students time to do this. When they finish tell them to compare their answers with a classmate. Then click on the slide to show the answers.)
5. Now, work in pairs and practice the conversations. Then, have them do it again substituting their own information; they can practice this various times switching roles.
6. Finally, tell them to close their books and cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn’t exactly follow the same sequence as the slide. You can have a few pairs go to the front of the room to do the different dialogs.

**Slide 23: Model Conversation (10 m)**

1. Have students practice the conversation in pairs.
2. Then, have them do it again substituting their own information; they can practice this various times switching roles.
3. Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn’t exactly follow the same sequence as the slide.

**Slide 24: Speaking (10-15 m)**

1. Open your books to page 75, exercise 5. Look at the menu. You are going to work in groups of 3 (or 4 if necessary). Two of you are customers and the other is the waiter/waitress. The waiter/waitress will look at page 138 and the customers will look at page 75. You can use the example to help guide you. (Walk around and monitor how they are doing. Make sure they switch roles so everyone can practice being the customer and/or server.)

**Slides 25-27: Vocabulary (5 m)**

1. Do you sometimes watch cooking shows? What is the name of a famous cooking show here? (For example *Al Sabor del Chef*.) And what's the name of a famous chef in Mexico? (For example, Alfredo Oropeza.) Today we're going to watch a video, but first let's look at some vocabulary related to cooking.
2. (Go over each of the words briefly and answer any questions students have.)

	Usage (teacher)
<b>boil/bring to a boil</b>	To boil or to <b>bring</b> something <b>to a boil</b> is to cook it until bubbles form. To make pasta or rice, you have to <b>bring the water to a boil</b> .
<b>burn</b>	To <b>burn</b> is to cook something until it's black. You can <b>burn</b> food, your finger, paper, wood, etc.
<b>crust</b>	The outside part of the bread that is hard and brown is the <b>crust</b> .
<b>grate /grated cheese</b>	When you want cheese to be in small pieces, you use a grater to <b>grate</b> the cheese. You can also <b>grate</b> vegetables, for example <i>jicama</i> .
<b>melt</b>	When you cook cheese, it <b>melts</b> . In the picture you can see <b>melted</b> cheese. When it's hot, ice <b>melts</b> .
<b>recipe</b>	A <b>recipe</b> is a list of ingredients and instructions to make something. For example, this is a <b>recipe</b> for <i>mermelada de naranja</i> .
<b>stir</b>	To <b>stir</b> is to move (mimic) food or drinks. After you add sugar or milk to your coffee, you <b>stir</b> it.

**Slides 28-30: Video (20 m)**

1. Look at the questions. (Give students a minute to read them.) Now, watch the video. (Play the video without any sound.)
2. (Go back to the questions on slide 26.) Work in pairs and answer the questions; you can guess the answers if you aren't sure. (Ask students for their answers, but don't tell them if they are correct or not. Just let them tell you what they think based on what they saw.)
3. Now, we're going to watch the video again, but this time with the sound on so you can see if your answers are correct. (Play the video again with the sound on.)
4. Were your answers correct? Now, let's look at the sentences on the next slide. Please read the sentences. (Give students a minute to read them.) Now, you're going to see the video again, and then you need to decide if the statements are true or false. (Play the video again.)
5. Now, look at the sentences and decide if they are true or false. (Give students some time to do this. If they don't know, you can play the video again, or simply show them the answers.)
6. **Follow up (if time):** Ask students if they watch cooking shows or if their mothers' watch cooking shows. If so, ask them what shows they like and what chefs they like and why.

**Slide 31: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 16, exercises 1, 2, 3, 4 and 5 in your workbook.





## World View: Book 1B, Unit 17, Day 1 (113-116 m)

### Slides 2-4: Homework (5 m)

#### Slide 5: Objectives (3 m)

1. Write the objectives on the board.

#### Slide 6-8: Warm up Activity (15 m)

1. What are some of the months of the year? (Let students say any month they know and write them on the board.) When do you celebrate your birthday? For example, my birthday is in (December). When is your birthday? (Let each student answer the question.) What are some events we celebrate in different months of the year? For example, when do we celebrate Mother's Day? Día de los Muertos, Benito Juárez's birthday? Teacher's Day? Etc.
2. What month(s) are hot (mimic hot)? What month(s) are cold (mimic cold)? Let's look at the seasons of the year. (Click on the slide.)
  - a. The winter is December, January and February. Repeat: winter (3 times). What is a holiday we celebrate in the winter? (Ask one student to answer using winter in their answer.)
  - b. The spring is March, April and May. Repeat: spring (3 times). What is a holiday we celebrate in the spring? (Ask one student to answer using spring in their answer.) (Click on the slide.)
  - c. The summer is June, July and August. Repeat: summer (3 times). What is something we do in the summer? (Ask one student to answer using summer in their answer.)
  - d. The fall or autumn is September, October and November. Repeat: fall /autumn (3 times). What is a holiday we celebrate in the fall or autumn? (Ask one student to answer using fall or autumn in their answer.)

#### Slides 9-17: Vocabulary (15 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time.
2. **Meaning:** Use the picture to explain the word and give further explanation if they don't understand.
3. **Usage:** Give an "example," and elicit a complete answer using the new word, to the question provided below.

	Usage (teacher)	Usage (student)
<b>hot</b>	It's <b>hot</b> (mimic) in Tabasco in the summer. What do you like to do when it's <b>hot</b> ?	When it's <b>hot</b> , I like to...
<b>cold</b>	It's <b>cold</b> (mimic) in Alaska in December. What do you wear when it's <b>cold</b> ?	I wear my (jacket, sweater, etc.) when it's <b>cold</b> .
<b>warm</b>	When it's <b>warm</b> , the temperature is comfortable; you don't need a sweater, but you aren't sweating (mimic). I like to do exercise when it's <b>warm</b> . Tell me something you like to do when it's <b>warm</b> .	I like to do XX when it's <b>warm</b> .
<b>cool</b>	When it's <b>cool</b> , you probably want to wear a light sweater. It's usually <b>cool</b> in Mexico City in the summer at night. When is it <b>cool</b> in your city?	It's <b>cool</b> in my city...
<b>rain / raining</b>	When water is falling from the sky, we say it's <b>raining</b> . When it's <b>raining</b> , I like to stay home. What do you like to do when it's <b>raining</b> ?	I like to do XX when it's <b>raining</b> .
<b>snow / snowing</b>	When it's very cold, it doesn't rain, it <b>snows</b> . It <b>snows</b> in Canada in the winter. Where does it <b>snow</b> in Mexico?	It <b>snows</b> in (Chihuahua, Toluca, etc).
<b>sunny</b>	When you can see the sun, we say it's <b>sunny</b> . When it's <b>sunny</b> , I like to be outside. What do you do when it's <b>sunny</b> ?	When it's <b>sunny</b> , I...

<b>windy</b>	When you can hear the air blowing (mimic), it's <b>windy</b> . It's usually <b>windy</b> when it's raining. Do you like <b>windy</b> days? Why (not)?	Yes/No, I (don't) like <b>windy</b> days because...
<b>raincoat</b>	A <b>raincoat</b> is a special kind of clothing we can wear so that we don't get wet in the rain. I have a yellow <b>raincoat</b> . Do you have a <b>raincoat</b> ? What color is it?	My <b>raincoat</b> is ...
<b>sun hat</b>	To protect your head and face when it's very sunny, you can wear a <b>sun hat</b> . I always wear a <b>sun hat</b> at the beach. Do you have a <b>sun hat</b> ? When do you wear it?	I wear a <b>sun hat</b> when...
<b>sandals</b>	<b>Sandals</b> are open shoes that you wear when it's warm or you wear them at the beach. My favorite <b>sandals</b> are black. Do you have <b>sandals</b> ? What color are they?	My <b>sandals</b> are ...
<b>hat</b>	A <b>hat</b> is a general word for something that you put on your head to protect it. In the picture, the girl is wearing a winter <b>hat</b> . Do you have a winter <b>hat</b> ? When do you use it?	I use my <b>hat</b> in...
<b>scarf</b>	A <b>scarf</b> is usually square (mimic) or long (mimic). You can wear a <b>scarf</b> on your head or around your neck to. You can use a <b>scarf</b> to keep warm or just to look nice. (Scarf is a general word corresponding to <i>bufanda</i> , <i>masacada</i> , <i>paliacate</i> and even sometimes <i>pañuelo</i> in Spanish.) When do you wear a <b>scarf</b> ?	I wear a <b>scarf</b> when...
<b>gloves</b>	<b>Gloves</b> are things you put on your hands to protect them from the cold. I wear my <b>gloves</b> in the winter. Do you have <b>gloves</b> ? What color are they?	My <b>gloves</b> are....

**Slides 18-19: Getting Started (20 m)**

1. Work in pairs. Look at the pictures and look at the sentences in the box. Describe each season in the picture using the words in the box. (When students finish, check their answers orally.)
2. Now, open your books to page 78, exercise 2. Match the clothes in the box with the pictures. (Give students a few minutes to do this.) Now, let's check your answers. (Click on the slide to show the correct answers.)
3. **FP Activity: Presentation-Vocabulary, to be wearing, seasons (10 m)**  
**Procedure:** Imagine you are in a city in Mexico. Think about what the weather is like there, what season it is and what you are wearing. Now, you are going to describe what the weather is like, what the season is and what you are wearing, and your classmates will guess where you are.

**For example:**

T: I am wearing boots, a jacket, a hat and gloves. It's cold and it's snowing because it's the winter. The temperature is 0°C.

S3: Are you in Toluca?

T: No, I'm not.

S5: Are you in Monterrey?

T: No, I'm not.

S6: Are you in Chihuahua?

T: No, I'm not.

S9: Where are you?

T: I'm in Ciudad Juárez.

**Slide 20: Pronunciation (7-10 m)**

1. In English, we have many consonant clusters; some are the same as in Spanish and others are different. For example, are there words in Spanish that have the consonants “gl”? (Students should say yes.... for example *globo, glacial, glamoroso*, etc.) Are there words in Spanish that begin with “sp”? (Students should say no.) In Spanish, we usually put a vowel before this group of sounds, but in English it’s very common to have words that start with **sp, sn, sc** and **st**. Let’s listen to some words and the consonant sounds in the words. (Have students listen to the words.)
2. Have them listen again and repeat after the audio. (If they have difficulty with the words that start with sn, sp and sc, tell them to make the /s/ sound longer. “Sssssspring” This will help eliminate the /e/ sound before the consonant cluster.)

**Slide 21: Let’s Talk (10 m)**

1. Work in groups of three and answer the questions on the slide. (Let students talk, help them when necessary.)
2. Now, tell us something interesting you found out about one of your classmates. For example: Jorge’s favorite season is the winter because he likes cold weather, but my favorite season is the summer, when it’s hot.

**Slides 22-24: Listening (15 m)**

1. What is a hurricane? (Students should understand this, it’s a cognate.) What are some of the names of some hurricanes that have hit Mexico? (Gilberto and Wilma.) Now, look at exercise 6 on page 79 in your books. Work with a partner and choose the three places that you think often have hurricanes. (Click on the slide. Give students a minute to do this.) Let’s check your answers. (Click on the slide for the answers.)
2. Now, look at exercise 7. Please read the sentences. (Give them a minute to read.) Now, listen to the news report and check the weather conditions you hear. (Play the audio. If necessary, play it a second time.) Now, let’s check your answers. (Click on the slide to check the answers.)
3. Let’s look at exercise 8. Please read the sentences. (Give them a minute to read.) Now, listen to the news report again and decide if the sentences are true or false. (Play the audio. If necessary, play it a second time.) Now, let’s check your answers. (Click on the slide to check the answers.)

**Slides 25-27: Grammar Focus (20 m)**

1. We have two types of verbs. Action verbs describe actions or movement. We can use them in present continuous. (Click on the slide twice for the information to appear. On the board only write Action verbs and the words in **BLUE**.) What are some verbs that are action verbs? (Go over the verbs on the list.) Can you tell me any others?
2. The second type of verb we have are non-action verbs. These verbs describe a state or situation. We **can’t** usually use these verbs in present continuous. (Click on the slide twice for the information to appear. On the board only write Non-action verbs and the words in **BLUE**.) What are some verbs that are non-action verbs? (Go over the verbs on the list.) Can you think of any others? (If they can’t tell you any, don’t worry. Some of the other non-action verbs are: seem, feel, become, see, etc.)
3. Open your books to exercise 1 on page 80. Look at the sentences and write A next to the ones with action verbs and NA next to the ones with non-action verbs. (Give them a few minutes to do this, then check the answers orally. 1-NA, 2-A, 3-A, 4-A, 5-NA, 6-NA, 7-A, 8-NA.)
4. Now, look at exercise 2. Circle the correct word to complete the sentences. (Give them a minute to do this then check the answer orally. The correct answer is non-action verbs for both.)
5. Look at exercise 3. (Click on the slide.) Work in pairs and complete the sentences with the correct form of the verb in parentheses. (Give them time to do this. Help them with any vocabulary they don’t understand. Click on the slide to show the answers.)

**Slide 30: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 17, exercises 1, 2, 3, 4 and 5 in your workbook.

## World View: Book 1B, Unit 18, Day 1

(104-106 m)

### Slides 2-4: Homework (5 m)

#### Slide 5: Objectives (3 m)

1. Write the objectives on the board.

#### Slides 6-7: Warm up Activity (5 m)

1. (Write on the board 1970, 1980 and 1990.) Look at the pictures. Which picture reminds you of 1970? Which picture reminds you of 1990? (Tell students to get into groups of 3 or 4. Ask them to classify the pictures according to the decade.) Can you think of other things from the 1970s? Good! Well in this unit we are going to talk about memories in your life.

#### Slides 8-13: Vocabulary (15-17 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time.
2. **Meaning:** Use the picture to explain the word and give further explanation if they don't understand.
3. **Usage:** Give an "example," and elicit a complete answer using the new word, to the question provided below.

Word	Usage (teacher)	Usage (student)
<b>birthday</b>	Every year you celebrate your <b>birthday</b> on the day you were born. When is your <b>birthday</b> ?	My <b>birthday</b> is...
<b>vacation</b>	When you go to the beach and don't work or study you go on <b>vacation</b> . Where do you want to go on <b>vacation</b> ?	I want to go to _____ on my <b>vacation</b> .
<b>bicycle</b>	This is a <b>bicycle</b> . What color was your first <b>bicycle</b> ?	My first <b>bicycle</b> was...
<b>girlfriend &amp; boyfriend</b>	(Show the slide.) They are dating. They are <b>girlfriend</b> and <b>boyfriend</b> . Who has a <b>girlfriend</b> ? What's her name? Who has a <b>boyfriend</b> ? What's his name?	My <b>girlfriend's</b> name is _____. My <b>boyfriend's</b> name is _____.
<b>best friend</b>	This boy's <b>best friend</b> is his dog. He goes everywhere with him and plays with him. Do you have a <b>best friend</b> ? What do you do with him/her?	I do _____ with my <b>best friend</b> I

4. (Tell students to open their books to page 82, exercise 1.) The most memorable person in my life is my brother. When I was little he always played with me. Who is the most memorable (explain memorable) person in your life? (Elicit some answers from students. Repeat the question with possessions and events.) Complete the activity with your information.

#### Slide 14: Oral Activity (7 m)

##### **SC Activity: Half Dialog- vocabulary**

**Introduction:** Who is the most...?

**Procedure:** Get into groups of 3. With the information on page 82, exercise 1, tell your friends about memorable things in your life. Use the example on the slide.

**For example:**

S1: What was the most memorable \_\_\_\_\_ in your life?

S2: The most memorable \_\_\_\_\_ in my life was \_\_\_\_\_.

S3: Why was \_\_\_\_\_ the most memorable \_\_\_\_\_ in your life.

S1: Because \_\_\_\_\_.

(Monitor students and, help them with any words they don't know.)

**Slide 15: Wh-question review (7 m)**

1. (Before you show the slide.) What question words do you know? (Write students answers on the board.) Good! (Click on the slide.) Get in pairs and complete activity 3 on page 83. (Monitor your students and help them with any words they don't know. Click on the slide to check their answers.)

**Slides 16-17: Listening (10 m)**

1. You are going to listen to two people, Rosa and Man-Ho playing a memory game. Look at exercise 4 on page 83 in your books. (Play the audio and let them check off the memories they talk about. If necessary, play it a second time.) Let's check your answers. (Click on the slide to show the answers.)
2. Now, look at number 5. Please read the instructions and the information. (Give them a few minutes to do this.) Now, let's listen to the audio again, and this time, focus on the specific information of their memories. Underline the correct answers. (Play the audio and let them underline the correct answers. If necessary, play the audio a second time.) Let's check your answers. (Click on the slide to show the answers.)

**Slide 18: Grammar Focus: *be* in Simple Past (5 m)**

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels.)
3. Point out certain patterns to students:
  - a. The verb **be** is irregular in the past **was / were**.
  - b. For the negative statements we use the auxiliary **not**.
  - c. The simple past of **there is / are** is **there was / were**.
  - d. Use **was** with I, he, she and it.
  - e. Use **were** with we, you and they.

**Slide 19: Grammar Practice (10 m)**

1. Open your books to exercise 2 on page 84. Complete the information in the box. (Check their answers orally: was / were / wasn't / weren't)
2. Let's look at exercise 3. You are going to work in pairs to complete it. (Give them some time; monitor them to make sure they don't have any problems. Click on the slide to show the correct information when they finish.)

**Slides 20-21: Repeat/Complete: Be Simple Past (7 m)**

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually

**Oral Activity (10 m)**

1. **SC Activity: Question & Answer-Be in past (10 m)**

**Introduction:** Who are some famous people that aren't living anymore? Let's think of some names and we'll write them on the board. (For example: Miguel Hidalgo, Michael Jackson, Cantinflas, etc. Write people that they know and can relate to.)

**Procedure:** Now, think of a famous dead person. Your classmates are going to try to guess who the person is by asking questions. You can ask about the person's (write these on the bb) nationality, profession, age, description, etc. The person you are asking can only answer with short answers in affirmative or negative.

**For example:**

T: I'm thinking of a famous person. Ask me questions to guess who I'm thinking of.

S1: Was it a man?

T: Yes, it was.

S6: Was he Mexican?

T: Yes, he was.

S9: Was he a soccer player?

T: No, he wasn't.

S3: Was he a president?

T: Yes, he was?

S5: Was he the first president of Mexico?

T: Yes, he was.

S5: Benito Juárez!

**Slide 22: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 18, exercises 1, 2 and 3 in your workbook.



## World View: Book 1B, Unit 18, Day 2

(126-131 m)

### Slides 24: Homework (5 m)

### Slide 25: Objectives (3 m)

1. Write the objectives on the board.

### Slide 26: Warm up Activity (10 m)

1. **SC Activity: Stimulus & Response-Be Simple Past (10 m)**

**Introduction:** That's not true!

**Procedure:** Get into trios. Think of 3 true things about your past, and one false thing about your past. Remember to use was and were. (Show the example on the slide.) Each student will say his/her sentences and the other two have to guess which one is false. The student that guesses the most wins. Remember, if you want additional information you can ask why?

**For example:**

S1: When I was 5 years old I went to Disneyworld. My cousins were very sick when I was 10. My parents were hippies in 1970. I was a very sweet baby.

S2: Sentence number 1 is false.

S1: No, that is incorrect.

S3: Sentence number 2 is false.

S1: Yes, my cousins weren't very sick when I was 10.

(Student 3 gets a point.)

### Oral Practice (10 m)

1. **SC Activity: Stimulus-Response-Past tense verb be (10 m)**

**Introduction:** (Teacher writes 1956 on the board.) Let's talk about how things were different in 1956 than they are now.

**Procedure:** I will say word and you say how this was different in 1956.

**For example: (You can use the same cue for various students.)**

T: Music

S2: Music in 1956 was slow and calm and now it is loud and crazy.

T: Food

S5: The food in 1956 was from a farm and now it is all synthetic.

**Cues:**

music	boys	jobs	dancing
food	cars	entertainment	movies
transportation	tv shows	the city	radio
girls	the theater	traffic	restaurants

### Slide 27: Oral Activity (10 m)

1. **FP Activity: Presentation-be simple past, existence**

**Introduction:** When I was 8 my room was a mess!

**Procedure:** Do you remember your bedroom when you were 8? What was there in your room? Get into trios and tell your classmates what was in your room.

**For example: (Show the slide.)**

**Slide 28: Oral Activity (10 m)**

1. **FP Activity: Presentation-Be simple past**

**Introduction:** There was an earthquake.

**Procedure:** Imagine there was an earthquake. Where was your family? Where were your friends? (Elicit the answer from students using the cue on the slide.) My friends were at a party. (Repeat this process with all four pictures.) Now get into trios and tell your classmates where your family members were during the earthquake.

**For example:**

S1: My mother was in the kitchen. My father and my brother were in the park. My grandparents were in Guadalajara and my sisters were in school.

**Slide 29: Pronunciation (5 m)**

1. Before having students listen to the CD, explain that was, **were** and **weren't** have weak and strong pronunciation.
2. Have students listen to the sentences.
3. Have them listen again and repeat after the audio.

**Slide 30: Oral Practice (10-15 m)**

1. **SC Activity: Question – Answer: Be in past**

**Introduction:** Tell me about when you were...

**Procedure:** Do you remember when you were 7? What was your favorite game? (Elicit answers from students.) Now get into pairs. Interview each other using the information on the slide.

**For example:**

S1: What was your favorite TV show when you were 7?

S2: My favorite TV show when I was 7 was \_\_\_\_\_.

S1: And when you were 11 years old?

S2: My favorite show was \_\_\_\_\_

S1: What was your favorite show when you were 15 years old?

(Continue this with each question) Now switch roles.

**Follow up:** Now, tell us about you and your classmate.

**For example:**

T: When I was 7 my best friend was Tere, and we are still friends today. Juan's best friend was Pablo, but he doesn't know where Pablo is today.

**Slide 31: Model Conversation (10 m)**

1. Have students practice the conversation in pairs.
2. Then, have them do it again substituting their own information; they can practice this various times switching roles.
3. Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.

**Oral Activity: (10 m) Please note: you need copies for this activity.**

1. **SC Activity: Information gap – Simple Past**

**Introduction:** Where were you yesterday? Where were your friends?

**Procedure:** We're going to do an activity. You need to find out where Sylvia and James were at different times in the past. Work in pairs; one of you is going to ask about where Sylvia was and the other will ask about where James was. Make sure you use simple past in your questions and answers. (Have students work in pairs. Give student 1 worksheet 1a and Student 2 worksheet 1b.)

**For example:**

S1: Where was Silvia in 1998?

S2: Silvia was at school.

S2: Where was James in 1998?

S1: James was in the university.

**Slide 32: Writing (10 m)**

1. Think of a memorable person possession or event in your life. Write a paragraph describing it. Explain why that person or possession is memorable. Look at the cues on the slide that can help you with your paragraph.
2. **For example:** The most memorable person in my life was John Paul II. He was a very kind person and was always smiling. He was the best pope. He was called the ambassador of life.

**Slide 33: Oral Practice (15 m)**

1. **SC/FP Activity: Game- be simple past, statements and questions**

**Introduction:** Let's play a game!

**Procedure:** (Divide the students into groups of 3.) Student 1 tosses (explain toss) a coin. "Aguila" you move 1 space. "Sol" you move 2 spaces. Student 1 moves his token and one of his / her partners asks him / her the question on the space student 1 landed on. (Point out they should complete the question, with the correct form of the verb **be**.) The winner is the first one to get to the finish line. (Model how the game is played with the slide.)

**For example:**

S1: (He lands on the second space.)

S2: Who was your best friend at school?

S1: My best friend in school was Juan.

S3: What was he interested in?

S1: He was interested in sports.

**Slide 34: Oral Practice (15 m)**

1. **SC Activity: Find someone who... - be simple past, statements and questions**

**Introduction:** What were you like in the past? Were you sick yesterday? Let's find out.

**Procedure:** Look at the slide. In your notebooks write the numbers 1 to 6. (Give them a minute to do this. Explain any vocabulary they might not know: chubby=a little fat.) Now, you are going to stand up and find people who were in the circumstances that you can see on the board. The first person to find a name for each question wins.

**For example:**

T: What's the question for the first one?

Ss: Were you chubby when you were 8?

T: Correct. And what is a negative answer?

Ss: No, I wasn't chubby when I was 8.

T: And an affirmative answer?

Ss: Yes, I was chubby when I was 8.

T: So if your classmate answers in negative for this question, can you put his/her name there?

Ss: No.

T: Right, so what does your classmate have to answer to write his/her name in the space?

Ss: Yes.

(Point out that for the last question, a student must answer NO in order to put his/her name in that space.)

**Slide 35: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 18, exercises 4, 5 and 6 in your workbook.

CARD 1A		CARD 1B	
Silvia	James	Silvia	James
1998		1998	
	in the university	in high school	
2001		2001	
	at work	in the university	
last year		last year	
	in Mexico	in France	
6 months ago		6 months ago	
	in Berlin	in Paris	
last month		last month	
	in Paris	in Paris	
a week ago		a week ago	
	at the Louvre	at the Louvre	
last Wednesday night		last Wednesday night	
	at a restaurant	at the movies	
yesterday		yesterday	
	in church	at the swimming pool	



## World View: Book 1B, Unit 19, Day 1 (116-118 m)

### Slides 2-3: Homework (5 m)

### Slide 4: Objectives (3 m)

1. Write the objectives on the board.

### Slide 5: Warm up Activity (7 m)

1. Look at the different times? What time do you eat breakfast? (Elicit answer from students. Ex. I eat breakfast at 8:00 a.m.) Do you eat breakfast at 8:00 a.m.? (Elicit short answer from students.) Now get into pairs and ask each other about your days.

#### **For example:**

S1: Do you leave school at 2:00 p.m.?

S2: Yes, I do.

### Slides 6-14: Vocabulary (10 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time.
2. **Meaning:** Use the picture to explain the word and give further explanation if they don't understand.
3. **Usage:** Give an "example," and elicit a complete answer using the new word, to the question provided below.

Word	Usage (teacher)	Usage (student)
<b>arrive</b>	I <b>arrive</b> to school every day at 8:00 a.m. What time do you <b>arrive</b> to school?	I <b>arrive</b> to school at...
<b>relax</b>	I like to <b>relax</b> by reading a book. What do you do to <b>relax</b> ?	I do XX to <b>relax</b> .
<b>call</b>	I <b>call</b> my mother on Saturdays. When do you <b>call</b> your friends?	I <b>call</b> my friends...
<b>reply to</b>	I <b>reply to</b> my email in the morning. I don't have time later. What time to you <b>reply to</b> emails?	I <b>reply to</b> emails...
<b>open – close</b>	When I go in the room I <b>open</b> the door. When I go out, I <b>close</b> the door. ( <b>Open</b> the classroom door.) What's s/he doing? ( <b>Close</b> the classroom door.) What's s/he doing?	S/he's <b>opening</b> the door. S/he's <b>closing</b> the door.
<b>start – finish</b>	The English class <b>starts</b> at (8:00 a.m.) and <b>finishes</b> at (10 a.m.) Tell me, what time does your favorite class <b>start</b> and <b>finish</b> ? (Adapt the time of the class according to your class.)	My favorite class <b>starts</b> at _____ and <b>finishes</b> at _____.
<b>decide</b>	When you make a choice between two things, you <b>decide</b> or you make a decision about what you want to do. (Point to the slide.) He has to <b>decide</b> which way to go. What are you studying at the university? Why did you <b>decide</b> to study that?	I'm studying XX. I <b>decided</b> to study that because...
<b>want</b>	When you want something, you have a desire or need for it. I <b>want</b> a cup of coffee. What do you <b>want</b> to eat?	I <b>want</b> XX to eat.
<b>watch</b>	I <b>watch</b> TV every night. What do you like to <b>watch</b> on TV?	I like to <b>watch</b> ...

### Slide 15: Getting Started (7 m)

1. (Tell students to open their books to page 86, exercise 1.) Use the verbs in the box to complete the sentences about Kate Childers' typical day. (Click on the slide to check the answers.)

**Slide 16: Oral Activity (5-7 m)**

1. **SC Activity: Question & Answer-Simple present, vocabulary**

**Introduction:** Tell me about you...

**Procedure:** Get into pairs and interview each other using the questions on the board. Use the verbs on page 86.

**For example:**

S1: What time do your classes start?

S2: My classes start at 7:00 a.m.

(Monitor students and, help them with any words they don't know.)

**Slide 17: Oral Activity (10 m)**

1. **FP Activity: Presentation: Simple present, vocabulary**

**Introduction:** This is me.

**Procedure:** Get into trios and describe a typical day for you. (Monitor students and, help them with any words they don't know.)

**For example: (Use the example from the slide.)**

**Slides 18-19: Reading (15 m)**

1. (Click on the slide.) Let's read these questions. (Give them time to do this. Answer any questions they might have.) Read the article. (Give them time to do this.) Who can give me the answer to number 1? Who can give me the answer to number 2? (Explain any concepts they don't know.)
2. Now, read the letter again and complete exercise 4 on page 87. (Click on the slide to show the correct answers.)

**Slide 20: Grammar Focus: Simple Past regular verbs (5 m)**

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels.)
3. Point out certain patterns to students:
  - a. Use simple past to talk about completed actions in the past.
  - b. We often use time expressions for past.
  - c. To form the negative of simple past we use ***didn't + BFV***
  - d. Explain spelling rules according to the slide.

**Slides 21-22: Repeat/Complete: Simple Past (7 m)**

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually

**Slide 23: Oral Activity (7 m)**

1. **SC Activity: Information Gap-Simple Past**

**Introduction:** What did you do...?

**Procedure:** Get into pairs. Look at the calendar. One of you did the activities in the green section of the calendar and the other did the activities in the blue section of the calendar. Tell each other your activities for the last two weeks and compare how they are the same and how they are different.

**For example:**

S1: Two weeks ago on Thursday I traveled to Puerto Vallarta.

S2: Two weeks ago on Thursday I arrived home late. Or I traveled to Acapulco last Friday.

**Slide 24: Grammar Practice (15 m)**

1. Open your books to exercise 2 on page 88. Complete the information in the box. (Check their answers orally.)
2. Let's look at exercise 3. You are going to work in pairs to complete it. (Give them some time; monitor them to make sure they don't have any problems. Click on the slide to show the correct answers when they finish.)

**Slide 25: Pronunciation (7 m)**

1. In English, the final sound of the past tense of regular verbs has 3 different pronunciations: /Id/, /d/ and /t/.
  - a. Verbs that end in **t** or **d** have the /Id/ sound.
  - b. Verbs that end in **sh, ch, k, f, th, s,** or **p** have the /t/ sound.
  - c. All other verbs have the /d/ sound.
 (Have students listen to the words.) Notice the three different pronunciations of the "ED" ending in simple past verbs.
2. Have them listen again and repeat after the audio.

**Oral Activity (10 m)**

1. **SC Activity: Stimulus-Response-Simple Past affirmative and negative (10 m)**

**Introduction:** What did you do yesterday? And last week?

**Procedure:** What are some verbs we know? (Make a list on the board.) I say a time expression and you tell me something you didn't do and that you did at that time.

**For example:**

T: last night

S1: I didn't work last night. I studied last night.

**Cues: (You can use the same cue for more than one student if you want.)**

last week	3 weeks ago	last year	in 2009
a month ago	last night	yesterday morning	4 months ago
in June	last Christmas	2 months ago	5 hours ago
last month	4 days ago	this morning	2 summers ago
last February	2 years ago	in 2000	30 minutes ago

**Slide 26: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 19, exercises 1, 2 and 3 in your workbook.



## World View: Book 1B, Unit 19, Day 2 (121-126 m)

### Slide 28: Homework (5 m)

### Slide 29: Objectives (3 m)

1. Write the objectives on the board.

### Warm up Activity (10 m)

1. **FP Activity: Presentation-Simple Past affirmative and negative (10 m)**

**Introduction:** Did you do many things last weekend? What, for example?

**Procedure:** Work in groups of 3-4 and tell your classmates what you did last weekend. You have to mention at least 2 things you did and 2 things you didn't do.

**For example:**

T: Last weekend I traveled to Guadalajara. I stayed at a hotel. I didn't call my friends last weekend and I didn't reply to any email.

### Slides 30-51: Oral Activity (20-25 m)

1. **SC Activity: Jeopardy -Simple past**

**Introduction:** Who wants to win millions?

**Procedure:** (Divide the group in two teams.) Now team 1 chooses a question. If you get the question right, you get to play again. If you get an incorrect answer the other team can answer the question and continue playing. (You must keep track of each team's score.) The team that has the most money at the end wins.

**For example:**

Team 1: Memories for \$100 (Click on the correct box.)

Team 1 answers: My last boyfriend was Pedro. (If the answer is correct, click on the symbol at the bottom of the slide to return to the game board.)

### Slide 52: Model Conversation (10 m)

1. Have students practice the conversation in pairs.
2. Then, have them do it again substituting their own information; they can practice this various times switching roles.
3. Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.

### Slide 53: Oral Activity (10 m)

1. **FP Activity: Presentation-Simple past**

**Introduction:** Do you sometimes plan to do things, and then don't do them?

**Procedure:** Get into trios. On a piece of paper, write 3 things you planned to do last week, but that you didn't do, and 2 things you planned to do and that you actually did. (Have students refer to the slide for an example.) Now, exchange the papers with the people in your group and then tell your classmates what your friend did and didn't do.

**For example:** (Show the slide.)

### Slide 54: Writing Activity (10 m)

1. **FP Activity: Presentation – Simple Past.**

**Introduction:** What did you do last week?

**Procedure:** Write a paragraph describing what you did or didn't do last week. Use the past tense and some of the vocabulary from this unit.

**Example:** Look at the slide for the example. (Read the example to the group.)

**Slide 55: Oral Practice (10 m)****1. SC Activity: Chain Activity-Simple past****Introduction:** What did you do last weekend? Did everyone do the same thing?**Procedure:** Get into a circle. Each person is going to say what s/he did last weekend, but you have to tell us what all of your classmates did, too. I am going to start and you have to continue using the simple past, repeating what each of your classmates did. (Do this with up to 10 students, and then re-start the activity.)**For example:**

T: Last weekend, I went to Veracruz and stayed at a hotel.

S1: Last weekend, the teacher went to Veracruz and stayed at a hotel, I watched TV.

S2: Last weekend, the teacher went to Veracruz and stayed at a hotel, Juan watched TV, and I called a friend.

S3: Etc.

**Procedure:** Now, let's do the same thing again, but this time mention something you didn't do.**For example:**

T: Last weekend, I didn't clean my house.

S6: Last weekend, the teacher didn't clean his/her house, and I didn't call my sister.

S7: Last weekend, the teacher didn't clean his/her house, Paula didn't call her sister, and I didn't play soccer.

Etc.

**Oral Activity: (10 m)****1. SC Activity: Question & Answer – Simple past tense with regular verbs****Introduction:** What did you do last week? What did the people in your family do last week? (Brainstorm ideas and write the verbs on the board. You can remind them of the verbs learned in this unit and other **regular verbs** learned previous to this unit. For example: cook, play, visit, wash, contact, listen, use, design, manage, repair and type.)**Procedure:** Now, think of 6 different family members. Make a drawing of the different things each one did last week. Get into pairs. You are going to ask each other what the people in your families did last week. Use your pictures to guide you. (Make sure students take turns asking and answering questions.)**For example:**

S1: What did your mother do last week?

S2: She painted a picture. What did your sister do last week?

S1: She watched TV.

Etc.

**Oral Activity: (10 m) Please note: you need dice or 3 coins for this game.****1. SC Activity: Game-Simple past tense with regular verbs****Introduction:** What did you do last week? Last month? Last year? What are some other time expressions for the past? (Brainstorm and write some time expressions on the board.)**Procedure:** Get into groups of 5. You are going to sit in a circle and you will take turns rolling the dice. Each time you roll the dice, you have to say sentences in the past, depending on the number that shows up on the dice. If you roll 3 you say 3 sentences, if you roll 5 you say 5 sentences, etc. Remember to use different time expressions. (If you don't have dice, use two coins "águila" is worth 1 point "sol" is worth 2 points. Students toss the coins and add up the points. Another option is to make papers numbered 1 to 6 and students take a piece of paper.)**For example:** (If the number 2 shows up, the student will have to say two things he or she did in the past.)

S1: I called my boyfriend last night. I played soccer last weekend.

**Oral Activity: (20 m) Please note: you need copies for this activity.**

**1. SC Activity: Information Gap – Simple past tense with regular verbs**

**Introduction:** What activities do singers or movie stars do every day?

**Procedure:** You are going to talk about what two people did yesterday and put their activities in the correct order. You are going to work in pairs. (Give one student in each pair card A1 and the other student card A2.) Student A1 has the complete story about what the fictional singer Lyla Minuet did yesterday. Student A2 has sentences describing the activities that Lyla did, but they are in the wrong order. Student A1 should read the story about what Lyla did yesterday, and student A2 should listen and number the sentences from 1 to 9. (Give them time to do this. After student A1 has finished reading the story, student A2 should read back the sentences in the correct order. Student A1 listens to make sure that Student A2 has the correct order. If a sentence is not in the correct order, Student A1 should correct Student A2.)

**For example:** No, Lyla didn't start work then. First, she listened to the radio.

**Procedure:** Now, you are going to do the activity again, but with information about Gary García. (After students have finished ordering the activities for Lyla Minuet, hand out cards B1 and B2. Have students switch roles. The student who read card A1 should get card B2. Students do the same activity for the fictional movie star Gary Garcia. Give them time to do this.)

**For example:** No, Gary didn't start work then. First, he washed his car.

**Slide 56: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 19, exercises 4, 5 and 6 in your workbook.

## The singer and the movie star worksheet

**A1**

**Lyla Minuet is a famous singer. She is very busy. This is what Lyla did yesterday.**

Lyla's day started at 7:30 A.M. First, she washed her face. Then she called her mother at 8:00 A.M. and then she played tennis. Later she listened to the radio. She started to work at 10 A.M. and finished at 8:00 P.M. Then, she went dancing with her boyfriend. Finally, she returned home and watched a music video on television.

**A2**

**Lyla Minuet is a famous singer. She is very busy. You are going to hear what Lyla did yesterday. Put the sentences in order.**

- \_\_\_\_\_ Lyla listened to the radio.
- \_\_\_\_\_ Lyla started work.
- \_\_\_\_\_ Lyla watched a music video on television.
- \_\_\_\_\_ Lyla called her mother.
- \_\_\_\_\_ Lyla washed her face.
- \_\_\_\_\_ Lyla went dancing with her boyfriend.
- \_\_\_\_\_ Lyla played tennis.
- \_\_\_\_\_ Lyla returned home.
- \_\_\_\_\_ Lyla finished work.

**B1**

**Gary Garcia is a famous movie star. He is always busy. This is what Gary did yesterday.**

Gary's day started at 10 A.M. First he called his girlfriend. Then he listened to some music. He decided to eat breakfast in the café down the street. After that, he washed his Mercedes-Benz. He started work at 1:00 P.M. He finished work at 11:30 P.M. Then he went dancing with his girlfriend! Finally, he returned home and watched the news on television.

**B2**

**Gary Garcia is a famous movie star. He is always busy. You are going to hear what Gary did yesterday. Put the sentences in the correct order.**

- \_\_\_\_\_ Gary went dancing with his girlfriend.
- \_\_\_\_\_ Gary washed his Mercedes-Benz.
- \_\_\_\_\_ Gary listened to music.
- \_\_\_\_\_ Gary started work.
- \_\_\_\_\_ Gary returned home.
- \_\_\_\_\_ Gary called his girlfriend.
- \_\_\_\_\_ Gary decided to eat breakfast in a café.
- \_\_\_\_\_ Gary finished work.
- \_\_\_\_\_ Gary watched the news on television.



## World View: Book 1B, Unit 20, Day 1

(110-127 m)

### Slides 2-3: Homework (5 m)

#### Slide 4: Objectives (3 m)

1. Write the objectives on the board.

#### Slide 5: Warm up Activity (10 m)

1. Three question game.  
On a piece of paper write 3 fun questions you can ask other people. (Tell students not to write the typical what is your name type question. Use the questions on the slide as examples.)
2. Now, walk around the class and ask 3 different students one of your questions. Don't forget who you asked.
3. Each student stands up and says: "I'm \_\_\_\_\_. What new things do you know about me?," and the students that asked him/her questions should say something interesting that they learned about him/her.

#### **For example:**

S1: I'm Juan. What new things did you learn about me?

S10: Your favorite food is *pescado a la talla*.

S7: Your first girlfriend was Daniela.

(The class should say 2 or 3 things about each student.)

#### Getting Started (5 m)

1. Work in pairs. Look at the pictures in your book on page 90 and tell your partner what is happening in the pictures. (Let students talk about the pictures for a few minutes.)
2. (Elicit some predictions from students and write some on the board.) Good! This unit is about love. Later we will check your predictions and see if they are true.

#### Slide 6: Vocabulary (5 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time.
2. **Meaning:** There are no pictures for these words. As you click, each word will become dark so students can see which word you are on. The explanations are below, but if they don't understand, give further explanations.
3. **Usage:** Give an "example," and elicit a complete answer using the new word, to the question provided below.

	Usage (teacher)	Usage (student)
<b>come</b>	To come is to approach or move toward a particular person or place. I <b>came</b> to class today on time. Will you <b>come</b> to class on Sunday?	No, I won't <b>come</b> to class on Sunday.
<b>fall (in love)</b>	<b>Fall</b> in love is the process of loving someone. When you are completely in love you say "I <b>fell in love</b> ". When did you first <b>fall in love</b> ?	I <b>fell</b> in love the first time when I was _____.
<b>know</b>	To <b>know</b> is to have information. You <b>know</b> how to speak Spanish. How many languages do you <b>know</b> ?	I <b>know</b> _____ languages.
<b>leave</b>	When you are in your house and go somewhere else you <b>leave</b> your house. What time do you <b>leave</b> your house every morning?	I <b>leave</b> my house at _____ every morning.
<b>say</b>	When words come out of your mouth you <b>say</b> something. What should you <b>say</b> when someone helps you?	You should <b>say</b> (thank you).
<b>see</b>	You use your eyes to <b>see</b> . Look out the window/door. What do you <b>see</b> ?	I <b>see</b> _____.

**Slide 7: Getting Started (7 m)**

1. Get into pairs. Open your books to page 90, exercise 1. Match the words to the pictures. (Give students some time to do this. Help them with any vocabulary they don't know. Click on the slide so they can check their answers.)

**Slide 8: Listening (10 m)**

1. Get into groups of three. Open your books to page 91. Look at the pictures. Number the pictures to tell a story. (Give students time to do this.)
2. Now, look at exercise 4. Listen to the real-life story of Jack, Debbie, and Cara. Number the pictures according to the story you hear. (Play the audio twice. Give students time to write the correct answers.)
3. Now, let's check your answers. (Click on the slide to show them the answers.) Were your stories the same or different? (Elicit some answers from students.)

**Slides 9-11: Grammar Focus: Past tense irregular verbs (15-20 m)**

1. (Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels.)
3. Point out certain patterns to students:
  - a. We use the simple past to talk about completed actions in the past.
  - b. Irregular simple past verbs do NOT end in **-ed**.
  - c. The irregular simple past form is **ONLY** used in affirmative sentences.
  - d. Negative sentences in the past use **didn't + BFV**.
4. (Show slide 10. Say each verb in the base form and then the past form 3 times, and have students repeat after you. Click on each verb after you say it and have students repeat it 3 times. Do this for each verb.)
 

T: meet-met Repeat!  
 Ss: meet-met  
 T: meet-met Repeat!  
 Ss: meet-met  
 T: meet-met Repeat!  
 Ss: meet-met  
 T: (Click on the slide to show the past form.)
5. (Click on the slide; the verbs will disappear. Say each verb and have students tell you the past form.)
6. Have students open their books to page 92 and have them do exercise 1. (Click on the slide to check their answers.)
7. Have students do exercise 2 in pairs. (Give them time to do this. Monitor the group and help them with any questions they may have. When they finish, click on the slide to check their answers.)

**Slides 12-13: Repeat/Complete (7 m)**

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually.

**Oral Practice (14-20 m)****1. SC Activity: Stimulus & Response-Simple Past (7-10 m)****Introduction:** What are some things you did in the past? When did you do them?**Procedure:** I'm going to say a verb and complement and you tell me when you did that action.**For example:**

T: leave the house / this morning

S2: I left the house this morning at 6:30 a.m.

S6: I left the house this morning at 8:00 a.m.

**Cues: (You can use each cue more than once.)**

know / all the answers in class

leave / cell phone at home / sweater at school

say / something funny in class

fall / in the street / from your bike

come / to class early / home late

buy / a CD / t-shirt / shoes

give / a friend money / your mother a gift

meet / your best friend / boy/girlfriend

see / good movie / a friend

go / to a friend's house / the movies

**2. SC Activity: Stimulus & Response-Simple Past aff. & neg. (7-10 m)****Introduction:** What are some things you did in the past? What are some things you didn't do in the past?**Procedure:** I'm going to say a verb and time expression and you tell me you didn't do that action then, and then tell me when you did it.**For example:**

T: go to the movies at 8:00 this morning

S2: I didn't go to the movies at 8:00 this morning. I went to the movies last Saturday night at 10:00 p.m.

Or

S2: I didn't go to the movies at 8:00 this morning. I went to school

**Cues:**

go / on vacation / last week

play / soccer / last night

leave / class early / yesterday

call / girl/boyfriend / at 4:00 this morning

fall / in the street / this morning

finish / homework / at 6:00 this morning

come / to class late / today

relax / on the beach / yesterday

travel / to (Cuernavaca) / yesterday

buy / new shoes / last night

dance / salsa / this morning

buy / a CD / this morning

watch / funny movie / last night

give / your father a gift / yesterday

start / English classes / yesterday

meet / your best friend / last week

listen to the news / 10 minutes ago

go / to a party / last Sunday

be / sick / this morning

wash / the dishes / this morning

**Slide 14: Oral Practice (14-20 m)****1. SC Activity: Information Exchange-Simple Past (7-10 m)****Introduction:** What did Talia do last week?**Procedure:** We are going to work in pairs to see what Talia did and didn't do last week.

Student A will look at Talia's daily planner on page 141. Student B looks at Talia's planner on page 95. Student A says a sentence with the time and day of something Talia did. Student B, says what Talia didn't do at the same time. Then student B, say a sentence with something Talia didn't do. Student A, say what Talia did do at that time. Take turns saying what Talia did and didn't do.

**For example: (Look at the slide for the example)**



**2. FP Activity: Presentations-Simple Past (7-10 m)**

**Introduction:** Is your life the same now as it was 10 years ago? How is it different?

**Procedure:** Work in groups of 3-4. You are going to tell your classmates about your life now and about your life 10 years ago.

**For example:** T: Now, I'm a teacher and I work at the university, but 10 years ago I wasn't a teacher. I was a student at the university. I have a car now, but 10 years ago I didn't have a car. Now, I'm married and I have a daughter, but 10 years ago I didn't have any children. Ten years ago, I lived in (Pachuca) and I live in (Cuernavaca) today. I didn't have many responsibilities 10 years ago, but now I have many responsibilities.

**Slides 15: Pronunciation (5 m)**

1. Listen to the audio and see if you can hear the different sounds of the "a" in came and the "e" in went.
2. Now, let's listen.
3. Now's let's listen again and repeat.

**Slide 16: Oral Activity (7-10 m)**

**1. SC Activity: Stimulus & Response-Simple Past aff. & neg.**

**Introduction:** Let's play the ghost game!

**Procedure:** (Divide the class into teams. Brainstorm past tense verbs (get a lot). Explain the rules that are in the column on the right. Model the exercise. The idea is that the first team starts with the word "First", the second team "Next" and so on, making past tense sentences. Every time you come round to "First" the story can start in a new situation.)

**For example:**

Team1: First I went to the shopping center.

Team 2: Next, I bought a cup of coffee.

Team 3: Then, I got sick. Etc.

**Slide 17: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 20, exercises 1, 2 and 3 in your workbook.

## World View: Book 1B, Unit 20, Day 2 (111-131 m)

### Slides 19-20: Homework (5 m)

#### Slide 21: Objectives (3 m)

1. Write the objectives on the board.

#### Slide 22: Warm up Activity (15 m)

1. **SC Activity: Tic-tac-toe-Simple past**

**Introduction:** Let's play a game.

**Procedure:** Let's divide the group into two teams; you are X's and you are O's. We are going to play tic-tac-toe, but with a special board (Draw the board on the whiteboard like the one on the slide that is 7 spaces long by 7 wide.) I will say some information and you need to give a sentence using the information I give you in past tense. If you give me a correct answer, you can choose the column you want to put your X or O in. If you give me a wrong answer, the other team can give me a sentence. The first team to get 3 in a row horizontally, vertically or diagonally, wins. Let's look at an example on the slide. (Click to show an example. As students indicate the column they want to put their X or O in, they need to understand that the X or O will "fall" to the bottom of the column. They can only choose the column the X or O will go in, they can't choose the row.)

**For example:**

T: My sister / get up / negative

S1 Team 1: My sister didn't get up early yesterday.

T: Sorry, that's incorrect. Team 2, can you give me a correct sentence?

S1 Team 2: My sister didn't get up early yesterday.

T: Correct. Where do you want to put your X?

S1 Team 2: In line 4.

**Cues:**

the students/arrive/early (-)	we/decide to buy (+)	I/cook/mole (+)
I/fall in love/last year (+)	he/say/the movie was good (+)	the teacher/see/me copying (-)
S5/finish/the cake (+)	I/watch/ <i>Ventaneando</i> (+)	my brother/close/the door (+)
my boy/girlfriend/meet me (+)	my family/leave/for Cancun (-)	they/go/to church (-)
my grandparents/relax (-)	my boss/reply/the email (-)	S6/want/a beer (+)
the teacher/open/the door (-)	he/start/a diet last week (-)	a friend/call/me yesterday (+)
my dad/buy/a new car (+)	my boy/girlfriend/give me (+)	I/get up/at 6:00 (-)

#### Slide 23: Model Conversation (10 m)

1. Do you like to give your friends or family presents? What things do you give as presents? Let's practice this dialog.
2. (Have students practice the conversation in pairs.)
3. (Then, have them do it again substituting their own information; they can practice this various times switching roles.)
4. (Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.)

#### Slide 24: Speaking (10-15 m)

1. **SC Activity: Opinion Gap-Simple past**

**Introduction:** What happened at the park?

**Procedure:** You are going to work in groups of 4 and each group has to come up with the story of what happened at the park. (Give students time to prepare this. Walk around to make sure they use the simple past. Help them with any words they don't know.) Now each group will present their story.

**For example:** Petra and Catalina went to the park. They saw two men fighting...

**Slides 25-27: Video Activity (20 m)**

1. Click on the slide and read the questions with the students. Explain any words they might not know.
2. Play the video without the sound and ask students to answer the four questions on the slide. (Call on students to get different answers. Your objective at this point is to encourage participation and curiosity. For this reason, tell students you will not say if their guesses are right or wrong. Accept all answers. You may want to write the students' ideas on the board.)
3. Show the video segment again but with the sound on. Have the class come to a consensus about the answers to the four questions. (Click on the slide to confirm their answers.)
4. (Play the video again and have students answer the comprehension questions on the slide with true or false.)
5. (Go over the answers with the class.)

**Slides 28: Writing (10 m)**

1. Get in groups of 3. Look at the pictures on page 95, exercise 10. Take turns giving information to create a story about the woman and the man in the pictures. Use the simple past tense. You can use the verbs in the box and other verbs you know.

**Slide 29-30: World of Music (15 m)**

1. Do you remember the present continuous? (Show the example on the slide to remind them.) Now get into pairs and make sentences with these verbs. (Give students time to complete the task. Elicit some sentences from students to check that they remember the structure.)
2. Look at page 96, exercise 1. (Explain any words they don't know) Match the phrases in the box with the photo. (Play the song. Check the answers orally. If students had difficulty, play the song again, stopping after each action that goes with a picture.)
3. Look at page 97 exercise 3. You are going to listen again to the song but this time you are going to fill in the blanks. (Give students 1 or 2 minutes to read the song) (Once they finish click on the slide to check their answers.)

**Slide 31: Oral Activity: (20-30) You need copies of the story. Cut up the story before you give it to students.**

1. **SC Activity: Story – Simple past tense with irregular verbs**

**Introduction:** What are some famous love stories?

**Procedure:**

1. I am thinking about the tragic or sad love story of a famous young couple. Which story am I thinking of? (Romeo and Juliet.)
2. You are going to work in pairs. (Pair students up and hand out one set of story cards to each pair.)
3. (Pre-teach any vocabulary they might have a hard time with like: stand, balcony, hate, church, tomb, killed.)
4. (Write the following verbs on the board: is/are, name, live, meet, think, go, see, tell, hate, leave, make, find. Clear any vocabulary doubts they might have.)
5. (Point to the verbs on the board.) You will choose your answers from these verbs to fill in the blanks in the story. What verb form are these verbs? (BFV) What verb form do we need to complete this story? (Simple past.)
6. Now, fill in the correct verbs. (Give them time to do that.) Now, look at the cards. The story is mixed up. Work in pairs to put the story in the correct order. (Give them time to do this.)
7. Now let's check your answers. (Call on different students to check the order of the story. Correct any mistakes they had.)

**Slide 32: Oral Activity: (15-20)**

1. **FP Activity: Interview – Simple past tense with irregular verbs**

**Introduction:** Do you like to ask questions? Do you like to answer questions? Let's do an interview.

**Procedure:**

1. Think about a place you went to eat recently. Read the questions on the slide and think about your answers. (Tell students to make notes, this can help them when doing the speaking. Monitor your students and help them with any words they don't know.)
2. Now, get into pairs and take turns asking and answering the questions with your information. (Monitor your students, don't interrupt them but instead make notes on the board of the mistakes you hear. After the activity is over give general feedback and corrections.)

**For example:**

S1: Can you tell me a place you went to eat recently?








S2: I went to Tacos Pepe! S2: Where did you go to eat recently?

S1: I went to La Mansion. Where is Tacos Pepe? Etc.

**Slide 33: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 20, exercises 4, 5 and 6 in your workbook.

# Romeo and Juliet

	<p>Many years ago, there was a boy _____ Romeo and a girl named Juliet. They _____ in Italy. Romeo was sixteen and Juliet _____ fourteen.</p>
	<p>Romeo and Juliet _____ at a party at Juliet's house. Romeo _____ Juliet was very beautiful.</p>
	<p>Romeo _____ to Juliet's window that night. He _____ her standing on a balcony. He _____ Juliet he loved her and she said she loved him, too.</p>
	<p>But there was a problem. Juliet's family _____ Romeo's family, and Romeo's family hated Juliet's family!</p>
	<p>The next day, Romeo and Juliet _____ to a church. They got married!</p>
	<p>Juliet _____ home. She drank a potion. The potion _____ her sleep for a long time. Juliet's family _____ her and thought she was dead! They _____ her in a tomb.</p>
	<p>When Romeo _____ Juliet, he _____ she was dead, too. Romeo killed himself. When Juliet woke up, she _____ Romeo. She killed herself, too. It _____ a sad story.</p>

## World View: Book 1B, Unit 21, Day 1

(110-130 m)

### Slide 2: Homework (5 m)

### Slide 3: Objectives (3 m)

1. Write the objectives on the board.

### Slide 4: Warm up Activity (10 m)

1. Who are some famous people that you can see on TV or in the news? (Let students tell you the names of people and write them on the board.)
2. Now, choose one of the people on the board. Your classmates will ask yes/no questions to guess the famous person. (Click on the slide to show the instructions and example. Have students take turns asking and answering. Don't do more than 3-4.)

### Slide 5: Getting Started (5 m)

1. Work in pairs. Look at the pictures and tell your partner what you know about the people in the pictures. (Let students talk about the two people for a few minutes.)
2. What can you tell me about these two people? (Let the students tell you anything they know about Salma Hayek and Miguel Bosé.)

### Slide 6: Vocabulary (7 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time.
2. **Meaning:** There are no pictures for these words. As you click, each word will become dark so students can see which word you are on. The explanations are below, but if they don't understand, give further explanations.
3. **Usage:** Give an "example," and elicit a complete answer using the new word, to the question provided below.

	Usage (teacher)	Usage (student)
<b>make</b>	When you <b>make</b> something you create, prepare or produce it. You can <b>make</b> coffee, make money, make dinner, etc. Yesterday, I <b>made</b> enchiladas for dinner. What did you/your mother <b>make</b> for dinner yesterday?	I/She <b>made</b> ...
<b>become</b>	When you change or grow, you <b>become</b> something different than you are now. You are studying to <b>become</b> engineers, lawyers, nurses, etc. Is it difficult to <b>become</b> famous? Why?	Yes, it's difficult to <b>become</b> famous, because...
<b>move</b>	When you change from one place to another, you <b>move</b> . My parents lived in Mexico City, but then they <b>moved</b> to Veracruz last year. Did anyone <b>move</b> to a new house or apartment last year or the year before? Where did you move from?	I <b>moved</b> last year from XX to YY.
<b>get</b>	When you <b>get</b> married, or divorced, you become married or divorced. I <b>got</b> married many years ago. When did your parents <b>get</b> married?	They <b>got</b> married...
<b>take</b>	When you <b>take</b> something, you receive, obtain or study it. I don't like to <b>take</b> exams. When did you <b>take</b> your last exam? What subject was it for?	I <b>took</b> an exam for (math, accounting, etc.) last...

**Slides 7-9: Getting Started (15-20 m)**

1. Open your books to page 98, exercise 2. Match the words to the phrases that describe different life events. (Give students some time to do this. Help them with any vocabulary they don't know. Click on the slide so they can check their answers.)
2. (Click on the slide.) Let's practice saying these verbs in the past. Look at the verbs; are there any regular verbs on this list? Which one(s)? (Let students tell you which verbs are which. Then, say each verb pair 3 times and have students repeat.)

**For example:**

T: go-went

Ss: go-went

T: go-went

Ss: go-went

T: go-went

Ss: go-went

3. Let's check to see if you know the verbs. I'll say a verb, and you tell me the past tense.

**For example: (become, get, go, have, make, move, take)**

T: go

Ss: went

4. (Click on the slide.) Now, look at exercise 3. Work in pairs and tell your classmates about true events from your past.

**Slides 10-11: Reading (15-20 m)**

1. Open your books to page 99. Look at the interview. You are going to read the interview with Julia Roberts and when you finish, do exercise 4; fill in the blanks with the year. (Give students time to read and fill in the years. When they finish, click on the slide to show them the answers.)
2. Now, look at exercise 5. You are going to read the article again, and decide if the statements are true or false. If the statement is false, you need to write the correct information in the space. (Give students time to read and decide if the statements are true or false and to put in the correct information.)
3. Now, work in pairs and compare your answers. (When they have finished comparing, click on the slide to show them the answers. Go over any answer they have questions on.)

**Slides 12-13: Grammar Focus: Past tense questions (15 m)**

1. (Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels.)
3. Point out certain patterns to students:
  - a. We use the simple past to talk about completed actions in the past.
  - b. We use the **Aux +S+BFV** for questions in simple past.
  - c. If we ask with a question word, we add that before the auxiliary (**QW+Aux +S+BFV**).
  - d. For short answers in negative, we use **No + Subject+ didn't**.
  - e. For short answers in affirmative, we use **Yes + Subject+ did**.
  - f. In affirmative sentences, we use the verb in the past tense.
4. Have students open their books to page 100 and have them do exercise 2. (Go over the correct answers orally. Check to see if students have any questions.)
5. Have students do exercise 3 in pairs. (Give them time to do this. Monitor the group and help them with any questions they may have. When they finish, click on the slide to check their answers.)

**Slides 14-15: Repeat/Complete (7 m)**

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually.

**Slide 16: Oral Activity: (15-20 m)**

1. **SC Activity: Interviews-Simple past all forms**

**Introduction:** What question words do you know now? What verbs do you know? And what are some time expressions for the past?

**Procedure:** Look at the slide. (Click on the slide.) You can see question words, verbs and time expressions. Work in pairs and take turns asking and answering questions about your activities in the past. You can start by asking a question with a question word, and then can ask follow up questions depending on your partner's answer.

**For example:**

T: When did you meet your best friend?

S7: I met him in 2004.

T: Where did you meet him?

S7: I met him at a party.

T: What's his name?

S7: Carlos. How did you become an English teacher?

T: I studied English at the university and at some private institutes.

S7: Did you ever live in another country?

T: Yes, I lived in the US for about a year.

S7: Where did you live?

T: I lived in Los Angeles.

Etc.

**Oral Activity: (10-15 m)**

1. **FP Activity: Interviews-Simple past all forms**

**Introduction:** Are you good at interviewing people. Let's see.

**Procedure:** Get into groups of 4 or 5 students. Choose one person to answer questions and the others will take turns asking questions. All the questions must be about the past. If you can't think of a question within five seconds when it's your turn, you're "out."

**For example:**

S1: Did you do your homework last night?

Interviewee: Yes, I did.

S2: What was your homework?

Interviewee: English and Math.

S3: What did you do after your homework?

Interviewee: I watched TV.

S4: Uh... did... uh...

Group: You're out!

**Slide 17: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 21, exercises 1, 2, and 3 in your workbook.



## World View: Book 1B, Unit 21, Day 2 (113-143 m)

### Slide 19: Homework (5 m)

### Slide 20: Objectives (3 m)

1. Write the objectives on the board.

### Slide 21: Oral Practice (30-45 m)

1. **SC Activity: Question & Answer-Simple Past all forms (10-15 m)**

**Introduction:** What did you do last weekend? Yesterday? Last night?

**Procedure:** What are some verbs you know? (Let students brainstorm and write them on the bb.) What are some time expressions you know for past? (Let students brainstorm and write them on the bb.) Now, work in pairs and ask your classmate about things s/he did in the past using the time expression and verbs you know. (Click on the slide to show some additional verbs and time expressions.)

**For example:**

S2: Did you go to the movies last weekend?

S6: Yes, I went to the movies.

S2: What movie did you see?

S6: I saw (Avatar). Did you watch TV last night?

S2: No, I didn't.

S6: What did you do?

S2: I studied for an exam.

Etc.

2. **FP Activity: Presentation-Simple Past all forms (10-15 m)**

**Introduction:** Who are some famous people? (Brainstorm and write some names on the bb.)

Do famous people do the same things that we do every day or are their lives different from our lives?

**Procedure:** Imagine you are a famous person. Choose one of the famous people from the board or think of a different famous person. Work in groups of 3-4 and tell your classmates about your life and the things you did in the past. Your classmates will guess who you are.

**For example:**

T: I'm a famous actor. I'm Spanish. I'm (50) years old. Some years ago, I got married to an American woman. She is also an actress. We have one child. Last year I made two movies and in the past I was the cat in the Shrek movies. Who am I?

S2: Are you Antonio Banderas?

T: Yes, I am.

3. **FP Activity: Travel Game-Simple Past all forms (10-15 m)**

**Introduction:** What are some interesting places to go on vacation?

**Procedure:** You are going to work in groups of 4 and each group has to tell the group about 3 places that they went on vacation and they have to tell us 3 things they did or didn't do in each place. You can't use the same verb twice. (Give students time to prepare this. Walk around to make sure they have chosen 3 different places and that they have different activities for each place.)

**For example:**

G1: First we **went** to Spain. We **bought** a bottle of wine. We **ate** tapas. Then we **traveled** to Italy. We **didn't visit** the Pope. We **took** a bus to Tuscany. Last we **decided** to go to Cancún. We **relaxed** on the beach and we **got up** late every day.

**Slides 22-23: Pronunciation (7 m)**

1. In English, auxiliaries and pronouns are usually unstressed. When we have the pronoun “he” after the auxiliary “did” we don’t usually pronounce the /h/ sound in “he”. The question with “did he...” sounds like “diddy.” (Click on the slide for students to see the information.)
2. Now, listen to the audio and see if you can hear the weak pronunciation of “did” and the pronouns. (Click on the slide. Play the audio.) Did you hear any of the blending of “did” and “he”?
3. Now, let’s listen again and repeat after the audio.

**Slide 24: Model Conversation (10 m)**

1. Do you have a favorite actor or actress? What about a favorite singer or musician? Let’s practice this dialog.
2. (Have students practice the conversation in pairs.)
3. (Then, have them do it again substituting their own information; they can practice this various times switching roles.)
4. (Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn’t exactly follow the same sequence as the slide.)

**Slide 25: Speaking (10-15 m)**

1. Who is Marc Anthony? Let’s find out about his life. Work in pairs and take turns asking and answering questions about Marc Anthony. One student will look at page 138 in their books and the other student will look at page 101. (Give students time to do the activity, and when they finish, they can check their answers.)
2. (If students are interested and know anything about Marc Anthony ask the questions that follow. If not, go on to the next activity.)
  - What happened to Marc Anthony after he got back together with his wife Dayanara? (They got divorced in 2004.)
  - Who is he married to now? (Jennifer López.)
  - When did they get married? (2004.)
  - Do they have any children? (Twins: a boy and girl.)
  - When were they born? (Feb. 2008.)

**Slides 26-27: Writing (15 m)**

1. Imagine you are writing an article about the life of one of your classmates. First, work in pairs to prepare the questions you want to ask your classmate. (Show the slide with some examples of questions. Give them time to do this and walk around and help them if necessary.)
2. Now, ask your questions to one of your classmates. Work in pairs and write your classmate’s answers. (Give them time to do this.)
3. Now, write a report on the information you found out about your classmate. (Click on the slide to show the example. Collect the written work and check it.)
4. If you didn’t finish, please finish it for homework and bring it next class.

**Oral Activity: (30-40 m)**

1. **FP Activity: question-answer – Simple past tense all forms.**

**Introduction:** When did you last go to the movies? A restaurant?

**Procedure:**

1. (Write up on the board:) When did you last go to a restaurant? (Or a similar question; whatever best suits your students. When did you last go to the park? Or when did you last go to the cinema? Draw a line all the way down the board to the right of this in which you can write vocabulary and phrases that students ask you during the activity.
2. What are some time expressions for the past? (Write what they say on the board. For example: last week, two weeks ago, in March, on my birthday, etc.)
3. What other questions can you ask about this event?

**For example:** (For the restaurant they might say:)

1. Which restaurant did you go to?
2. Who did you go with?
3. What did you eat?
4. Did you like it?
5. Did you have dessert?
6. What did you talk about?

(Build up a list of as many questions as you can on the board.)

**Procedure:**

1. (Once you have a good number of questions on the board group students into groups of two or three.) Now, work in groups of 2-3 and ask and answer the questions together. You don't write anything; this activity is to practice speaking. (Monitor as the students speak but don't interrupt. Focus on students' use of the past simple and make a note of any problems or mistakes. As students ask you for help with vocabulary and phrases, write these up on the board in your vocabulary section.)
2. (Bring students back together after about 10 minutes and go through any difficulties that you picked up with the use and form of the past simple during monitoring.)
3. Let's change groups. This time let's ask about something else. (Move students around to form new pairs or groups of threes and give each group another 'When did you last...?' question. Again you should choose these to suit your students but they may include 'go to the cinema?' 'go on holiday?' 'go shopping?' 'visit a relative?')
4. What questions can you think of to ask about this situation? Write as many questions as you can think of. (Give students a time limit, say 5 or 10 minutes, and ask them to write as many questions as they can think of for the situation they've been given. Move around the groups helping and correcting the questions. Make sure all students in the group write the questions as they will need them later.)
5. Now, let's change groups again. Next, ask your questions and write down the answers you get. (Give them time to do this. Take note of any mistakes they make.)
6. Now, go back to your group and compare the answers you got from your classmates.

**Slide 28: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 21, exercises 4, 5 and 6 in your workbook.

## World View 1B: Midterm Review (116-146 m)

### Slide 2: Homework (5 m)

### Slide 3: Objectives (3 m)

1. Write the objectives on the board.

### Slide 4: Oral Activity (15-20 m)

1. **FP Activity: Presentation – Present Continuous and vocabulary (15-20 m)**

**Introduction:** This is my family.

**Procedure:**

1. Look at the picture. What's this? (It's a family) Good! Who is this? (Point to the grandmother.) Great! (Repeat the same process for mother, daughter, grandfather, father and son.)
2. Take out your notebooks; make a drawing of your family. (Give them time to do the task.) Think about what they are doing right now. Take some notes that will help you with your presentation.
3. Get into pairs and tell your partner what each of your family members is doing right now.

**For example:**

T: My mother is washing the dishes. My grandfather is sleeping in front of the TV. My grandmother is reading a magazine. My father is working in the office. My sister is doing her homework and my brother is playing the guitar.

**Procedure:**

4. Change partners; this time your partner is going to ask what each of your family members is doing, where or with whom. When you finish, switch roles.

**For example:**

S1: (Pointing to the mother of his partner's picture.) What is your mother doing?

S2: She is washing the dishes.

S1: Where is she washing the dishes?

S2: In my house.

### Slide 5: Grammar Practice (10 m)

1. (Click on the slide.) Look at the sentences. Copy them in your notebooks.
2. Now, read each sentence and circle the mistake; it's one of the underlined words or phrases. Then, write the correction in your notebooks. (Give students time to complete the task. Monitor them and help them if needed. Once they finish click on the slide to check their answers. Go over any questions they might have.)

**Oral Activity (10-15 m)****1. FP Activity: Game – Present Continuous and vocabulary****Introduction:** Who can draw well? Let's play a game.**Procedure:** Get into two teams. One member of each team will come to the front. I will show you a sentence, and you must draw it. The first team to guess the sentence correctly wins a point.**For example:**

T: "Two men are dancing on a table."

One student from each team: (Draws a picture of the sentence.)

**Cues:**

- A girl is drinking water.
- A baby is eating a cookie.
- Grandfather is watching TV.
- A man and a woman are getting married.
- A woman is finishing a race.
- A girl is thinking.
- Father is driving a car.
- Grandmother is relaxing in an armchair.
- The dog is sleeping.
- My sister is playing the guitar.
- 
- 

**Slide 6: Oral Activity (20-25 m)****1. FP Activity: Role play – Modals: would like, will have, and can for ordering.****Introduction:** Welcome to MAMA's restaurant.**Procedure:**

1. Look at the slide. This is the menu for MAMA's Restaurant. Get into trios. Imagine you are dining at MAMA's Restaurant. Put two desks to simulate it is your table at the restaurant. Two of you will be the customers and one will be the waiter. Take turns ordering from the menu. Ask questions in reference to the dishes. Use the vocabulary and the grammar learned in unit 16. (Make sure the waiter writes the order and the customers check it to see if he or she wrote it correctly.)

**For example:**

S1: Good morning. Are you ready to order?

S2: Yes. I would like a ham sandwich and mixed green salad, please.

S1: Anything else?

S2: Yes. How much is a soda?

S1: Two dollars.

S2: I'll have a soda.

S1: Can I take your order?

S3: I would like a chicken sandwich. Can I have French fries with it?

S1: Yes. And to drink?

S3: I'll have ice tea.

S1: Small or large?

S3: Large, please.

S1: OK, coming right up.

(After this, students change roles until they are all waiters. You may want to write some of the key questions on the board as cues for the students. I'll have, I would like, How much..? etc.)

**Slide 7: Oral Activity (10 m)**

1. **SC Activity: Guessing game - vocabulary, action and non action verbs.**

**Introduction:** Where am I?

**Procedure:** Look at the slide. You can see pictures of different places. Get into pairs. Student A, choose a picture and imagine you are there. What is the weather like? What season is it? What are you wearing? Student B must ask questions to figure out where student A is.

**For example:**

S1: (Chooses the picture on Monterrey with snow.)

S2: It is cold?

S1: Yes it is.

S2: Are you wearing a raincoat?

S1: No, I'm not.

S2: It is winter?

S1: Yes, it is.

S2: Is it snowing?

S1: Yes, it is.

S2: You're in Monterrey!

S1: Yes, I am. (Now it is S2 turn to choose a picture.

**Slide 8: Oral Activity (10-15 m)**

1. **SC Activity: Question & Answer game – be simple past**

**Introduction:** Let's play a game.

**Procedure:**

1. Open your books to page 94, exercise 5. You are going to listen to a conversation between two people that are playing the memory game. Write down some of the phrases you hear with the simple past. (Play the audio once. Play the audio again if necessary. Call on students to say the information they heard and wrote down. If students have mistakes, have them repeat the information correctly and write the sentences on the board for students to refer to when playing.)
2. Get into groups of four. Two people on each team. Each team needs a coin and a token. If the coin lands on "Aguila" you move one space. If the coin lands on "Sol" you move two spaces. When you land on a space, the student uses the cue to ask the other person on their team a question. If the sentence and answer is grammatically correct they stay where they are. If not they go back to where they were. The first team to finish wins.

**For example:**

Team 1: (Lands on "What... favorite color?"

S1 (Of team 1) asks S2 (Of team 1): What was your favorite color?

S2 (Of team 1) answers: Blue was my favorite color.

Team 1 stays in that box. (If the answer is grammatically incorrect they move back to the box they were before.)

**Oral Activity (15-20 m)**

1. **FP Game: Presentation – Simple past affirmative & negative, regular & irregular verbs**

**Introduction:** To do list.

**Procedure:** Imagine you are a very important person. Make a list of things you must do this week. Make sure you put at least ten things on your list. (You can make a “things to do” list on the board eliciting some the activities from students. Tell them they can refer to unit 19 and 20 for any verbs or vocabulary they might need.)

**For example:**

THINGS TO DO	DONE
Call my boss	<b>X</b>
Arrive early to the meeting	
Watch the news on Friday	<b>X</b>
Reply to my e-mails	
Finish work early on Tuesday	
Go to the dentist	<b>X</b>

**Procedure:** Guess what? The week is over, and half of your list was not accomplished. Choose five things from your list that you didn’t accomplish and put a cross next to them. Get into pairs and tell your partner the things you did and didn’t do this past week.

**For example:**

T: I didn’t watch the news on Friday. I arrived early to the meeting. I didn’t watch the news on Friday. Etc.

**Slide 9: Oral Activity: (15-20 m)**

1. **FP Activity: Presentation, question & answer – Simple past questions**

**Introduction:** What famous people do you know about? Let’s see.

**Procedure:** Think of a famous person you like and that you know some information about. Look at the slide. In your notebooks answer the questions with the information about your famous person. If you don’t know the information you can invent it. (Give them a few minutes to do this.) Now get into trios and present your famous person to your team.

**For example:**

S1: Julia Roberts was born in the United States. She is an actor. She became famous with the movie ***Pretty Woman***. She got her first job when she was 17 years old.

S2: Did she ever win an award?

S1: Yes, she won an Oscar.

**Slide 10: Wrap up & Homework (3 m)**

1. What were the objectives for today? What structures did we review? Which of these were difficult for you? Which were easy?
2. Do you have any questions about the class today?
3. For homework, study for the exam.

## World View: Book 1B, Unit 22, Day 1 (112-132 m)

### Slide 2: Objectives (3 m)

1. Write the objectives on the board.

### Slide 3: Warm up activity (Don't advance to slide 5 yet!) (10 m)

1. Was there a time when you stayed at a hotel on vacation or for work? What services were there at the hotel? A restaurant? A bar? A swimming pool? Tell me some of the services you can find at hotels. (Let students tell you different services. Click on the slide; different images will appear. Ask the students if these services were available at the hotel they stayed at. If they don't understand something, explain it.)

#### **For example:**

T: (Point to the restaurant.) What's this?

Ss: a restaurant

T: Right. Right. It's a restaurant. (Click on the slide for the word to appear.)

T: (Point to the swimming pool.) What's this?

Ss: *alberca*

T: It's a swimming pool. (Click on the slide for the word to appear.)

Etc.

2. Of all these services, which one or ones are the most important for you when you stay at a hotel? (Let students mention the ones that are important to them.)
3. Which one or ones aren't important to you? (Let students mention the ones that are not important to them.)

### Slides 4-17: Vocabulary (10-15 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time.
2. **Meaning:** Use the picture to explain the word and give further explanation if they don't understand.
3. **Usage:** Give an "example," and elicit a complete answer using the new word, to the question provided below.

	Usage (teacher)	Usage (student)
<b>business center</b>	When you go to a hotel for work, you want a place where you can use a computer, print things on a printer, make copies, etc. This place is a <b>business center</b> . What hotels have a <b>business center</b> ?	The (City Express, Camino Real, etc.) has a <b>business center</b> .
<b>café</b>	A <b>café</b> is a small restaurant that serves mostly breakfast and lunch. <b>Cafés</b> are not elegant restaurants. What restaurant(s) in Mexico is/are <b>cafés</b> ?	(Sanborns, VIPs, etc.) are <b>cafés</b> .
<b>cash machine</b>	When you need money, but don't want to go to the bank, you go to the <b>cash machine</b> . Where is there a <b>cash machine</b> near here?	There's a <b>cash machine</b> ...
<b>elevator</b>	You can go up or down (mimic) in an <b>elevator</b> . When I need to go up 3 floors, I always take the <b>elevator</b> . Where can you see an <b>elevator</b> ?	You can see an <b>elevator</b> in...
<b>fitness center</b>	When you want to do exercise in a hotel, you go to the gym or the <b>fitness center</b> . What activities can you do in a <b>fitness center</b> ?	You can do XX in a <b>fitness center</b> .
<b>gift shop</b>	When you want to buy a magazine, candy, water, a small present, etc. at the hotel, you go to the <b>gift shop</b> . Tell me something you bought in a <b>gift shop</b> .	I bought XX in a <b>gift shop</b> .



<b>hallway</b>	The <b>hallway</b> is the corridor or space that you walk down to get to your room. <b>Hallways</b> are usually long and narrow (mimic) and have walls on both sides. Does this university have <b>hallways</b> ? (If not:) Where can you see <b>hallways</b> ?	Yes, this university has <b>hallways</b> . / You can see <b>hallways</b> in office buildings, hotels, schools.
<b>lobby</b>	This is the <b>lobby</b> of a very large hotel. You can relax in the <b>lobby</b> . What can you usually see in the <b>lobby</b> of a hotel?	You can see chairs, sofas, a bar, etc. in the <b>lobby</b> .
<b>meeting rooms</b>	When you go to a hotel for a conference, you need to have a <b>meeting room</b> . This is a <b>meeting room</b> . What can you see in a <b>meeting room</b> ?	You can see a table, chairs, a board, etc. in a <b>meeting room</b> .
<b>parking garage</b>	This is a <b>parking garage</b> . A <b>parking garage</b> is always inside a building. Where can you see a <b>parking garage</b> ?	You can see a <b>parking garage</b> in an office building, a shopping mall, etc.
<b>reception desk</b>	When you arrive at the hotel, you go to the <b>reception desk</b> to check in and get your key. What do you have to do at the <b>reception desk</b> before you can go to your room?	You have to pay at the <b>reception desk</b> .
<b>restrooms</b>	Another word for bathrooms is <b>restrooms</b> . The <b>restrooms</b> are public facilities and are used by any person in the hotel or restaurant. Where are the closest <b>restrooms</b> at this university?	The closest <b>restrooms</b> are...
<b>stairs</b>	When the elevators don't work, you have to take the <b>stairs</b> . When do you take the <b>stairs</b> ?	I take the <b>stairs</b> to get to (my apartment).
<b>swimming pool</b>	When you go on vacation, most people like to relax use the <b>swimming pool</b> . Is there a <b>swimming pool</b> near here? Where is it?	There is a <b>swimming pool</b> ...

**Slide 18: Getting started (10 m)**

1. Work in pairs. Look at the floor plan of the hotel. Label the places on the plan with the words from the box. (Give students time to do this.)
2. Let's check your answers. (Click on the slide for them to check.)

**Slides 19-21: Pronunciation (10-12 m)**

1. In English, we often put two words together to make a new word. These words are called compound nouns. You already know some of these from previous units: armchair, bookcase, baseball game, ice cream, etc. When we say these words, the stress goes on the first word of the compound noun. When we stress the second noun, it can change the meaning of the word. (Have them look at the example of blackboard vs. black board.)
2. (Click to advance to the next slide.) Now, listen to the audio and notice where the main stress is. (Play the audio.)
3. Now, open your books to page 102. Look at the words in exercise 4. You are going to listen to the audio and mark the main stress in these words. (Play the audio and let them do this.)
4. Now, let's check your answers. (Click on the slide to show the answers.)
5. Now, let's practice these words. Please repeat after the audio. (Play the audio again and have students repeat.)

**Slides 22-23: Listening (15-20 m)**

1. Look at the slide. When we want to count, we use numbers one, two, three, etc. But, when we want to put things in order, we use ordinal numbers: first, second, third, etc.

**Please repeat after me:** (Have students repeat each number 3-4 times after you to make sure they can say them.)

first	second	third	fourth	fifth
sixth	seventh	eighth	ninth	tenth

2. Now, open your books to page 103, exercise 7. Listen to the audio. You will hear 3 conversations. You need to circle the numbers you hear in the conversations. (Play the audio once or twice so that students can get the answers.)
3. Now, let's check your answers. (Click on the slide to check the answers.)
4. Now, repeat the numbers after the audio. (Play the audio and let students repeat.)
5. Next, work in pairs. You will look at the floor plan on page 102 and ask each other about where things are in the hotel. Let's look at this the next slide. (Click on it to show the use of the prepositions in and on, and an example of the dialog. Let students practice, walk around to monitor and help if necessary.)

**Slide 24-25: Grammar Focus: Imperatives (10 m)**

1. (Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels.)
3. Point out certain patterns to students:
  - a. We use the imperatives to give commands; to tell someone what to do.
  - b. In affirmative, we use the **BFV** + complement.
  - c. In negative, we use **Don't + BFV** + complement.
  - d. We never mention the subject in the sentence; when we give a command, we are talking directly to the person.
4. Have students open their books to page 103 and have them do exercise 11. (Go over the correct answers orally. Check to see if students have any questions.)
5. Have students do exercise 12 in pairs. (Give them time to do this. Monitor the group and help them with any questions they may have. When they finish, click on the slide to check their answers.)

**Slides 26-27: Repeat/Complete: Commands (7 m)**

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually.

**Oral Practice (14-20 m)****1. SC Activity: Stimulus & Response-Commands (7-10 m)****Introduction:** Let's practice some commands.**Procedure:** I say a command, and you do the action I say.**For example:**

T: Put your books on the floor.

Ss: Students do the action.

T: Very good. Now, stand up.

Ss: Students do the action.

T: Draw a picture in your notebook.

Ss: Students do the action.

Etc.

**Procedure:** Now, let's work in two groups. In each group, one person will give a command, and the others will do that command. (Make sure each student has an opportunity to give a command.)**For example:**

S5: Put your hands on the desk.

Ss: Students do the action.

S5: Take a pencil or pen from your Very good. Now, stand up.

Ss: Students do the action.

S5: Dance salsa.

Ss: Students do the action.

Etc.

**2. SC Activity: Stimulus & Response-Commands (7-10 m)****Introduction:** Let's practice some commands.**Procedure:** One student says a command, and another student does a different command from the action that the first student says. (Have one student give another student a command. The second student should do a different action than the one the first student said. Then, the first student says Don't do... / Do....)**For example:**

T: I say: "Put your books on the desk." And you do a different action (for example put the pen on the desk).

T: Don't put your pen on the desk; put your book on the desk.

**Cues: (if necessary)**

open / the door / your notebook / your book	close / your book / your bag / the window
stand up / sit down	look at / the board / me / S5
take / the pen / the pencil / the marker	write / on the board / in your book /
give me / your phone / your book / your watch	talk to / S3 / me / S6

**Slide 28: Listening (10 m)**

1. Look at the hotel plan on page 102. Listen to the hotel receptionist give directions. Follow the directions and check off the places that you hear. (Play the audio; if necessary, play it a second time.) What places did you hear? (Click on the slide to show the answers.)
2. Now, look at the plan on page 102 again. You are going to hear the audio again. Follow the directions that the receptionist gives. Where does the guest want to go? (To a restaurant.)

**Slide 29-31: Grammar Focus: Giving Directions (10-12 m)**

1. (Teacher shows the slide; says the sentences and students repeat. **Don't write these sentences on the board.**)
2. (Go over each sentence to explain the meaning.)
  - a. **Go to the end** (Go to where the hallway ends.)
  - b. **Turn left/right** (Change direction and go to the right or left.)
  - c. **Get off** (Leave the elevator. The opposite is Get on: to enter the elevator.)
  - d. **Go down a hallway/street** (Walk the length of the hallway or street.)
  - e. **Go up/down** (Go to a higher or lower floor of a building.)
  - f. **Go past** (Go toward something, but don't stop there; keep going.)
3. Have students open their books to page 104 and have them do exercise 3. (Click on the slide to show the answers.)
4. Have students do exercise 4. (Give them time to do this. Monitor the group and help them with any questions they may have. When they finish, play the audio and let them check their answers. Finally, click on the slide to show the answers.)

**Slide 32: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 22, exercises 1, 2, and 3 in your workbook.

## World View: Book 1B, Unit 22, Day 2 (111-131 m)

### Slide 34: Homework (5 m)

### Slide 35: Objectives (3 m)

1. Write the objectives on the board.

### Slide 36: Warm up Activity (15-20 m)

1. **FP Activity: Information Gap-Commands & directions**

**Introduction:** Do you like to go shopping? Can you explain how to get to different stores?

Let's describe how to get to different stores in a mall.

**Procedure:** Look at the map of a mall on the slide. (Go over any vocabulary that they might not know.) Now, work in pairs. Each of you needs to write down 3 places you want to go in the mall. (Give them time to do this.) Now, one student looks at the slide and the other has his back to the slide. Student A has to ask how to get to the places on his/her list. You will start at the information desk. Student B will tell him/her how to get to the first place on his/her list. From there, Student A will say where he/she wants to go next and Student B will say how to get there. Etc. When Student A has visited all of his/her places, then you switch and Student B will say what places he/she wants to visit and Student A will say how to get there.

**For example:**

T: I want to go to the bookstore.

S1: Go straight ahead, and go past the music store, the pharmacy and the phone store.  
The bookstore is on the right.

T: Thanks. Now I want to go to the jewelry store.

S1: Go out the bookstore and take a left. Go straight and go past the music store.  
When you get to the music store, go towards the left. Keep going past the  
bathrooms and the bank. The next shop is the jewelry store.

T: Perfect. Last, I want to go to Suburbia.

S1: Okay, go out of the jewelry store and go to your right. Go past the bank and  
bathrooms and the music store. Go past the music store and go towards your left.  
On your left you'll see a big toy store, go past the toy store and the beauty salon.  
Suburbia is the next store on your left. Now, where do you want to go?

Etc.

### Slide 37: Model Conversation (10 m)

1. What services do you use in a hotel? Let's practice this dialog.
2. (Have students practice the conversation in pairs.)
3. (Then, have them do it again substituting their own information; they can practice this various times switching roles.)
4. (Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.)

### Slide 38: Speaking (10 m)

1. When you stay at a hotel, what things do you ask about? Work in pairs and take turns asking and giving directions. Imagine you are each working at the reception desk. One student will look at page 105 and the other will look at page 139. Ask each other for directions to the places that are in your book. When you finish, compare your floor plans; they should be the same!

### **Oral Practice (15 m)**

#### **1. FP Activity: Information Gap-Commands & directions**

**Introduction:** Can you give good directions now? Let's see.

**Procedure:** Imagine you are someplace in the school, but don't tell your classmates. Now, work in groups of 3-4 and tell your classmates how to get from this classroom to where you are.

**For example:**

T: Leave the classroom and turn left. Go straight for 3 meters, then turn left again. Go down the hallway to the door at the end. Go down the stairs, then go through the door and turn right. The place you are looking for is in front of you.

S3: Are you in the coordinator's office?

T: No.

S4: Are you in the cafeteria?

T: Yes.

### **Slide 39: Oral Practice (10-15 m)**

#### **1. FP Activity: Information Gap-Commands & directions**

**Introduction:** Where are the things in your house? Let's describe how to find different things in your house.

**Procedure:** Draw a picture of your house similar to the one on the slide. (Give them time to do this.) Now, work in pairs and describe how to get to different places in your house. Your partner will follow your instructions and let's see if they can find the correct place in the house.

**For example: (Use the example on the slide.)**

### **Slides 40-41: Video Activity (25-30 m) Please note: you need copies for this activity.**

#### **Where is the Pool?**

1. Draw students' attention to how this topic relates to the theme of Student Book 1, Unit 22. (Both the Student Book unit and the video segment are about giving directions.)
2. Tell students what the genre is (comedy skit program) and provide a short explanation, if necessary.
3. Hand out the Video Activity Worksheet.
4. Play the video with the picture off or covered. Ask students to answer the four questions on the Video Activity Worksheet.
5. Have students work in pairs to compare answers.
6. Call on students to answer the questions. Your objective at this point is to encourage participation and curiosity. For this reason, tell students you will not say if their guesses are right or wrong. Accept all answers. You may want to write the students' ideas on the board.
7. Show the video segment again but with the picture on or uncovered. Have students work in pairs to compare their predictions with what they saw in the video and then share them as a whole class.
8. Have the class come to a consensus about the answers to the four questions.
9. Play the video again and have students answer the comprehension questions on the Video Activity Worksheet.
10. Go over the answers with the class, or play the captioned version of the segment.

• **Survey:** Have each student write a question asking directions to someplace in or near the school (such as: Where is the Z Café?) Have students circulate and ask each other their questions. Who knows directions to the most places?

**Oral Activity (15-20 m) Please note: you need copies for this activity.**

**1. SC Activity: Information gap – Imperatives; directions and prepositions of movement**

**Introduction:** Can you give good directions now? Let's see.

**Procedure:**

1. Tell students that this activity has two stages: (1) each group will complete their floor plan for an entertainment complex by labeling each place in the building; and (2) they will communicate this information to students in the other group.
2. Divide the class into two groups: A and B.
3. Hand out the first set of floor plans and directions to students in each group. Group A gets plan A, and Group B gets plan B.
4. Pre-teach across from, hallway, theater, and clothing store.
5. Tell students to read their directions carefully and to label the six places on their floor plans according to the directions.
6. Check that the students' labels are correct. Then tell students to keep the labeled floor plans but remind them not to show them to the other group.
7. Pair students: one from group A and the other from group B. Give students in each pair a new floor plan but no directions. Student A should get Plan B, and Student B should get Plan A.
8. Explain the task: Student A will read the directions aloud to Student B, who will then look for the places in Plan A. Student A will check Student B's answers, using the plan that he or she previously labeled. Then it's student B's turn to give directions to Student A, and student A's turn to look for the places in Plan B.

**Slide 42: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 22, exercises 4, 5 and 6 in your workbook.

Video activity sheet  
**Where's the pool?**

**Listen to the video segment with the picture off or covered. Answer the questions below. You can guess if you're not sure.**

1. Who are the people?
2. What questions does the man ask?
3. What does the woman do?
4. What happens at the end of the scene?

**Watch the video again with the picture on or uncovered. Were your answers correct?**

**Read the questions below. Then watch the video segment again and match the questions and the answers.**

- |  |                       |
|--|-----------------------|
| 1. What is the man looking for?        | a. a restaurant       |
| 2. Which floor is it on?               | b. the swimming pool  |
| 3. Is it on the right or the left?     | c. on the tenth floor |
| 4. Where does the man go first?        | d. yes                |
| 5. Does the man finally find the pool? | e. on the right       |

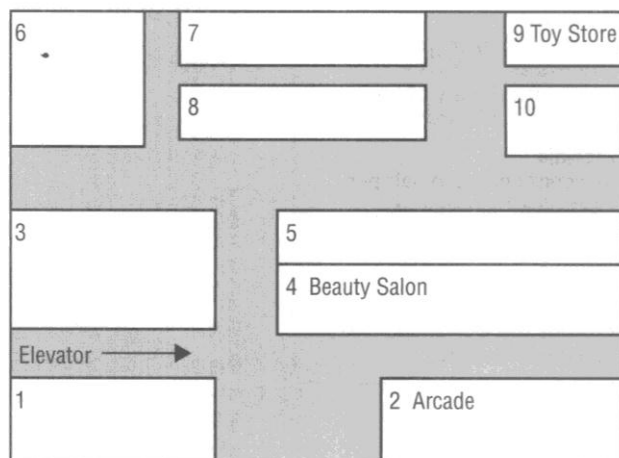


## Speaking Activity Worksheet

### Worksheet A

1. Come out of the elevator and you'll see the Forget-me-not gift shop on the right.
2. Go past the gift shop and turn left.
3. Go along the hallway and you'll see the Olympics fitness center on the left. It's across from the gift shop.
4. Turn right after the fitness center and you'll see the swimming pool on the right next to the beauty salon, and the Odean Theater on the left.
5. Turn left after the theater. The Common Grounds Café is on the right across from the theater.
6. Turn left and go along the hallway. You'll see the Tower Restaurant on the right.
7. Go past the Tower Restaurant and the first Impressions Clothing Store is in front of you.

### Plan A



### Worksheet B

1. Come out of the elevator and you'll see the Maxi Theater on the right and a parking garage on the left.
2. Go past the theater and turn left.
3. Go along the hallway, past the parking garage, and you'll see the Park Fitness Center in front of you.
4. Turn left and then turn right. The Palace Restaurant is on the left. It's across from the parking garage.
5. Turn right and go past the fitness center. The Regency Restaurant is on the left. It's across from the fitness center and the café.
6. Go along the hallway. The internet Café is on the right. It's next to the fitness center.
7. Turn left and Chic Clothing Store is on the right.

### Plan B



## World View: Book 1B, Unit 23, Day 1

(105-112 m)

### Slide 2: Homework (5 m)

### Slide 3: Objectives (3 m)

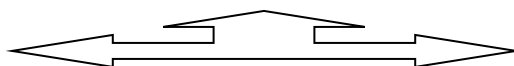
1. Write the objectives on the board.

### Slides 4: Warm up Activity (10 m)

1. In this unit we are going to talk about “Big Plans.” (Draw a simple time line on the board. Elicit the date and the year and write it in the middle of the time line.

**Example:**

(Today's date)



Then write the same date but one year in the past and one year in the future.)

**Example:**

May 12<sup>th</sup> 2010

May 12<sup>th</sup> 2009



May 12<sup>th</sup> 2011

Now get into groups of three. Tell your partners about a big change in the past and about a change you want to make in the future.

**For example:** Last year I finished school. Next year I want to travel to Cancun.

### Slide 5: Vocabulary (10 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time.
2. **Meaning:** There are no pictures for these words. As you click, each word will change color so students can see which word you are on. The explanations are below, but if they don't understand, give further explanations.
3. **Usage:** Give an “example,” and elicit a complete answer using the new word, to the question provided below.

Word	Usage (teacher)	Usage (student)
<b>build</b>	When you construct something you <b>build</b> it. Who <b>builds</b> buildings?	An architect <b>builds</b> buildings.
<b>change</b>	When you make things different you <b>change</b> them. Please <b>change</b> seats. (Make students change seats.) What did you just do?	I <b>changed</b> seats with...
<b>earn</b>	The opposite of to <b>earn</b> is to spend. When you work you <b>earn</b> money. Do you work? How much do you <b>earn</b> ?	I <b>earn</b> ...
<b>escape</b>	To escape is to run away, to leave. Criminals always want to <b>escape</b> prison. When you have free time, where do you like to <b>escape</b> to?	I like to <b>escape</b> to...
<b>move</b>	To change something from one place to another. You can <b>move</b> furniture. Please <b>move</b> your book bag to the wall. (Students move their book bags.) What did you just do?	I <b>moved</b> my book bag...
<b>quit</b>	When you stop doing something you <b>quit</b> . I didn't like my last job, so I <b>quit</b> . Do you want to <b>quit</b> school?	Yes / No, I (don't) want to <b>quit</b> school.

<b>retire</b>	In Mexico, workers <b>retire</b> at age 65. They stop working and start getting a pension from the <i>Seguro Social</i> . Do you know someone that <b>retired</b> from work? When did that person <b>retire</b> ?	My (father / grandfather) <b>retired</b> XX years ago.
<b>settle down</b>	When you get comfortable or stay in a place you <b>settle down</b> . When you finish school, do you want to <b>settle down</b> in this city or do you want to move to a different city?	I want to <b>settle down</b> ...

**Slide 6: Getting Started (7 m)**

- (Tell students to open their books to page 106, exercise 1.) Use the verbs in the box to complete the sentences. (Click on the slide to check the answers.)

**Slide 7: Oral Activity (5-7 m)**

- FP Activity: Presentation-Vocabulary**

**Introduction:** What do you want to do in your life?

**Procedure:** Get into pairs and using the verbs on page 106, exercise 1 tell your partner five things you want to do in your life.

**For example:**

S1: I want to escape to Cancun. I want to retire young. Etc.

S2: I want to build my house. I want to move to Mérida.

(Monitor students and, help them with any words they don't know.)

**Slides 8-9: Reading (20 m)**

- (Explain to students that “to have it all” means to have everything most people dream of. Click on the slide.) Open your books to page 107. You are going to read about Simon and Emily. Underline the information that gives information about what life is like in each of the places, and the things Simon and Emily did or do in each of the places. (Give them time to do this. Answer any questions they might have.)
- Now look at the chart on page 107, exercise 4. Read the article again and complete the chart with your partner. You are going to write the details about their life in the city and in the country. (Give them time to do this. Answer any questions they might have.)
- Who can give me the answers about their life in the city? Who can give me the answers to life in the country? (Click on the slide to check their answers.)
- Now, read the article again and answer the questions on page 107, exercise 5. (Click on the slide to show the correct answer to the first question; the second question can have many different answers.)

**Slide 10: Grammar Focus: be going to + verb for the future (5 m)**

- Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
- Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels.)
- Point out certain patterns to students:
  - We use **“going to”** to talk about future plans.
  - For questions, the verb **to be** goes before the subject, in affirmative or negative, it goes after the subject.
  - After the expression **“going to”** we always use the **BVF**.
  - You can use **WH** words to ask questions about future plans.

**Slides 11-12: Repeat/Complete: Going to for Future (7 m)**

- Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
- Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually

**Slide 13: Grammar Practice (10 m)**

1. Open your books to exercise 2 on page 108. Complete the information in the box. (Check their answer orally.)
2. Let's look at exercise 3. You are going to work in pairs to complete it. (Give them some time; monitor them to make sure they don't have any problems. Click on the slide to show the correct answers when they finish.)

**Slide 14: Oral Activity (10 m)**

1. **CP / SC Activity: Stimulus response-Going to for future**

**Introduction:** Why do I have a...?

**Procedure:** (Divide the group in two teams. At the front of the room put something to be "it," for example, the eraser, a book, a pen, etc. Now, I have many things in my bag. You can see pictures of all those things on the slides. You have to guess what I am going to do with the objects I have. When I show you the image, the team that has the answer has to run and get "IT" (Show students "IT".) The team that has "IT" is the one that can speak. If you get the answer wrong the other team can answer. (You must keep track of each team's score.) The team that has the most points at the end wins. (Students need to give you a logical, grammatically correct sentence for the object on the slide. As you click on the slide, different images will appear. Make sure that different students have an opportunity to answer.)

**For example:**

Teacher: Why do I have a mouse?

Team 1 answers: Because you are going to work on the computer. (If the answer is correct, give the point to the team.)

**Slide 15: Oral Activity (10-15 m)**

1. **SC Activity: Find someone who...- Going to for future**

**Introduction:** What do you know about your classmates? Let's see if you can find a classmate who is going to do some things in the future.

**Procedure:** On a piece of paper draw a grid like the one on the board. In a minute you will stand up and walk around the room trying to find classmates that are going to do the things on the slide. When you find somebody who is going to do that activity, you can write his/her name in the grid. The first person to complete the grid with names, wins.

**For example:**

T: Let's look at the first box; what does it say? (... is going to buy a present this weekend.) So, how can you ask that question?

S1: Are you going to buy a present this weekend?

S2: No, I'm not. (So, you ask another student.)

S1: Are you going to buy a present this weekend?

S7: Yes, I am. (You write your classmate's name in your grid.)

**Slide 16: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 23, exercises 1, 2, and 3 in your workbook.

## World View: Book 1B, Unit 23, Day 2 (116-131 m)

### Slides 18-19: Homework (5 m)

### Slide 20: Objectives (3 m)

1. Write the objectives on the board.

### Warm up Activity (15 m)

1. **SC Activity: Chain Drill-Idiomatic future**

**Introduction:** What are you going to do next weekend?

**Procedure:** I will say an activity that I'm going to do next weekend, and then you say an activity that you are going to do next weekend and repeat my activity. The next student says an activity that he/she is going to do, says the first student's activity and repeats my activity. (This is a chain activity where the first student will say what s/he is going to do and then say what his/her classmate is going to do, and what the teacher is going to do. Don't let the chain go beyond 8-10 people because it gets too long; at that point, you should start another chain.)

**For example:**

T: I'm going to buy some new shoes next weekend.

S1: I'm going to get up late next weekend, and you are going to buy some new shoes.

S2: I'm going to visit a friend, he's going to get up late and you are going to buy some new shoes.

Etc.

### Slide 21: Pronunciation (5 m)

1. (Have students listen to the words.) Notice the two pronunciations of 'going to.'
2. Have them listen again and repeat after the audio.

### Slide 22: Model Conversation (10 m)

1. Have students practice the conversation in pairs.
2. Then, have them do it again substituting their own information; they can practice this various times switching roles.
3. Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.

### Slide 23: Speaking: (20-25 m)

1. **SC Activity: Question & Answer: Going to for future. (10 m)**

**Introduction:** What are you going to do...?

**Procedure:** Look at page 109, exercise 7. Think about your plans for the future. Look at the chart, and check the things that are true for you. Add two or three more things to each list that you plan to do. (Give students time to complete the task; help them with any words they don't know.) Now, get into trios and take turns asking each other about your plans.

**For example:** (Show the slide.)

2. **FP Activity: Presentation: Going to for future (10-15 m)**

**Introduction:** What are you going to do next vacation?

**Procedure:** Work in groups of 3-4 and tell your classmates about your next vacation. Tell them where you are going to go and what you are going to do. You need to mention at least 4 things you are going to do.

**For example:** T: On my next vacation, I'm going to go to Chiapas. I'm going to visit San Cristobal de las Casas, and buy lots of handicrafts. I'm going take a boat to go to the Canyon del Sumidero. I'm going to buy coffee and eat lots of typical dishes. I'm going to visit the churches and the towns in the area.

**Slide 24: Writing Activity (10 m)**

1. **FP Activity: Presentation – Going to for future.**

**Introduction:** What are you going to do in the future?

**Procedure:** Write a paragraph describing what you are going to do in the next few years. Use going to when writing you paragraph. Once you finish read your paragraph to your partner.

**Example:** Refer to the slide for an example.

**Slide 25: Oral Practice (10-15 m)**

1. **SC Question - Answer: Going to for future**

**Introduction:** Let's play!

**Procedure:** Get into groups of three. Student A tosses a coin. "Aguila" moves 2 spaces and "Sol" moves 1 space. With the cue, make questions or sentences using 'going to'. If the sentence or question is correct you can stay on that space. If it's not correct, you have to go back to the space you started at. The first person in the group to get to the finish line wins.

**For example:**

S1: (Lands on the car.) Are you going to drive a car to school?

T: Correct. You can move one / two spaces.

S2: (Lands on the guy singing.) Susana is going to sing tomorrow.

T: Sorry, that sentence isn't correct. You need to go back. Etc.

**Slide 26: Oral Practice (20 m)**

1. **FP Activity: Information Gap-Idiomatic future**

**Introduction:** What do you like to do on vacation? Where do you like to go?

**Procedure:** Work in groups of 3-4. Imagine you are planning a wonderful vacation for you and your friends. Money is no problem! You need to choose 3 places to go and 3 things to do in each place. You can't repeat activities. (Walk around and check that students have understood that they need to make plans to visit 3 places and do 3 activities in each place and that they can't repeat the verbs.)

**For example: (See the slide for the example.)**

**Procedure:** Now, each group will give a presentation on the places they are going to visit on vacation and the things they are going to do. Let's see who has the most original vacation.

**For example:**

T: First are going to go to Italy and we are going to eat a delicious Italian meal.

Then we are going to visit the Sistine Chapel and we are going to take a lot of pictures. Next, we are going to travel to Spain. Etc.

**Slide 27: Oral Practice (15-20 m)**

1. **FP Activity: Presentation-Idiomatic future, simple present, simple past**

**Introduction:** What was your life like 10 years ago? What is it like now? What will it be like in 10 years?

**Procedure:** Work in groups of 3-4 and tell your classmates about your life 10 years ago, now and in 10 years from now.

**For example: (Look at the slide for the example.)**

**Procedure:** When you finish, your classmates can ask you questions.

**For example:**

S2: In the future are you going to have children?

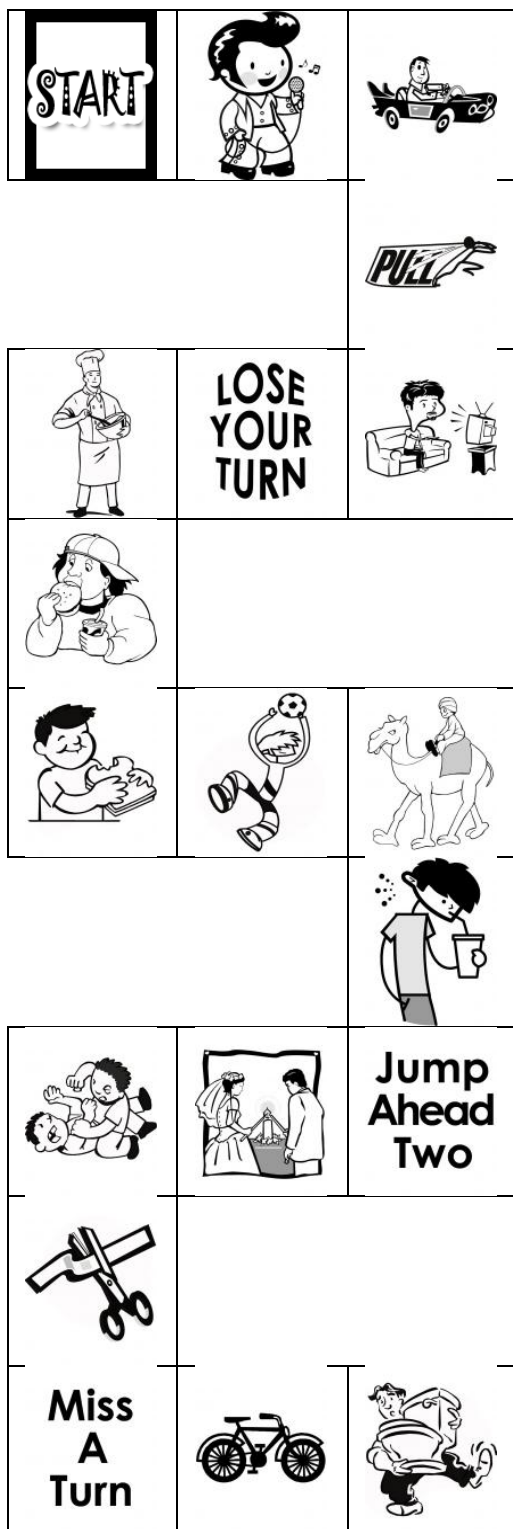
T: Probably. I want to have 2 children.

S5: What was your favorite subject in school when you were a child?

T: It was English, of course!

**Slide 28: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 23, exercises 4, 5 and 6 in your workbook.



**Directions:** Make a statement or a question using "going to". Is he going to ride a bus? He is going to ride a bus.

## World View: Book 1B, Unit 24

(114-137 m)

### Slides 2-3: Homework (5 m)

### Slide 4: Objectives (3 m)

3. Write the objectives on the board.

### Slide 5: Warm up Activity (10 m)

10. Are some dates in the year important to you? What date or dates are important? In your notebook write a date that is important to you; don't write the event or why it's important; just the date!
11. Now, work in groups of 3-4 and your classmates have to guess why that date was important. For example, an important date for me is December 18, 2004. Now, ask me questions to find out why.
- S2: Did you finish the university that day?  
T: No, I didn't.  
S5: Did you have a baby that day?  
T: No, I didn't.  
S7: Did you get married that day?  
St. Yes, I did.
12. (Let students work in groups and ask and answer questions about their dates. Help them with any vocabulary they might need.)
13. **Follow up:** What were some important dates that your classmates mentioned? Did any of you mention the same date?

### Slide 6: Vocabulary (7 m)

4. **Form:** Repeat the word 3 times and have students repeat after you each time.
5. **Meaning:** There are no pictures for these words. As you click, each word will become dark so students can see which word you are on.
6. **Usage:** Give an "example," and elicit a complete answer using the new word, to the question provided below.

	Usage (teacher)	Usage (student)
<b>January</b>	<b>January</b> is the first month of the year. What day do children celebrate in <b>January</b> ?	They celebrate the Three Kings Day in <b>January</b> .
<b>February</b>	<b>February</b> is the second month of the year. What day do Mexicans celebrate on <b>February</b> 5th?	They celebrate Constitution Day on <b>February</b> 5th.
<b>March</b>	<b>March</b> is the third month of the year. What do Mexicans celebrate on <b>March</b> 21 <sup>st</sup> ?	They celebrate Benito Juárez's birthday on <b>March</b> 21 <sup>st</sup> .
<b>April</b>	<b>April</b> is the fourth month of the year. What is the weather usually like in <b>April</b> ?	It's usually hot in <b>April</b> .
<b>May</b>	<b>May</b> is the fifth month of the year. What do we celebrate on <b>May</b> 10 <sup>th</sup> ?	We celebrate Mothers' Day on <b>May</b> 10 <sup>th</sup> .
<b>June</b>	<b>June</b> is the sixth month of the year. Who has a birthday in <b>June</b> ?	XX has a birthday in <b>June</b> .
<b>July</b>	<b>July</b> is the seventh month of the year. When does summer vacation start for children in <b>July</b> ?	Summer vacation starts on <b>July</b> XX.
<b>August</b>	<b>August</b> is the eighth month of the year. When do children usually go back to school?	They usually go back to school around <b>August</b> 25 <sup>th</sup> .
<b>September</b>	<b>September</b> is the ninth month of the year. What do Mexicans celebrate in <b>September</b> ?	They celebrate Mexican Independence in <b>September</b> .
<b>October</b>	<b>October</b> is the tenth month of the year. Who has a birthday in <b>October</b> ?	XX has a birthday in <b>October</b> .



<b>November</b>	<b>November</b> is the eleventh month of the year. What do Mexicans celebrate on <b>November 2<sup>nd</sup></b> ?	We celebrate the Day of the Dead on <b>November 2<sup>nd</sup></b> .
<b>December</b>	<b>December</b> is the twelfth month of the year. What holiday do we celebrate in <b>December</b> ?	We celebrate Christmas in <b>December</b> .

**Slide 7: Getting started (15 m)**

3. Work in pairs. Look at the calendar on page 110 of your books. Fill in the blanks with the correct months. (Give students time to do this.)
4. Now, listen to the audio and check your answers.
5. Now, check the slide for the correct spelling. (Click on the slide for them to check.)
6. Look at number 3 in your books on page 110. Work in groups of 3-4 and discuss the questions. (Let students do this and walk around monitoring them. When they have finished, ask a few follow up questions.)
  - What is (Juan's) favorite month? Why?
  - Who has a birthday this month?
  - How many people have a birthday in (June)?

**Slides 8-10: Listening (10-15 m)**

2. Look at the pictures on pages 110-111 in your book. Work in pairs and match the pictures to the events that happened in 1999. (Give students a few minutes to do this.) Let's check your answers. (Click on the slide to show the answers.)
3. Now, what do you know about these pictures? Let's look at the first one. (Click on the slide.)
  - What do people celebrate on New Year's Eve/the evening of December 31<sup>st</sup>?
  - Where is the celebration in the photo taking place?
  - What can you see in the sky? (fireworks)

Let's look at the next picture. (Click on the slide.)

- What is a solar eclipse?
- Do solar eclipses occur very often?
- Did you see the last total eclipse on TV?
- Do you remember where you were the day of the eclipse?

Let's look at the next picture. (Click on the slide.)

- Do you remember the preparations for the celebrations for the year 2000?
- What were people worried about with regards to their computers?
- What did they think was going to happen to their computers?
- What was the millennium bug?
- Why were people afraid of it?

4. Now, open your books to page 111, exercise 5. Look at the chart. What kind of information is missing?
5. Now, let's listen to a radio show about 1999 and complete the chart. (Play the audio and let students fill in the missing information. Play the audio a second time if necessary.)
6. Let's check your answers. (Click on the slide to show the answers.)

**Slides 11-13: Grammar Focus: Prepositional Phrases with time (10-12 m)**

7. (Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board. **NOTE: Only write the words in RED on the board.**)
8. Go over the points on the slide and give students an additional example if necessary.
9. Have students open their books to page 112 and have them do exercise 2. (Go over the correct answers orally. Check to see if students have any questions.)
10. Have students do exercise 3. (Give them time to do this. Monitor the group and help them with any questions they may have.)
11. Work in pairs to check your answers. (When they have finished, click on the slide to show the correct answers.)

**Slides 14-15: Repeat/Complete: Prepositions (7 m)**

4. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
5. **Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually.

**Oral Practice (14-20 m)****2. SC Activity: Stimulus & Response-Commands (7-10 m)**

**Introduction:** Let's practice some prepositions.

**Procedure:** I say a time and you give me a sentence with the time and the correct preposition.

**For example:**

T: the morning

S1: I always get up at 6:00 in the morning.

**Cues:**

September	December 24 <sup>th</sup>	breakfast	4:00 p.m.
9:00 a.m.	Sunday	night	2009
the afternoon	1995	Father's Day	my birthday
the weekend	March	November 2 <sup>nd</sup>	Fridays

**3. SC Activity: Question & Answer-Prepositions of time (7-10 m)**

**Introduction:** Let's practice some prepositions of time.

**Procedure:** I say part of a sentence and you ask your classmate a question. If he/she answers "No" you need to ask a follow up question.

**For example:**

T: I say: "get up / 3:00 a.m. every day," and you ask: "Do you get up at 3:00 a.m. every day?"

S2: Do you get up at 3:00 a.m. every day?

S6: No, I don't.

T: Ask: "What time?"

S2: What time do you get up every day?

S6: I get up at 6:00 a.m. every day.

**Cues:**

be born / December 10 <sup>th</sup> / When?	work / weekends / When?
eat lunch / 12:00 p.m. / What time?	go to bed / 8:00 p.m. / What time?
celebrate Christmas / Dec. 12 <sup>th</sup> / What or When?	eat pizza / breakfast / What or When?
your birthday be / Feb. 18 <sup>th</sup> / When?	go on vacation / October / When?
go to parties / Mondays / When?	come to class / Sundays / When?
buy Christmas presents / Dec. 26 <sup>th</sup> / When?	your mother be born / 1990 / When?
arrive to class today at 6:00 a.m. / What time?	finish high school / 1980 / When?
your parents get married / 2009 / When?	this course start / Jan. 1 <sup>st</sup> / When?
get home last night / 3:00 a.m. / What time?	eat dinner / the morning / What?
celebrate Valentine's day / Feb. 4 <sup>th</sup> / When?	celebrate your birthday / May / When?

**Slides 16-17: Pronunciation (7 m)**

6. In English, there are many words that use the "th" sound. This sound is similar to the "zeta" that the Spanish use in *cinco* and *zapato*.
7. Listen to the pronunciation of the words that use the "th" sound. (Play the audio.)
8. Work in pairs and say the dates that you see in the images on page 112, exercise 5 in your books. (Give students time to do this. Walk around and monitor their pronunciation of the dates. Click to advance to the next slide.)
9. Now, listen to the audio and check your answers. (Play the audio and click on the slide to show the words.)
10. Now, let's repeat the words after the audio. (Play the audio again for students to repeat.)

**Slide 18: Model Conversation (10 m)**

1. What is your favorite month? Why? Let's practice this dialog.
2. (Have students practice the conversation in pairs.)
3. (Then, have them do it again substituting their own information; they can practice this various times switching roles.)
4. (Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.)

**Slide 19: Speaking (10-15 m)**

1. What are some important events that happened to you in the last year? Look at page 113 in your books. You are going to write three important events in your life in the last year. (Click on the slide to show an example. Give students time to do this. Walk around and help them if necessary.)
2. Now, work in pairs and tell each other about the important events in your life in this last year. Ask follow up questions to find out more. (Click on the slide to show an example. Let students work; monitor their progress.)
3. Now, work in groups of four and tell the group what your partner did and when. Did anyone have similar experiences? (Monitor your groups.)

**Slide 20: Oral Activity (10-15 m)**

1. **FP Activity: Role Play-Prepositions of time**

**Introduction:** What do police and detectives do when they capture a criminal? Do they ask him/her a lot of questions about their activities?

**Procedure:** Work in trios. Two of you are detectives and one is a criminal. The detectives are asking the criminal about his/her activities and the times and dates of those activities to see if he/she is guilty or innocent.

**For example:**

T: So, where were you on November 12<sup>th</sup> in the morning?

S2: I was at home.

T: Can anyone verify that?

S2: Well, my wife was with me.

S6: Where were you in the afternoon?

S2: I went to the mall.

S6: I don't believe that. Can you prove it?

S2: Yes, I went to Sears and bought a pair of shoes. You can check my credit card.

S6: Okay. I'll do that.

T: Where were you on that day at night?

S2: At night? I don't remember.

T: Hmm. Very suspicious. You remember the day, but not what you did that night.

Etc.

**Slide 21: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 24, exercises 2, 3, 4, 5 and 6 in your workbook.

## World View: Book 1B, Unit 25, Day 1 (104-130 m)

### Slides 2-3: Homework (5 m)

### Slide 4: Objectives (3 m)

1. Write the objectives on the board.

### Slide 5: Warm up Activity (7 m)

1. What is a 'guest'? (See if any student can tell you what the word means. Then show slide 5.) A guest is a person that you invite to your home, or to a party. It's what you call a person who stays at a hotel or that stays at your home. (Click on the slide to show the vocabulary.)
2. If you are a guest somewhere, do you have to be polite? What are some situations or places you need to be polite? (Write whatever students say on the board. These should include places like restaurants, school, work, parties, hotels, stores, etc.) Who are some people you should be polite to? (Write whatever students say on the board. These should include people like waiters/waitresses, guests in your home, salespeople, people at work, people at a hotel, etc.)

### Slides 6-12: Vocabulary (10 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time.
2. **Meaning:** There are no pictures for these words. As you click, each word will become dark so students can see which word you are on.
3. **Usage:** Give an "example," and elicit a complete answer using the new word, to the question provided below.

	Usage (teacher)	Usage (student)
<b>call (a taxi)</b>	When you need a taxi you can <b>call</b> by phone or <b>call</b> for one on the street. What street is a good place to <b>call</b> for a taxi?	XX street is a good place to <b>call</b> for a taxi.
<b>pay (with cash, a check, a credit card)</b>	When you go to a store or restaurant, they ask you how you are going to <b>pay</b> for the things you bought or food you ate; cash, credit card or check. How do you usually <b>pay</b> for food at a restaurant?	I <b>pay</b> with...
<b>tell (someone something)</b>	In the picture, she is <b>telling</b> her friend about her new boyfriend. Tell the class something you <b>told</b> a friend recently.	I <b>told</b> my friend about...
<b>borrow (something)</b>	When you ask someone for something because you want to use it temporarily, you <b>borrow</b> that thing. You can borrow money, a pen, a car, clothes, etc. What do you usually <b>borrow</b> from your friends?	I <b>borrow</b> ...
<b>lend (something)</b>	When you give someone something temporarily, you <b>lend</b> that thing to them. Do you usually <b>lend</b> money to your friends? Why (not)?	Yes/No, I (don't) usually <b>lend</b> money to my friends. Because...
<b>accept (credit cards)</b>	In most places you can pay with a credit card; they <b>accept</b> credit cards. Tell me a place they don't <b>accept</b> credit cards.	They don't <b>accept</b> credit cards in ...
<b>recommend (a good restaurant)</b>	When a restaurant, store, hotel is good, you <b>recommend</b> it to your friends; to tell them that that is a good place to go. What restaurant can you <b>recommend</b> near here?	I <b>recommend</b> XX restaurant.
<b>pass (the salt, sugar, etc.)</b>	When you are at the table and want the salt or sugar, you tell someone to <b>pass</b> you the salt or sugar. Ask a classmate you <b>pass</b> you a pen or pencil.	XX, please <b>pass</b> me that pen.

**Slides 13-14: Getting Started (10-15 m)**

1. Look at exercise 1 on page 116. Choose the correct word to complete the sentences. (Give students time to do this.)
2. Now, check your answers in pairs. (After they check their answers, click on the slide to show the correct answers.)
3. Now, work in pairs and make sentences with these phrases. Look at the examples on the slide. (Give students time to do this; monitor how they do and help them if necessary.)

**Slides 15-16: Reading (17-20 m)**

1. Look at the pictures on pages 116-117 in your book. Then, look at the questions on the slide. (Get different students to tell you what they think the answers to the questions are. Ask different people their opinions about each of the questions.)
2. Look at the quiz on pages 116 and 117. Answer the quiz. (Give them a few minutes to do this.)
3. Now, compare your answers to your classmates' answers. Then, give yourself one point for each correct answer. (Click on the next slide to show the correct answers.) What score did you get? (Let different students tell you their scores.)
4. (Click on the slide.) What words do we use in English to make requests more polite? (Let students tell you, then click on the slide to show the expressions.)

**Slide 17-18: Grammar Focus: Can and Could for Permission and Requests (15-20 m)**

1. (Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.)
2. Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels and again to show the use of the modals.)
3. Point out certain patterns to students:
  - a. We use the **can** and **could** to make polite requests or to ask for permission.
  - b. We use **can + S + VSF** for all persons.
  - c. In affirmative we can answer with **Of course** or **Sure**.
  - d. To answer politely in negative, we say **I'm sorry...**
4. Have students open their books to page 118 and have them do exercise 2. (Go over the correct answers orally. Check to see if students have any questions.)
5. Have students do exercise 3 in pairs. (Give them time to do this. Monitor the group and help them with any questions they may have. When they finish, click on the slide to check their answers.)

**Slides 19-20: Repeat/Complete: Prepositions (7 m)**

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually.

**Slide 21: Oral Practice (7-10 m)**

1. **SC Activity: Stimulus-Response-Modal can and could**  
**Introduction:** What do you say when you want to borrow something?  
**Procedure:** Get into trios. Look at the slide and decide what you would say in these situations. (Monitor students and help them with any words they don't know.)  
**For example:** (You want to know if you can pay with a credit card.)  
 S1: Can I pay with credit card?  
**Follow up:** (Check the answers orally; make sure you ask each group to give you answers.)

**Slide 22: Oral Activity (20-30 m)**

1. **SC Activity: Find someone who... (10-15)**

**Introduction:** Let's see what different people in class can do to help us.

**Procedure:** Look at the chart for find someone who. You have to go around the room requesting the items you are asked for. You actually have to get the items. Make sure you write the names. The only rule is you have to use can and could in your questions.

**For example:**

S1: Can I borrow your shoes?

S2: Could I borrow 10 pesos?

Etc.

2. **FP Activity: Role-Play-Request and permission (10-15 m)**

**Introduction:** Do you like to go on vacation? What do you ask for when you arrive at the hotel? What about in the restaurant?

**Procedure:** Work in pairs. One of you is the hotel employee and the other is a guest. The guest will ask for information and different things at the hotel. The hotel employee will help the guest with his/her requests. When you finish, switch roles.

**For example:**

T: Good morning. Can you recommend a good place to go shopping?

S2: Of course. You can go to the Plaza Grande; it's a great place to go shopping.

T: Great. How do I get there?

S2: I can get a taxi for you. It's about 15 minutes from here.

T: Thanks. Also, Could you tell me the name of a good Italian restaurant near here?

S2: Sure. Giorgio's is a wonderful restaurant. Can I make a reservation for you?

T: That would be great. Can you make the reservation for 7:00 p.m.?

S2: Of course. What name is that?

T: Daniel Ramos.

Etc.

**Slide 23: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 25, exercises 1, 2, and 3 in your workbook.

## World View: Book 1B, Unit 25, Day 2 (113-136 m)

### Slide 25: Homework (5 m)

### Slide 26: Objectives (3 m)

1. Write the objectives on the board.

### Slide 27: Warm up Activity (15-20 m)

1. **SC Activity: Find Someone Who...-Time expressions, tenses**

**Introduction:** What do you know about your classmates? Let's find out some information.

**Procedure:** In your notebooks, write numbers 1 to 6. In a moment you are going to stand up and ask your classmates questions to find a person who did, does or is going to do the following things. (Click on the slide to show the sentences.)

**For example:**

T: What's the question for number 1?

Ss: Do you have a birthday in March.

T: Right. And if the answer is no?

Ss: No, I don't have a birthday in March.

T: So can you write that person's name in your notebook for number 1?

Ss: No.

T: What if the answer is yes. What will you say?

Ss: Yes, my birthday is in March.

T: Can you write the person's name on your list?

Ss: Yes.

**Follow up:**

T: So, who has a birthday in March?

S3: (Susana) has a birthday in March.

T: And who arrived late to school in the morning?

S3: Carlos and Daniela arrived late.

Etc.

### Slides 28: Pronunciation (5 m)

1. Before having students listen to the CD, explain that in English the voice goes down and then up in polite requests.
2. Have students listen to the sentences.
3. Have them listen again and repeat after the audio.

### Slide 29: Model Conversation (10 m)

1. Have students practice the conversation in pairs.
2. Then, have them do it again substituting their own information; they can practice this various times switching roles.
3. Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.

### Slide 30: Speaking (10-15 m)

1. Get into pairs. Student A look at page 139, and student B stay on page 119. To prepare the task, student B you need to fill in the blanks to create your questions. Student A, you need to think about the questions your partner will ask. (Give students time to do this. Walk around and help them if necessary.)
2. Now, Student B is going to make requests or ask for permission, and student A responds to student B's request. You can only answer "yes" 3 times. Remember that when you say "no" you must say why. (Click on the slide to show an example. Let students work; monitor their progress.)

**Slide 31: Writing (7-10 m)**

1. Imagine you need to make requests to people who are not home so you are going to write a note to them. Look at page 119, exercise 8. Read the situations and think about what you want the family member to do for you and what you want to borrow from your neighbors. Write the note in your notebooks.

**Slides 32-33: Oral Activity (20-25 m)**

1. **SC Activity: Pearl and Naomi-Everyday requests**

**Introduction:** What is something that is polite? (Write “polite” on the board.) What’s something that is rude? (Write “rude” on the board.)

**Procedure:**

1. What are some things that are rude in your culture? What is something that is polite? Is it polite to take off your shoes in someone’s house? Is it polite to take a bottle of wine when you visit a friend’s house?
2. Pearl is a very nice person. She’s very polite, but her sister Naomi is very rude.
3. Work in groups of 3 and for each situation that you see on the slide, write down what you think each woman will say in that situation.

**For example: (Look at the slide for the example. Click to go to the next slide to show the situations.)**

**Procedure:**

4. Now, let’s role play some of these situations. I want three students to come to the front and act out the situation; one will be Pearl, one Naomi and the third will be the employee that they are talking to. (Have different students act out different situations.)
5. Are you usually like Pearl or Naomi? Why? How does it feel when someone acts rudely toward you? What do you do when someone is rude? (Get different students to give you their opinions.)

**Oral Practice (15-20 m)**

1. **SC Activity: Game-Time expressions, tenses**

**Introduction:** What prepositions do we use with different time expressions?

**Procedure:** Let’s play a game. Let’s divide the group into two teams. I will say a time expression and tense, and your teams will take turns saying a sentence with the time expression. Your team will get one point for the correct preposition with the time expression and you can get an extra point if your sentence is also grammatically correct.

**For example:**

T: night / simple present

S1 Team 1: I always go to bed early in the night.

T: Sorry, no points. Team 2, February 10<sup>th</sup> / future

S1 Team 2: I’m going to get married on February 10<sup>th</sup>.

T: Correct. One point for the correct preposition and one point for a grammatically correct sentence.

**Cues:**

November 10 <sup>th</sup> / past	weekends / present
12:00 p.m. / present	8:00 p.m. / past
New Year’s Day / future	night / future
February 1st / past	October / future
Tuesdays / present	Sundays / present
May 10 <sup>th</sup> / present	2025/ future
6:00 a.m. / future	Sept. 15 / past
2008 / past	Valentine’s Day / present
3:00 a.m. / present	the morning / present
March 13 <sup>th</sup> / future	July / future



**Slide 34: Oral Practice (20 m)**

1. **FP Activity: Information Gap-Time expressions, past tense, present tense**

**Introduction:** What are some dates that are important to you? Why are they important?

**Procedure:** In your notebook, write three dates that are important to you. They can be dates, years, months, holidays, etc. Don't let your classmates see your dates. (Give them a few minutes to do this.) Now, stand up and ask your classmates questions to see if they have the same dates as you do and ask them questions about their important dates and why those dates are important.

**For example: (Look at the slide for the example.)**

**Procedure:** Now, tell the class something interesting you found out about your classmates.

**For example:**

S5: One of Juan's important dates is March 25<sup>th</sup> because that is his birthday and on his birthday, his family always has a big party for him.

**Slide 35: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 25, exercises 4 and 5 in your workbook.

## World View: Book 1B, Unit 26, Day 1

(106-128 m)

### Slides 2-3: Homework (5 m)

### Slide 4: Objectives (3 m)

1. Write the objectives on the board.

### Slide 5: Warm up Activity (7-10 m)

1. Now, can you tell me a city in the north of Mexico? Good! Now, can you tell me the name of a city in the south of Mexico? (Write some of the answers on the board.) Excellent! Now tell me some words or phrases that describe “Monterrey” It is very hot, they drink beer, etc. (Do the same thing for the city in the south.)
2. Now get into groups of 4. Choose two places in Mexico and brainstorm words or phrases that describe that place. (Give them time to finish. Orally get each group to present a city. Make sure each member of the team says something.)

### Slides 6-10: Vocabulary (10 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time.
2. **Meaning:** Use the picture to explain the word and give further explanation if they don’t understand.
3. **Usage:** Give an “example,” and elicit a complete answer using the new word, to the question provided below.

Word	Usage (teacher)	Usage (student)
quiet / busy	When you go to the forest it is <b>quiet</b> . You can hear the birds and wind blowing. The city is very <b>busy</b> . There are cars, buses, cars honking, people talking, etc. Can you name a <b>quiet</b> place you know and a <b>busy</b> place?	XX is a <b>busy</b> place. XX is a <b>quiet</b> place.
dry / wet	When it doesn’t rain it is very <b>dry</b> . When it rains a lot it is very <b>wet</b> . What months are <b>dry</b> in Mexico? What months are <b>wet</b> ?	In (January and February) it’s dry. In (July and August) it’s wet.
clean / dirty	In the morning after you shower you put on <b>clean</b> clothes. After working hard your clothes are <b>dirty</b> . Can you tell me a place you know that is very <b>dirty</b> ? Tell me the name of a restaurant that is very <b>clean</b> .	(The place) is very <b>dirty</b> . It has a lot of trash. (VIPs) is very <b>clean</b> .
flat / mountainous	This is a <b>flat</b> place. There aren’t any mountains, hills or anything. (Show with your hands <b>flat</b> .) A <b>mountainous</b> place is a place with lots of mountains. For example Taxco in Guerrero is built in a <b>mountainous</b> place. Can you give me the name of a place that is <b>flat</b> ? Can you give me the name of a <b>mountainous</b> place?	XX is a <b>flat</b> place. YY is a <b>mountainous</b> place.
historic / modern	The pyramids in Egypt are very old and they are <b>historic</b> . The new constructions are very <b>modern</b> . They have a lot of technology. What is your favorite <b>historic</b> place? Tell me the name of a modern building in your city.	My favorite <b>historic</b> place is ... XX is a modern building.

**Slide 11: Oral Activity (14-20 m)**

1. **SC Activity: Guessing Game – Comparative Adjectives. (7-10 m)**

**Introduction:** Guess where?

**Procedure:** Divide the class into two teams. Each team thinks of two places that everyone has heard of. Then they brainstorm together three sentences describing the location, appearance, weather, or other characteristics of the place. Team 1 gives its clues one by one. Team 2 tries to guess the name of the place. Team 1 is describing. Team 2 gets a total of five guesses. If they guess correctly, they get a point. Then team 2 gives the clues and team 1 makes the guesses. Repeat the process for each place students prepare.

**For example:** (Look at the slide for the example.)

2. **SC Activity: Stimulus-Response-Comparative adjectives (7-10 m)**

**Introduction:** What do you see?

**Procedure:** Look at page 120, exercise 1. What do you see? Get into trios and using the new vocabulary, describe the different pictures. (Give them time to finish. Once they finish ask the whole class to give you different sentences to describe each picture. Encourage the use of the new vocabulary.)

**For example:** (Photo of Auckland) a city at night, the sea, tall buildings, a column, clouds, the sky, etc.

**Slide 12: Getting Started (5-7 m)**

1. Tell students to open their books to page 121, exercise 2. Tell them to underline the adjective that does not go with the noun. They can work in pairs if they want. (Click on the slide for them to check their answers.)

**Slides 13-14: Listening (10-15 m)**

1. Do you know what New Zealand is? (Elicit the answer from students.) A country! Very good. Where is New Zealand? (New Zealand is near Australia.) What's its capital? (Auckland is the capital of New Zealand.) Do you think New Zealand is a big country? (No, it isn't. It only has two islands; the north island and the south island.)
2. You are going to listen to three people talking about New Zealand. On which island is the place each person talks about, the north island or the south island? Look at exercise 4 on page 121 in your books. Write N for north and S for south. (Play the audio and let them complete the task. If necessary, play it a second time.) Let's check your answers. (Click on the slide to show the answers.)
3. Now, look at number 5. Please listen again and draw lines to match the places with the descriptions. (Before you play the audio give them a few minutes to read the sentences. Play the audio and let them complete the task. If necessary, play the audio a second time.) Let's check your answers. (Click on the slide to show the answers.)

**Slides 15-16: Grammar Focus: Comparative Adjectives (10 m)**

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels.)

3. Point out certain patterns to students:
  - a. Use the comparative to express a similarity between two people, places or things.
  - b. Use the comparative form of the adjectives with **than** to compare two things or people.
  - c. If the adjective has one syllable. Add **“er”** Ex. warm – warmer
  - d. If the adjective ends with vowel + consonant. Double the consonant and add **“er.”** Ex. hot – hotter
  - e. If the adjective has two syllables and ends in **“y,”** change the **“y”** for an **“i”** and add **“er.”** Ex. busy – busier
  - f. If the adjective has two or more syllables. Use **“more”** + adjective. Ex. historical – more historical.
  - g. There are irregular adjectives. You have to memorize the correct form. Ex. good – better, bad – worse.
4. Look at page 122, exercise 2. Please complete the chart with the missing information. You can work in pairs to do this. (Give students a few minutes to do this, help them if necessary.) Now, let's check your answers. (Click on the slide to show the answers.)

**Slides 17-18: Repeat/Complete: Comparative adjectives (7 m)**

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually.

**Slide 19: Grammar Focus: Comparative Adjectives (7-10 m)**

1. Look at exercise 3 on page 122. Work in pairs and write the sentences comparing the places. (Give students time to do this. Help them if necessary.) Now, let's check your answers. (Click on the slide to show the answers.)

**Slide 20: Oral Activity: Comparative Adjectives (10 m)**

1. **FP Activity: Presentation: Comparative Adjectives**  
**Introduction:** Which city is better?  
**Procedure:** Get into trios. Think of two cities you know and that you want to visit. Compare the two cities and explain to your classmates why it's better to visit one city is rather than the other. After you present the other two members of the team have to tell you what city they want to visit. (Monitor your students and help them with any words they don't know.)  
**For example: (Look at the slide for the example.)**

**Slide 21: Pronunciation (5 m)**

1. Have students listen to the pronunciation of the words. Tell them to focus on the sound of the stressed syllables.
2. Have them listen again and repeat after the audio.

**Slide 22: Oral Activity (10 m)**

1. **FP Activity: Presentation: Comparative Adjectives.**  
**Introduction:** Let's compare...  
**Procedure:** Get into pairs. Think of two restaurants or types of food you like. Compare the two restaurants / foods and convince your classmate to go to the restaurant that you prefer. After you present, listen to what your partner has to say. Once you finish, decide which one is the best of all. (Monitor your students and help them with any words they don't know.)  
**For example: (Look at the slide for the example.)**

**Slide 23: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 26, exercises 1, 2, and 3 in your workbook.

## World View: Book 1B, Unit 26, Day 2 (113-153 m)

### Slide 25: Homework (5 m)

### Slide 26: Objectives (3 m)

1. Write the objectives on the board.

### Slide 27: Oral Activity (7-10 m)

1. **SC Activity: Stimulus & Response – Comparative adjectives**

**Introduction:** Let's compare Canada and Jamaica.

**Procedure:** Work in groups and compare the two countries. Use the different adjectives or others you know. Once you finish share your answers with the class.

**For example: (See the slide for the example.)**

**Follow up:** Would you prefer to learn English in Canada or Jamaica?

Get into trios and discuss your reasons for your choice.

### Slide 28: Model Conversation (10 m)

1. Have students practice the conversation in pairs.
2. Then, have them do it again substituting their own information; they can practice this various times switching roles.
3. Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.

### Oral Activity (7-10 m)

1. **SC Activity: Stimulus & Response – Comparative adjectives**

**Introduction:** What is the difference between you and your friend?

**Procedure:** Work in pairs. (Ask them to compare themselves and write down their similarities and differences. Have them share their list with the rest of the class.)

**For example:**

S1: Susana is shorter than me.

S2: Tom is friendlier than me.

S7: Paola is taller than me.

### Slide 29: Writing Activity (10 m)

1. **FP Activity: Presentation – Comparative adjectives**

**Introduction:** This place is like a dream...

**Procedure:** Imagine you're going to move to another city. Write a paragraph comparing the new city with the place where you live now.

**Example: (Refer to the slide for an example.)**

### Slide 30: Speaking activity (10-15 m)

1. **FP Activity: Presentation – Comparative adjectives**

**Introduction:** This place is great!

**Procedure:**

1. Work in pairs. Look at page 123, exercise 6. Choose two cities that you both know well. Write adjectives in the columns to describe each city.
2. Get into pairs and talk about which city is "better." Use the adjectives in the chart to compare them.

**For example: (Use the example on the slide.)**

**Oral Practice (10-15 m)**1. **SC Activity: Stimulus & Response-Comparatives**

**Introduction:** Is Veracruz hotter than Mexico City? Let's compare some places.

**Procedure:** I'll say two places and you compare them using the adjective I give you.

**For example:**

T: Germany / Mexico / friendly

S1: The people in Mexico are friendlier than the people in Germany.

**Cues:**

Cancún / Monterrey / clean	Paris / Hong Kong / cosmopolitan
Villahermosa / Acapulco / hot	Los Angeles / Aguascalientes / busy
Yucatán / Nuevo León / mountainous	Guanajuato / León / historic
Qunitana Roo / Chihuahua / flat	Rome / Tuxtla Gutiérrez / unfriendly
Toluca / Saltillo / cold	Zacatecas / Toronto / modern
Guadalajara / Veracruz / friendly	Mexicali / Morelia / interesting
New York City / Mérida / small	Saltillo / Villahermosa / dry
Mexico City / Puerto Vallarta / crowded	Paris / New York / exciting
Playa del Carmen / Cancún / beautiful	Sn Miguel Allende / Tijuana / quiet
Veracruz / Puebla / warm	Calcutta / Tokyo / dirty

**Slide 31: Oral practice (20-25 m)**1. **FP Activity: Presentation / Discussion—Comparative adjectives, vocabulary**

**Introduction:** When are the next summer Olympic Games? (2012, 2016, 2020, etc.)

**Procedure:** Imagine that you want to have the Olympic Games in your city. You are going to work in groups of 3-4 and you are going to give a presentation on your city. You need to explain why they should choose your city for the games. Which group is Group 1? Group 2? Etc. Okay, now look at the slide. Group 1, your city is number 1. (Click on the slide to show the different cities.) Remember, you want to convince people to choose your city. Use the adjectives and compare your city to the others to help convince them. (Give students time to do this; walk around and monitor them taking notes on mistakes you hear.)

**For example:**

T: The next Olympic Games should be in Mexico City. There are more hotels than in Monterrey or Guadalajara and the weather is nicer than in Monterrey. Mexico City is more modern than Guadalajara and it's more cosmopolitan and more exciting. Mexico City is cheaper than Puerto Vallarta and Cancún and there are more things to do here. There are more historic museums than in other cities for the tourists and there are hundreds of wonderful restaurants where you can eat delicious food. Mexico City is the best place for the next Olympic Games.

**Follow up:** Now that you heard all the presentations, do you want to say anything to contradict what your classmates said about your city? (Let students "reply" to their classmates' observations about their cities.) Now, which city is the best one for the Olympic Games?

**Slides 32-34: World of Music (28-47 m)**

1. **Warm up (3-4 m):** Look at the picture on page 134. Who is this singer? (His name is Roy Orbison.) Now, read the information below the picture about the singer. (When they finish ask them the questions.)
  1. What is Rockabilly music?
  2. What kind of voice is an operatic voice?
  3. When did Roy Orbison die and what happened after his death?
2. **Vocabulary (7-10 m):** Work in pairs and underline the verb to complete the sentences on page 134 exercise 1. (Walk around and help students if necessary. When they finish, click on the slide for them to check their answers.)
3. **Listening (5-7 m):** Look at the sentences in exercise 2 on page 134. Now, listen to the song and then match the sentences to the story in the song. (Click to let them listen to the song. Let them answer the question. If it's too hard, play the audio again. Finally, click on the slide again to show the correct answer.)
4. **Listening (10-15 m):** Look at page 135. Listen to the song again, and fill in the blanks with the missing words. Before I play the song, read the song to get an idea of what it's about. (Give them about 2-3 minutes.) Now, let's listen to the song. (Play the song and let them fill in the missing words. If necessary, play the song again.)
5. **Check your answers (3 m):** Work in pairs and check your answers. (When they finish, go over the answers with them. You can click on slide 5 for the answers.)
6. **Optional Singing (5-10 m):** If your students are interested, you can have them sing along with the music.
7. **Optional Speaking (7-10 m):** Discuss the questions in exercise 5 on page 135 with the students.

**Slide 35: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 26, exercises 4, 5 and 6 in your workbook.

## World View: Book 1B, Unit 27, Day 1 (99-114 m)

### Slides 2-3: Homework (5 m)

### Slide 4: Objectives (3 m)

1. Write the objectives on the board.

### Slide 5: Warm up activity (10-15 m)

#### 1. Grammar Auction

**Introduction:** Can you tell if a sentence has a mistake?

**Procedure:** What is an auction? (Where you can give money to buy something, but at the same time others are trying to buy the same thing. You try to get the thing you want for the least amount of money.) Get into pairs. In a minute, I will show you the auction sheet that has many sentences; some correct, some incorrect. Each pair has 10,000 pesos to spend. Work together to decide how much money you want to spend or bid for each sentence. If you bid on an incorrect sentence, you pay the money, but get nothing for it. If you buy a correct sentence, you get what you paid for the sentence. So, you want to bid on correct sentences. If you aren't sure if the sentence is correct or not, you shouldn't bid a lot. The pair with the most money at the end wins.

#### **Instructions for the teacher:**

- a. Pick 12 to 16 typically and importantly flawed sentences from your students' work. You can use grammar from any unit they have already seen. Turn half of them into good English and produce an "auction sheet" where the corrected sentences are mixed in randomly with the uncorrected ones.
- b. Pair the students in your class and give each pair an "auction sheet." Explain that you will shortly be auctioning the sentences and that each pair will have 10,000 pesos they can spend in the auction. They are to work together and decide how much money they dare to wager on each sentence. They should lay no money on sentences they are sure are wrong, plenty money on good sentences and some money on sentences they are not sure about. Give them 6-7 minutes for this.
- c. If they buy a grammatically wrong sentence, they pay the bank the money. If they buy a correct sentence, the sentence is worth its face value. The team with the most money wins.
- d. Now go into auctioneer mode and start auctioning off the sentences, showing as much enthusiasm for the flawed as for the perfect sentences:

#### **For example:**

T: I have a beautiful sentence on offer here, a real jewel of a sentence: 'Cancun is more cleaner than Mexico City,' a fantastic sentence, short and meaningful. What am I bid? What am I bid?

T: The lady in red there: 500 pesos, 500 pesos.... Any advance on 500, ... gentleman at the back there with the blue shirt... 1000, 1000, I am bid 1000 pesos and cheap at the price... any more bids?

T: Going ... going... lady in the middle 1200 pesos...

T: Going... going... 1300 from the gentleman in the blue shirt.

T: Going, going, Gone! (*hammer falls*)

T: The gentleman in the blue shirt bought 'Cancun is more cleaner than Mexico City,' for 1300 pesos and it is grammatically wrong. It should be 'Cancun is cleaner than Mexico City.' You lose your money.

T: Now the next item I have here is a long, tasty, excellent sentence...

(Auction off each sentence and keep the pace brisk and unteacher-like. When the auction is concluded go back and deal with any language points left hanging. Decide which pair is the winner.)



**Slides 6-9: Vocabulary (5 m)**

1. **Form:** Repeat the word 3 times and have students repeat after you each time.
2. **Meaning:** There are no pictures for these words. As you click, each word will become dark so students can see which word you are on. The explanations are below, but if they don't understand, give further explanations.
3. **Usage:** Give an "example," and elicit a complete answer using the new word, to the question provided below.

	Usage (teacher)	Usage (student)
<b>affordable</b>	Something you can buy that isn't too expensive and isn't too cheap is <b>affordable</b> . A pair of shoes that costs only 250 pesos is <b>affordable</b> ; I can pay for them without a problem. Is a Ferrari <b>affordable</b> for you? What's an <b>affordable</b> car?	No, a Ferrari isn't <b>affordable</b> . A _____ is an <b>affordable</b> car.
<b>comfortable</b>	Something where you can relax is <b>comfortable</b> . My armchair at home is <b>comfortable</b> . What place in your house is <b>comfortable</b> ; where you can relax?	My _____ is <b>comfortable</b> . I always relax there.
<b>cute</b>	Puppies are <b>cute</b> , they are soft and sweet. Babies are also <b>cute</b> . What breed of dog is <b>cute</b> ?	A _____ is very <b>cute</b> .
<b>quick / slow</b>	A rabbit is very <b>quick</b> . A snail is very <b>slow</b> . Can you give me an example of a <b>quick</b> and <b>slow</b> animal?	A _____ is <b>quick</b> . A _____ is <b>slow</b> .

**Slide 10: Getting Started (7 m)**

1. Open your books to page 124, exercise 1. Write the adjectives that describe each restaurant in the boxes on the photos. (Give students some time to do this. Help them with any vocabulary they don't know. Click on the slide so they can check their answers. Some answers may vary.)

**Slides 11-12: Pronunciation (7 m)**

1. Listen to the adjective and identify how many syllables each one has. (Click on the slide for students to see the answers. Help students with any doubts they have.)
2. Now, listen again and write the adjectives in the column, according to the number of syllables and the stress. (Play the audio. Play it again if necessary. Click on the slide to check the answers.)
3. Now, let's listen again and repeat after the audio.

**Slide 13: Reading (12 m)**

1. Open your books to page 125. Look at exercise 5. Read the reviews (explain review) of the restaurants. Then write the name of the restaurant for each review. (Give students time to read and fill in the names. When they finish, click on the slide to show them the answers.)
2. Now, work in pairs decide which restaurant you would like to visit and why. (Give time for discussion. Encourage your student to use comparatives. Help them with any words they don't know. As a whole class get some answers.)

**Slides 14-16: Grammar Focus: Superlative adjectives (20 m)**

1. (Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher points out the difference between adjective, comparatives, superlatives.
3. Point out certain patterns to students:
  - a. Use **the** and the superlative forms of adjectives to compare three or more things or people.
  - b. Point out the spelling rules.
4. Have students open their books to page 126 and have them do exercise 2. (Click on the slide to check answers. Check to see if students have any questions.)
5. Have students do exercise 3 in pairs. (Give them time to do this. Monitor the group and help them with any questions they may have. When they finish, click on the slide to check their answers.)
6. Have students practice the conversation in exercise 3.

**Slides 17-18: Repeat/Complete (7 m)**

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually.

**Slide 19: Oral Practice (20-30 m)**

1. **FP Activity: Discussion-Superlative adjectives (10-15 m)**

**Introduction:** Where should I go?

**Procedure:** Get into trios. Imagine these people are planning to visit your country. What would they enjoy doing? Agree on a recommendation for each person.

**For example: (Look at the slide for the example.)**

2. **SC Activity: Question & Answer-Superlative adjectives (10-15 m)**

**Introduction:** Tell me about your city.

**Procedure:** Get into pairs. Write down six facts about your city using comparatives or superlatives. Then write six Wh-questions based on your facts.

**For example:** The busiest street is Reforma.

What's the busiest street in Mexico City?

**Procedure:** Join another pair. Take turns asking the other pair your questions. How many can they answer correctly?

**For example:**

S1: What's the busiest street in Mexico City?

S4: Reforma is the busiest street in Mexico City.

**Slide 20: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 27, exercises 1, 2 and 3 in your workbook.

## World View: Book 1B, Unit 27, Day 2 (116-136 m)

### Slides 22-23: Homework (5 m)

### Slide 24: Objectives (3 m)

1. Write the objectives on the board.

### Slide 25: Oral practice (10-15 m)

1. **FP Activity: Discussion-Superlative adjectives**

**Introduction:** What is the best restaurant?

**Procedure:** Get into pairs. Choose three restaurants you know, discuss the restaurants, and rate them on a survey form. You must discuss their prices and the characteristics on the form.

**For example: (Look at the slide for the example.)**

### Slide 26: Model Conversation (10 m)

1. Do you have a favorite restaurant? Why do you like that restaurant? Let's practice this dialog.
2. (Have students practice the conversation in pairs.)
3. (Then, have them do it again substituting their own information; they can practice this various times switching roles.)
4. (Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.)

### Slides 27: Writing (10 m)

1. Choose your favorite place to eat and write a review about the restaurant. Make a list of good characteristics of the restaurant. Make sure you include some personal opinions. (Walk around the room helping students with any words they don't know.)
2. If you didn't finish, please finish it for homework and bring it next class.

### Slide 28: Oral practice (25-30 m)

1. **FP Activity: Presentation-Superlative adjectives (10-15 m)**

**Introduction:** The best restaurant.

**Procedure:** Get into groups of 3 or 4. Imagine you work for an advertising agency. You're going to create a 30-second commercial for a restaurant. (Students invent the restaurant.) Make a list of ideas then write the script.

**For example: (Look at the slide for the example.)**

**Follow up:** Present your commercial to the class. Vote. Which commercial is the funniest? The most creative? The most effective? The most unusual?

2. **FP Activity: Let's play-Superlative adjectives (15 m)**

**Introduction:** Best-kept secrets

**Procedure:** (The game board is in the teacher's resource book.) Get into groups of 3 or 4. Each group gets a copy of the game board. You are going to play a game in which you describe restaurants and cafés you know. The players toss a coin. "Aguila" 1 space, "Sol" 2 spaces. When you land on a space you must use the cue on that space to make a sentence using a superlative adjective. If the sentence is correct great! If the sentence is grammatically incorrect you move 1 space back.

**For example:** (If you land on a café space of the board game.) Sunburn's coffee is the worst.

**Oral Activity: (20 m)****1. SC Activity: Trivia Game-Superlatives**

**Introduction:** Do you know a lot about your country? Do you know a lot about the world? Let's play a game.

**Procedure:** Let's divide the group into two teams. I will give a student from Team 1 some information and you will ask a question with superlatives. If the question is grammatically correct, your team gets one point. Then, someone from Team 2 will answer the question. If the answer is grammatically correct, you get 1 point for your team. If the information in the answer is also correct, you get an additional point. The team that has the most points in the end, wins. (You need to alternate having them ask and answer questions. The team that asks can get one point if the question is correct. The team that answers can get one point for the correct grammar and an additional point for the correct information. Please note, some questions are harder than others; make sure that you balance the difficulty of the questions between the two teams.)

**For example:**

T: large / animal / in the world

S1 from Team 1: What's the largest animal in the world?

T: That's one point for Team 1 for a correct question.

S1 from Team 2: The largest animal in the world is the elephant.

T: That's one point for Team 2 for a grammatically correct sentence. Zero points for the correct information. The largest animal in the world is the blue whale.

<b>Cues:</b> large/lake/in Mexico	[Chapala]
small/state/in Mexico	[Tlaxcala]
large/state/in Mexico	[Chihuahua]
tall/building/in Mexico	[Torre Mayor]
high/mountain/in Mexico	[Pico de Orizaba (Citlaltépetl)]
2nd large/city/in Mexico	[Guadalajara]
big/desert/in Mexico	[The Chihuahuan Desert]
long/river/in Mexico	[Río Bravo del Norte]
large/university/in Mexico	[UNAM]
large/desert/in the world	[the Sahara]
long/river/in the world	[the Nile]
high/mountain/in the world	[Mount Everest]
large/ocean/in the world	[the Pacific Ocean]
big/country/in the world	[Russia]
small/country/in the world	[Vatican City]
large/city/in the world	[Tokyo]
hot/city/in the world	[Timbuktu, Mali]
cold/city/in the world	[Ulan-Bator, Mongolia]
large/university/in the world	[Indira Gandhi National Open University]
tall/building/in the world	[Burj Khalifa, Dubai, UAE]

**Oral Practice (15-20 m)**

1. **SC Activity: Presentations–Superlatives and comparatives**

**Introduction:** How can you describe the people in your family? Who's the tallest or the most intelligent in your family? What are some words you can use to describe the people in your family? (Brainstorm and write the words on the board.)

**Procedure:** Get into groups of 3-4. Tell your classmates about your family. Use comparatives and superlatives to describe the people in your family. When you finish, your classmates can ask you questions about your family.

**For example:**

T: There are five people in my family. My father is the oldest and my sister Lilia is the youngest. I'm taller than my sister Lilia, but my brother Javier is the tallest. My mother is the friendliest person in the family; she has hundreds of friends. In school, I'm more popular than my sister Lilia and my brother Javier, but Lilia is the cutest person in the family.

**Oral Activity: (15-20 m) Please note: you need copies for this activity.**

1. **FP Activity: Game–Superlatives, vocabulary**

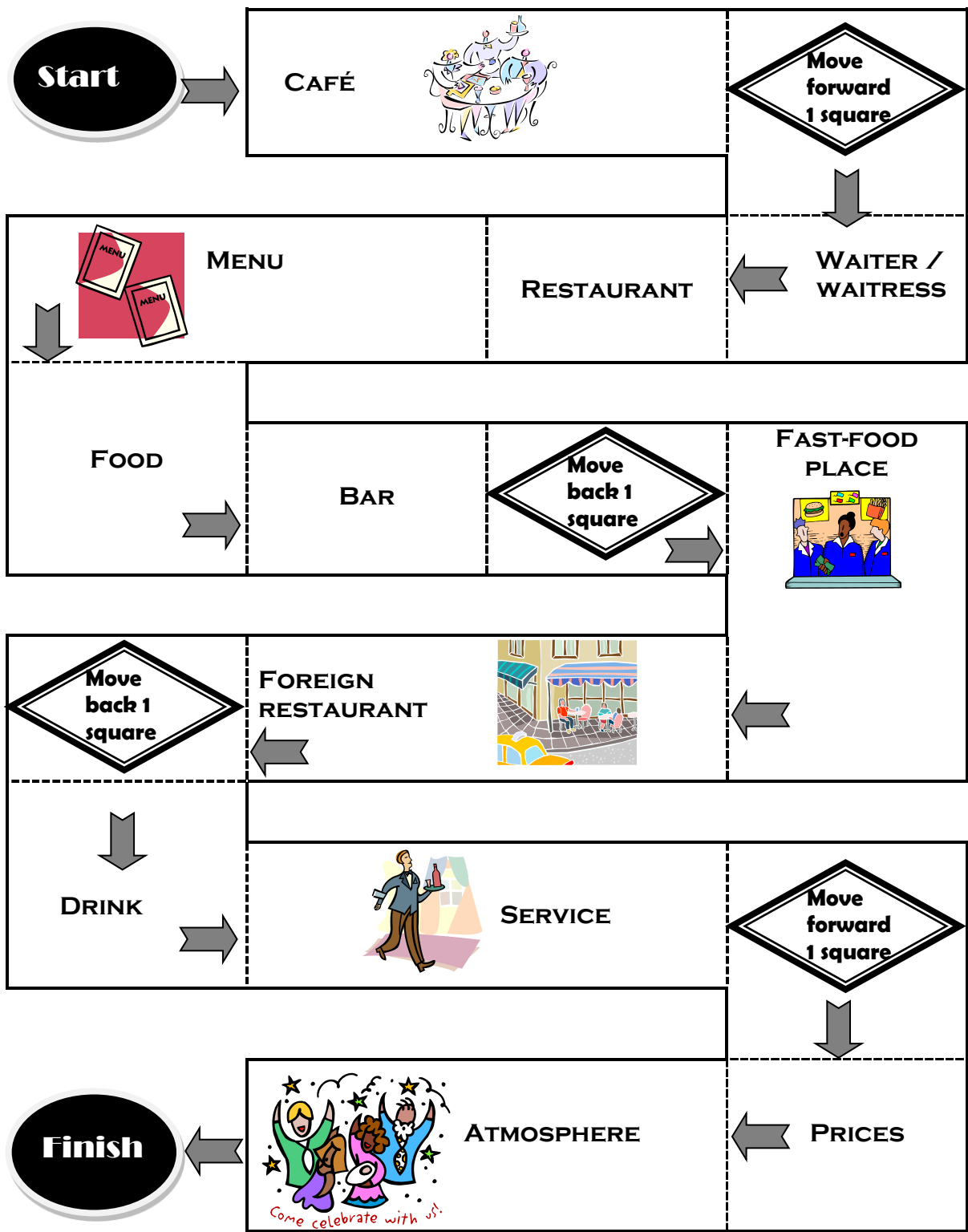
**Introduction:** Let's talk about restaurants that you know. What are some adjectives to describe a restaurant? (Brainstorm and write adjectives on the board.)

**Procedure:** Let's divide the group into small groups of 4-5 students each. I'm going to give each group a copy of the game board. Now, let's play a game. You are going to describe restaurants and caf  s that you know. You will toss a coin; heads (*  guila*) moves one space and tails (*  o*) moves two spaces. You can use pen tops, erasers, etc. to mark your place. When you land on a space, you need to use the word in that space to make a sentence using a superlative adjective about a restaurant or caf   that you know. If the sentence is grammatically correct, you can stay on the space; if it's not grammatically correct, you have to go back to the space you were on before.

**For example:** VIPs is the cleanest caf   in town. Or Burger King is the busiest fast food restaurant.

**Slide 29: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 27, exercises 4, 5 and 6 in your workbook.





## World View: Book 1B, Unit 28

(153-169 m)

### Slides 2-3: Homework (5 m)

### Slide 4: Objectives (3 m)

1. Write the objectives on the board.

### Warm up activity (10 m)

1. **SC Activity: Stimulus & Response-Present continuous**

**Introduction:** Can you draw? Let's see.

**Procedure:** Let's divide the group into three teams. I will say a sentence to one student from each team. That student has to draw the picture to represent the sentence. The rest of the team has to guess the sentence. (Make sure they say the sentence in present continuous.

**For example:** T: (whispering) "Two men are dancing on a table."

(Give points for the first group that matches the description and / or has the best picture.)

### Slides 5-6: Vocabulary (5 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time.
2. **Meaning:** Use the picture to explain the word and give further explanation if they don't understand.
3. **Usage:** Give an "example," and elicit a complete answer using the new word, to the question provided below.

Word	Usage (teacher)	Usage (student)
<b>answering machine</b>	An answering machine is a machine that answers your telephone and records messages when you are not there. Who has an <b>answering machine</b> ? Who recorded the greeting message?	I have an <b>answering machine</b> at home. My _____ recorded the message.
<b>text message</b>	A message that you can read on the screen of a cell phone or pager. Can somebody read a <b>text message</b> they have in their cell phone?	My <b>text message</b> says _____
<b>leave a message /take a message</b>	The person who calls and does not find the person <b>leaves a message</b> . The person that writes down the message for another person <b>takes the message</b> . When was the last time you <b>left a message</b> ? What did you say? When was the last time you <b>took a message</b> ? Who was the message for?	I left a message for my mom. I told her I was going to arrive late. I took a message for my brother last weekend.

### Oral Activity (7-10 m)

1. **SC Activity: Role play -Vocabulary**

**Introduction:** Can I leave a message?

**Procedure:** Get into pairs. Role play a phone call with your partner. Imagine you are calling a friend and he is not there. Be creative about the messages you leave. Make sure to include some of the new vocabulary. (Monitor students while doing the task. Help them with any words they don't know.)

**For example:**

S1: Hello, may I speak with Julio?

S2: I'm sorry he is at school. Can I take a message?

S1: Do you think I can send him a text message?

S2: No, he didn't take his cell phone.

S1: Ok, can you tell him I called the teacher about the exam and tell him to call me.

S2: I will tell him. Good-bye.

S1: Bye.



**Slides 7-9: Getting started (10-12 m)**

1. Open your books to page 128, exercise 1. Get into pairs and look at the photos. Match the words in the box with the photos. (Click on the slide to check the answers.)
2. Now, look at exercise 2 and complete the sentences with the words and phrases in the box. (Walk around the room and help them with any words they don't know but, do not say or correct any of the answers.)
3. Listen to the audio and check your answers. (Once you finish this click on the slide to check the answers.)

**Slides 10-11: Reading (15-20 m)**

1. Do you like leaving messages? Why or why not? You are going to read an article on phone etiquette at home. Get into pairs. Read the article, then look at page 129, exercise 5 and 6 and complete the task you are asked to do. (Give them time to do this. Click on the slide for them to check their answers.)

**Slide 12: Pronunciation (5 m)**

1. Have students listen to the audio. Tell them to notice how a consonant sound at the end of a word links to a vowel sound at the beginning of the next word.
2. Have them listen again and repeat after the audio.

**Slide 13: Grammar Focus: Present Continuous for future (5 m)**

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels.)
3. Point out certain patterns to students:
  - a. You can use the present continuous to talk about future plans.
  - b. Use future time markers to indicate the action is not happening now but will happen in the future.

**Slides 14-15: Repeat/Complete: Present Continuous affirmative and negative (7 m)**

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually.

**Slide 16: Oral Activity (7-10 m)**

1. **SC Activity: Question & Answer-Present Continuous future**

**Introduction:** What are you doing next week?

**Procedure:** (Remind students how to turn down an invitation *I'm afraid* or *I'm sorry*.)

Now, on a piece of paper copy the planner on the slide. Choose three days and write dates for next week. Make notes of four things you would like to do. (Walk around the class and invite other students to do things you want to do. Try to find days when you are both free. Write your new plans in your planner.)

**For example:**

S1: Can you have dinner on Tuesday.

S2: I'm sorry I am going to play soccer at 5:00 p.m. How about on Wednesday?

S1: Yes, Wednesday is great.

**Follow up:** (Ask different students what and with whom they are going to do things with.)

**Slide 17: Grammar Practice (7 m)**

1. Open your books to page 130 and do exercise 2. (Go over the correct answers orally. Check to see if students have any questions.)
2. Do exercise 3 in pairs. (Give them time to do this. Monitor the group and help them with any questions they may have. When they finish, click on the slide to check their answers.)

**Slide 18: Grammar Practice (7 m)**

1. Now, look at exercise 4. You are going to listen to a telephone conversation. (Play the audio.) What is the caller's name? What company does he work for? Who is the message for?
2. Now, listen again but this time I want you to complete the message in the pad. (Use the slide to check answers.)

**Slide 19: Model Conversation (10 m)**

1. Have students practice the conversation in pairs.
2. Then, have them do it again substituting their own information; they can practice this various times switching roles.
3. Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.

**Slide 20: Oral Practice (7-10 m)**

1. **FP Activity: Role play - Present continuous future**

**Introduction:** He's not in, can I take a message?

**Procedure:** Get into pairs. You are going to take turns calling each other and leaving a message. Use the prompts in your books to help you or you can use your own words. (Walk around the room, helping as needed.)

**For example: (See slide for example)**

**Slide 21-23: Video Activity Is Antonio there? (30 m)**

**Step 1: Segment Introduction (5 m)**

1. Introduce the topic to the students. You may want to share some of the background information with them, or draw their attention to how this topic relates to the theme of Student Book 1 Unit 28. (Both the Student Book unit and the video segment are about using the telephone.)
2. Tell students what the genre is (situation comedy) and provide a short explanation, if necessary.

**Step 2: Previewing: Freeze Frame (10 m)**

1. Play the video until Charlie's line, "Well. OK." (In the first phone call). Ask students to answer the four questions on the slide.
2. Have students work in pairs to compare answers.
3. Call on students to answer the questions. Remember that your objective at this point is to encourage participation and curiosity. For this reason, tell students you will not say if their guesses are right or wrong. Accept all answers. You may want to write the students' ideas on the board.

**Step 3: Gist Viewing: Normal Viewing (10 m)**

1. Show the video segment again but without pausing. Have students work in pairs to compare their predictions with what they saw in the video and then share them as a whole class.
2. Have the class come to a consensus about the answers to the four questions.

**Step 4: In-Depth Viewing (5 m)**

1. Play the video again and have students answer the questions on the slide.
2. Go over the answers with the class, or play the captioned version of the segment.

**Slide 24: Writing Activity (10 m)**

1. You are going to listen to two messages that people left on an answering machine. You have to write the messages for the other members of the family.  
**For example:** Your friend Roberto called. He said he is going to meet you at 7:00 p.m. at the movie theater.

**Slide 25: Wrap up & Homework (3 m)**

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 28, exercises 1, 3 and 5 in your workbook.

## World View 1B: Final Review (111-131 m)

### Slide 2: Homework (5 m)

### Slide 3: Objectives (3 m)

1. Write the objectives on the board.

### Slide 4: Oral Activity (20-25 m)

1. **FP Activity: Presentation – Imperatives; directions and prepositions of movement**

**Introduction:** Let's practice giving directions.

**Procedure:**

3. Open your books to page 114, exercise 5. Look at the slide. You are going to listen to a conversation between two people. Complete the sentences with the correct verb form the speakers are using. (Play the audio once. Play the audio again if necessary. Call on students to say the information they heard and wrote down. Click on the slide to check their answers.)
4. You are going to play a guessing game in groups. Get into trios. Student A and B imagine that they are guests in a hotel. Student C works at the reception desk. Open your books to page 114, exercise 6. All the members of the team look at the map. Student C gives directions to a place. Student A and B guess what place it is. Each correct place is one point. Take turns being the receptionist. At the end of the game the one with the most points wins. (Monitor your student. Help them with any words they might need. Correct any grammar mistakes you here.)

**For Example:**

S1: At the reception area go straight down the hall and take the first left.

S2: The dinning room?

S1: No

S3: The cafeteria?

S1: Correct! One point for you.

### Slide 5: Grammar Practice (10 m)

1. (Click on the slide.) Look at the sentences. Copy them in your notebooks.
2. Now, read each sentence and circle the mistake; it's one of the underlined words or phrases. Then, write the correction in your notebooks. (Give students time to complete the task. Monitor them and help them if needed. Once they finish click on the slide to check their answers. Go over any questions they might have.)

### Slide 6: Oral Activity: (15-20 m)

1. **FP Activity: Presentation–be going to for future**

**Introduction:** I am going to...

**Procedure:** Look at the slide. Think about your future. When are you going to finish this level of English? (Elicit the answer from the students. Have them answer in complete sentence. "I am going to finish this English level in \_\_\_\_\_.") Open your notebooks and make notes of when are you going to do the things on the slide.

**For example:**

T: I am going to get married when I am 28 years old. I am going to have children when I am thirty.

**Procedure:** Now get into trios and tell each other what your plans are for your life in the future. Other team members can ask questions.

**For example:**

S1: I am going to get married when I am 28 years old.

S2: I am going to buy a house after I get married.

S2: When are you going to finish school?

**Oral Activity: (10-15 m)**

**1. FP Activity: Question & Answer – Prepositional phrases with time**

**Introduction:** My life has been fun!

**Procedure:**

1. Open your notebooks and make a time line with important dates in your life. You can write years, months or specific dates. (While they do this, make your own time line on the board. Give students time to complete the task. Monitor your students and help them if needed.) You need to include at least ten dates. It can be something that happened last month last year or 10 years ago it doesn't matter.
2. Now get into pairs. Tell your partner about what event occurred in some of your dates and let your partner ask you about other dates.

**For example:**

T: I had my fifteenth birthday party in 2000. I went on vacation last July.

S2: What did you do in 1985?

T: I was born in 1985.

**Oral Activity: (15 m)**

**1. SC Activity: Question & Answer game – Modals: can and could for permission and requests**

**Introduction:** Let's play a game.

**Procedure:**

1. Open your books to page 132, exercise 2. You are going to listen to a conversation between two people that are playing the memory game. Write down some of the phrases you hear with can and could. (Play the audio once. **The audio is embedded in slide 5.** Play the audio again if necessary. Call on students to say the information they heard and wrote down. If students have mistakes, have them repeat the information correctly and write the sentences on the board for students to refer to when playing.)
2. Get into groups of four. Two people on each team. Each team needs a coin and a token. If the coin lands on "Aguila" you move one space. If the coin lands on "Sol" you move two spaces. When you land on a space, student A uses the cue to ask for permission or make a request to the other member of his / her team. If the sentence and answer is grammatically correct they stay where they are. If not they go back to where they were. The first team to finish wins.

**For example:**

Team 1: (Lands on "Tell a story.")

S1 (From team 1) asks S2 (From team 1): Could you tell me a story?

S2 (From team 1) answers: Yes, sure!

Team 1 stays in that box. (If the answer is grammatically incorrect they move back to the space where they started.)

**Slide 7: Oral Practice (15-20 m)**

**1. FP Activity: - Comparative adjectives**

**Introduction:** My city is best.

**Procedure:**

1. I want each of you to think of a city. What adjectives can we use to describe a city? (Brainstorm with students and write the examples on the board.) For example: friendly, big, small, quiet, noisy, good, peaceful, etc.
2. Get into pairs and compare how livable the cities you choose are, talking about jobs, schools, geography, people, and free time.
3. (Have a student come up to the front and model the activity with the cities on the slide. Monitor your students helping as needed. Listen for adjectives to describe cities and that there are using the comparative correctly. Correct any pronunciation mistakes you hear.)

**For example:**

T: Cancun is more beautiful than Mexico City.

S2: Mexico City is more historic than Cancun.

T: Cancun is smaller than Mexico City.

S2: Mexico City is cheaper than Cancun. Etc.

**Slide 8: Oral Activity (15-20 m)**

**1. SC Activity: Information Gap– present continuous for future**

**Introduction:** Is it hard sometimes to find time to go out with a friend?

**Procedure:**

3. Look at the slide. You can see Mr. and Mrs. Smith's schedules. They want to go out, but they have many activities. Get into pairs and ask each other questions to find a day and time when Mr. and Mrs. Smith can go out together. You can ask about times and days.

**For example:**

S1: Can Mr. Smith go out on Sunday?

S2: No. Mr. Smith is going to Rome on Sunday. Can Mrs. Smith go out on Monday at five o'clock?

S1: No. Mrs. Smith is picking up her new car.

Etc.

**Slide 9: Oral Activity: (10-15 m)**

**1. FP Activity: Presentation–Comparative and superlative adjectives, family vocabulary**

**Introduction:** What's your family like?

**Procedure:** Look at the slide. Choose one member of your family that best fits each of the sentences on the slide. Write the name of those 8 family members on separate pieces of papers. (You will have a total of 8 pieces of papers.) Get into pairs and put your pieces of paper and your partner's pieces in the middle. You start by choosing one of your partner's names and ask questions to find out about the person.

**For example:**

S1: Is Juan the oldest person in your family?

S2: No, he isn't. He's the youngest!

S1: How old is he?

S2: He's only two years old.

S1: Who is he?

S2: He's my nephew.

**Slide 10: Homework (3 m)**

1. What were the objectives for today? What structures did we review? Which of these were difficult for you? Which were easy?
2. Do you have any questions about the class today?
3. For homework, study for the exam.

