

# Lesson Plans World View 2A & 2B

**KATHLEEN MARGARET JOHNSON SCHOLL**

**Red Tercer Milenio**

## LESSON PLANS WORLD VIEW 2A & 2B

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RED TERCER MILENIO



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## World View: Book 2A, Unit 1, Day 1

(133 m)

### Slide 2: Objectives (3 m)

1. Write the objectives on the board.

### Slide 3: Warm up activity (10 m)

1. In this unit we are going to talk about what we do during the weekend. (Click on the slide) What's your weekend like? (Tell students: On Friday I usually go to bed early, on Saturdays I go to the gym in the morning then I eat lunch with my friends. On Sunday I stay home and relax.) (Ask different students each question.) What do you do on Fridays? What do you do on Saturday? What do you do on Sunday? What do you do on Sunday afternoon? (You may want to write on the board morning, afternoon and night for student reference.)
2. Now get into trios. Each member of the team has to say what their weekend is like. Make sure you answer the questions on the slide.

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

### Slides 4-8: 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.

	Usage (teacher)	Usage (student)
<b>get takeout</b>	When you go to a restaurant and take the food to your house you say " <b>get takeout.</b> " What restaurants do you like to <b>get takeout</b> from? What kind of food can you get there?	I can get <b>takeout</b> from XXX. I can get XXX there.
<b>go for a walk</b>	When you leave your house and walk for pleasure or to relax, you <b>go for a walk</b> . Do you know anyone who <b>goes for a walk</b> every day? How long does he/she walk for? Where does he walk?	My XXX <b>goes for a walk</b> . He / She walks in XXX.
<b>go out for dinner, go to the beach, go to the gym, go to the movies</b>	(When you present these concepts before you do step 1 present "go". After that present each concept using the three steps.) When you leave your house to go somewhere you say <b>go out</b> . <b>You can go out for dinner</b> (Point to the picture and do the 3 steps.) <b>go to the beach, go to the gym, go to the movies</b> . Where do you go on weekends?	I <b>go to</b> ...
<b>sleep late</b>	When you are tired and you sleep till 11:00 in the morning you <b>sleep late</b> . Who sleeps late on weekends? Till what time?	I sleep late on weekends. I sleep till XXX.
<b>stay home</b>	When you don't go out you <b>stay home</b> . Who <b>stayed home</b> this past weekend? What did you do?	I <b>stayed home</b> this past weekend. I XXX...

### Slides 9: Getting Started (30 m)

1. Look at the pictures on page 2 and 3 in your book. What are the people in picture A doing? (Elicit as many details as possible.) Excellent! (Repeat the process for pictures B and C.)
2. Now, open your books to page 2, exercise 2. Complete the sentences with the verb phrases in the boxes. **For example:** I love Sundays. I... (Elicit from students the answer.) Excellent! (Click on the slide.) I love Sundays. I go to the beach on Sunday mornings. Now complete the rest. (Give students a few minutes to do this. Monitor students and help them when needed.) Now, get into pairs and compare your answers. Let's check your answers. (Click on the slide to show the correct answers.)

**(Before class prepare papers for a raffle with the verb phrases on page 2, exercise 2.)**

3. **SC Activity: Game – verb phrases.**

**Introduction:** What are you doing?

**Procedure:** We are going to make three teams. (Divide the class. Draw three 3x3 grids for bingo on the board.) Each team will come up to the board and write down a verb phrase from page 2 exercise 2 in random order. This will be your team's bingo card.

Now, I will pick a verb phrase. In order to get it marked your team must give me a complete sentence using the verb phrase. The first team to complete bingo (across or up and down) wins.

**For example:**

**Team 1**

Go for a walk	Work late	Go to the beach
Stay home	Get takeout	Go to the gym
Watch TV	Go to the movies	Sleep late

T: (Draws out a paper.) Go for a walk!

T1: We go for a walk in the park. (Team 1 can put an x on the verb phrase.)

T2: Tomás go for a walk in the park. (No point for team 2.)

T3: (Team 3 did not put go for a walk on their grid, no point for team 3.)

T: (Picks another paper and the process is repeated.)

**Slide 10: Listening (15 m)**

1. Open your book to page 3, exercise 4. You are going to listen to a radio host talk about two people. Match the photos on pages 2 and 3 with the speakers Yuka and Marcelo. (Play the audio. If necessary, play it a second time.) Now, let's check your answers. (Click on the slide to check the answers.)
2. Let's look at exercise 5. Please read the sentences. (Give them a minute to read.) Now, listen to the audio again but this time I want you to underline the correct verb phrase you hear. (Play the audio. If necessary, play it a second time.) Now, get into pairs and compare your answers. Let's check your answers. (Click on the slide to check the answers.)

**Slide 11: Pronunciation (10 m)**

1. You are going to listen to some sentences in English. (Play the audio once.) (Repeat the sentences and highlight the rhythm by tapping out the strong beats.) In English, we stress words in sentences. The words in red in these sentences are stressed. Some words are pronounced longer than others. What kinds of words are stressed in these sentences? (Adverbs, verbs, nouns, and WH questions.)
2. (Play the audio, pausing after each sentence and having students repeat. Check their pronunciation and correct any mistakes. You can ask for individual repetition also.)
3. Pairs students and have them practice in pairs.

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

1. (Teacher shows the slide; says the sentence(s) and has students repeat as she/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 **How often?** to ask about frequency.
  - b. Use adverbs of frequency (never, sometimes, usually, often, always) with present tense to say how often something happens.
  - c. Adverbs of frequency go after the verb be, but before all other verbs.
  - d. The adverb **sometimes** can also go at the beginning of a sentence.

**Slide 13: Grammar practice (10 m)**

1. Open your books to page 4, exercise 1. (Read the adverbs of frequency aloud and have students do choral and individual repetition.) Write each adverb that corresponds to the percentage of time on the scale. (If students need help cue them by asking: *What word means that you do an activity all the time? (always)* (Click on the slide and have students check their answers.)
2. Have students open their books to page 4 and have them do exercise 3. (Click on the slide to check their answers.)

**Slide 14: Grammar practice (15 m)**

1. 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.)
2. Now, get into pairs and practice the conversation. Once you finish, switch roles. (Monitor your students and correct any mistakes you hear.)

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

1. **SC Activity: Stimulus-Response-Simple present, frequency adverbs**

**Introduction:** Let's find out what our classmates do on different days.

**Procedure:** I say a time expression and an adverb of frequency, and you say a sentence that is true for you using the information I give you.

**For example:**

T: never / on Sundays

S3: I never go to the university on Sundays.

T: What about you S7? never / on Sundays

S7: I never get up early on Sundays.

**Cues: (Cue any combination of the days of the week and the adverbs of frequency.)**

always	on Mondays
never	on Tuesdays
often	on Wednesdays
sometimes	on Thursdays
usually	on Fridays
	on Saturdays
	on Sundays

**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 1, exercises 4, 5 and 6 in your workbooks.



## World View: Book 2A, Unit 1, Day 2 (126-129 m)

### Slide 19: Homework (5 m)

### Slide 20: Objectives (3 m)

1. Write the objectives on the board.

### Slide 21: Warm up activity (15 m)

1. **SC Activity: Find someone who... Review adverbs of frequency**

**Introduction:** Find someone who...

**Procedure:** Copy the “find someone who” chart in your notebooks. You have to go around the room asking people “How often do you...?” You have to find people that actually do the action in the same frequency as you. Make sure you write their names.

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

### Oral Activity: (30 m) Please note: you need copies for this activity.

1. **SC: Information Gap-Simple present and adverbs of frequency**

**Introduction:** A celebrity’s weekend...

**Procedure:**

1. (You need to prepare a copy of worksheet A and B for each student.)
2. What celebrities do you know? (Brainstorm names of celebrities-singers, movie stars, or sports personalities-and write them on the board.)
3. What do you think XXX usually does on weekends? (Repeat questions with other celebrities and adverbs of frequency. Write the ideas on the board.)
4. Let’s divide the class in two teams. Half of the class is TEAM A you are the celebrities, and the other is TEAM B you are the journalists.)
5. Team A is going to be interviewed by Team B about how they spend their weekend. You will get a copy of the interview questions to help you prepare. (Hand out the copies.)
6. (Ask a student from team A to choose a celebrity to role-play with you. Have them read the question cues on worksheet A and imagine possible answers to questions from the journalist.)

**For example:**

T: (Team A) What do you do on Friday night?

S: (Team B) I usually go out for dinner on Friday night.

T: (Team A) How often do you go to the movies?

S: (Team B) I sometimes go to the movies.

7. (Ask Team B to use the cues on worksheet B to write their interview questions. While students are working, walk around the classroom monitoring your students and helping when needed.)
8. Ready? Get into pairs. One person from Team A gets together with a person from Team B. (While students are doing their interviews walk around the class doing appropriate correction.)
9. (Once they finish have a couple of pairs come up to the front and present their interviews.)
10. (Now have students switch roles and repeat the process.)

### 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.

**Oral activity (15 m)**

**1. FP Activity: Presentation – vocabulary, adverbs of frequency**

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

**Procedure:**

1. Make a drawing of your immediate family. Make sure you write their names. (Give them a few minutes to do this.) Now think of two things each member does and what frequency they do it.
2. Now, get into trios and present your family to your team members. Make notes because you will need them later. (Monitor your students and take notes of mistakes so you can do correction later.)

**For example:**

T: This is my mother Juana. She usually goes to the market in the morning. She never sleeps late. She always makes a delicious dinner for the family. This is my brother Paco. He always gets up late in the morning and he never makes his bed. This is my father. His name is Jorge. He always works very hard during the week. He sometimes goes to the office, but other times he visits clients. This is my sister Paulina. She studies high school. She always gets up early and she never arrives late to class. She usually visits her friends on the weekend or she sometimes goes to parties.

3. Change teams so that none of your previous team members are with you. Tell them about some of the family members of your previous team.

**For example:**

S1: Efrain's mother is Juana. Juana usually goes to the market in the morning. She never sleeps late. Etc.

**Slide 23: Writing activity (10-15 m)**

1. What is a perfect weekend like for you? What do you usually do on your perfect weekend? (Elicit from students some ideas and write them on the board. Make sure student use adverbs of frequency in their sentences.)
2. Now, look at the slide. You are going to write a paragraph about your perfect weekend using adverbs of frequency and vocabulary from this unit.

**For example:** (Show students the slide. Turn their ideas on the board into a paragraph.)

3. Now get into pairs and present your writings to your partner.

**Oral Activity: (35 m)**

**1. SC/FP Activity: Presentation-Simple present and adverbs of frequency (20 m)**

**Introduction:** How often do you do different things? Let's find out.

**Procedure:**

1. Open your books to page 5, exercise 6. Individually, write 5 sentences in your notebooks about your weekend. Make sure you include an adverb of frequency.

**For example: (Look at the book to see the example.)**

**Procedure:**

2. Now, get into pairs and share your sentences with your partner. (Ask some students to share some sentences with the class.)
3. (Divide the class into groups of three.) Each member of the team will add an activity to the survey on page 5, exercise 7.
4. (Have students continue working with the same group.) You will take turns talking about your weekend activities. You must include an adverb of frequency to specify how often you do the activity; Make sure you add extra sentences with more information. The rest of the team members will check their survey under the correct frequency of the activity. (Use one color for one student and a different for the other.)
5. Copy the survey from the book on the board. Ask two volunteers to come up to the board to model the example from the book.
6. Encourage students to ask their partners questions to find out more about their activities.

**For example:**

S1: I usually go to the movies on Saturdays. I sometimes go out to dinner on Saturdays.

S2: What is your favorite restaurant?

S1: Tacos Pepe. I always watch TV on Sundays.

S3: What's your favorite TV program?

S1: My favorite program is...

(Make sure you walk around and monitor your students; take note of any mistakes so you can do group correction at the end.)

7. After they're done, as a wrap-up call on a few students to tell you about some of their classmates' weekends.

**2. FP Activity: Presentation-Simple present and adverbs of frequency (15 m)**

**Introduction:** Do famous people do different activities than we do? What things do they do?

**Procedure:** Imagine you are now a famous person. Think about who you are and what your normal activities are. (Give them a minute to do this.) Now, work in groups of 3-4 students and tell your classmates about your life. Remember to use adverbs of frequency. When you finish, your classmates can ask you questions.

**For example:**

T: I am Bill Gates. I have a very important company called Microsoft. Every day I get up early and I usually do exercise. I sometimes go swimming or sometimes I run in the gym. I usually travel 2 or 3 times a week to different places for business. I always have meetings every week with the people that help run my company. When I have free time, I usually travel to a beach; somewhere warm like the Bahamas or Mexico. I never stay home on vacation. I also spend a lot of time on my charity work. I usually travel once a week to talk to different people about the organization so that we can get more money for our charity.

**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 1, exercises 4, 5 and 6 from your workbook.

## WORKSHEET A



### Interview questions about weekend routines

#### **Friday:**

What / do / on Friday night?

How often?

#### **Saturday:**

What / do / Saturday afternoon?

On Saturday night?

#### **Sunday:**

What / do / on Sunday afternoon?

On Saturday night?

## WORKSHEET B



What / do / on / Friday night?

Q.

A.

How often?

Q.

A.

What /do / on / Saturday afternoon?

Q.

A.

On Saturday night?

Q.

A.

What /do / on Sunday afternoon?

Q.

A.

On Sunday night?

Q.

A.



## World View: Book 2A, Unit 2, Day 1

(138 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: Chain drill – Vocabulary review**

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

**Procedure:** We are going to play a game. The last letter of the word your classmate says must be the first letter of the next word that you say. You can say any vocabulary word you know. (You will need a ball, but a screwed up piece of paper is fine.) I will start the game by throwing the ball to a student. (The teacher throws the ball to one student and says a word, such as "dog." The student must reply with a word starting with "G," such as "girl." When answered, the ball is thrown back to the teacher and it is then thrown to the next student, who continues. For example: girl, look, king, go, octopus, student ... and so on. You can have the students throwing to each other.)

**For example:** T: "Cat" (Throw to student 1.)

S1 "Today" (Throw to student 3.)

S3 "Yes" etc.

### Slides 5-9: Vocabulary (20 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.

	Usage (teacher)	Usage (student)
<b>head</b>	(Touch your <b>head</b> .) This is my <b>head</b> . Point to your classmate's <b>head</b> .	(Students point to their classmate's <b>head</b> .)
<b>eye</b>	(Point to your <b>eyes</b> .) These are my <b>eyes</b> . What color are your <b>eyes</b> ?	My <b>eyes</b> are XXX.
<b>ear</b>	(Touch your <b>ears</b> .) These are my <b>ears</b> . Who has earrings in his or her <b>ears</b> ? What color are they?	XXX has earrings in his/her <b>ears</b> . They are XXX.
<b>nose</b>	(Touch your <b>nose</b> .) This is my <b>nose</b> . Point to your classmate's <b>nose</b> .	(Students point to their classmate's <b>nose</b> .)
<b>mouth</b>	(Touch your <b>mouth</b> .) This is my <b>mouth</b> . Point to your classmate's <b>mouth</b> .	(Students point to their classmate's <b>mouth</b> .)
<b>throat</b>	(Touch your <b>throat</b> .) This is my <b>throat</b> . Point to your classmate's <b>throat</b> .	(Students point to their classmate's <b>throat</b> .)
<b>hand</b>	(Show your <b>hand</b> .) This is my <b>hand</b> . Hold your classmate's <b>hand</b> .	(Students hold their classmate's <b>hand</b> .)
<b>arm</b>	(Touch your <b>arm</b> .) This is my <b>arm</b> . Touch your classmate's <b>throat</b> .	(Students touch their classmate's <b>hand</b> .)
<b>stomach</b>	(Touch your <b>stomach</b> .) This is my <b>stomach</b> . Touch your <b>stomach</b> .	(Students touch their <b>stomach</b> .)
<b>leg</b>	(Touch your <b>legs</b> .) These are my <b>legs</b> . Touch your <b>legs</b> .	(Students touch their <b>legs</b> .)
<b>foot</b>	(Hold your <b>foot</b> in the air and point to it.) This is my <b>foot</b> . Hold your <b>foot</b> up in the air.	(Students hold one <b>foot</b> up in the air.)

<b>a fever</b>	When you are sick, you can have <b>a fever</b> . A fever is when your temperature is higher than 37°C. What medicine do you take for <b>a fever</b> ?	I take XXX for <b>a fever</b> .
<b>a cold</b>	When you have a runny nose, you are sneezing you have <b>a cold</b> . What medicine do you take for <b>a cold</b> ?	I take XXX for <b>a cold</b> .
<b>sore throat</b>	When you swallow (mimic this) and it hurts, you have a <b>sore throat</b> . What medicine do you take for a <b>sore throat</b> ?	I take XXX for a <b>sore throat</b> .
<b>headache</b>	When your head hurts you have <b>a headache</b> . What medicine do you take for a <b>headache</b> ?	I take XXX for a <b>headache</b> .
<b>stomachache</b>	When your stomach hurts, you have a <b>stomachache</b> . What medicine do you take for a <b>stomachache</b> ?	I take XXX for a <b>stomachache</b> .

**Vocabulary Game: (15 m)****1. SC Activity: Game – Vocabulary review**

**Introduction:** Let's play a game called Simon Says.

**Procedure:** I say a command and you have to do the command, but only if I say "Simon Says" first. If I don't say "Simon Says" first, then you don't do the command. If you do the command and I didn't say "Simon Says," then you have to sit down. (For those not familiar with the game, it's very easy to understand and very easy to teach, even if you can't explain the rules to them verbally (due to language barriers). It's just a simple game of mimicry: Simon tells them what to do, and they've got to do it correctly, or they've got to take a seat.)

**For example:**

T: "Simon says touch your nose."

Ss: (Touch their noses.)

T: "Simon says touch your feet."

Ss: (Touch their feet.)

T: "Touch your eyes."

Ss: (Any student that touches his/her eyes, must sit down.)

**Further practice:** Get into groups of 7 or 8 students. Choose one student to be Simon.

(Monitor your students and correct any mistakes you hear.)

**Slides 10-11: Getting Started (15 m)**

- Now, open your books to page 6, exercise 1. Use the words in the box to label the parts of the body.
- Now listen to the audio and check your answers. (Click on the slide to show the answers.)
- (Play the audio again and have students repeat after it.)
- Open your books to page 6, exercise 3. Read the sentences. Any questions? Now label each sentence according to the person who is making the complaint.
- Let's check your answers. (Click on the slide to show the correct answers.)

**Slide 12: Listening (10 m)**

- Open your book to page 7, exercise 5. You are going to listen to Tony. He works for Roger. Tony is the young guy. Can you point to him? (Check that students are pointing to the guy next to the pool.) Roger is the older guy wearing a tie. Point to Roger. Let's see what happens... According to what you hear put his excuses in the correct order. (Play the audio. If necessary, play it a second time.) Now, let's check your answers. (Click on the slide to check the answers.)
- Let's look at exercise 6. Please read the apology and the sympathetic response. (Give them a minute to read.) Do you have any questions? Now, listen to the audio again but this time I want you to match Tony's apologies with Roger's responses. (Play the audio. If necessary, play it a second time.) Now, get into pairs and compare your answers. Let's check your answers. (Click on the slide to check the answers.)

**Oral Activity: (10 m)**

1. **SC Activity: Information exchange – linking words, vocabulary**

**Introduction:** I'm sorry...I can't because...*Let's make apologies or excuses with the new vocabulary.*

**Procedure:**

1. Can you think of situations where you would have to apologize or make excuses? For example if you can't go to the movies because you don't have money. (Write some of the ideas on the board.)
2. You are going to take turns apologizing and making excuses.
3. Remember there are three parts to the sentence.
  - a. A phrase of apology.
  - b. An explanation.
  - c. An excuse.
4. (Get into pairs, and model the example with a student.)

**For example: (Look at the book page 7, exercise 7 for the example.)**

T: I'm sorry, but I can't come to work today. I have a fever.

S1: That's OK. Hope you feel better. Now let's switch. (Use an example from the board.)

**Slide 13: Grammar Focus (10 m)**

1. (Teacher shows the slide; says the sentence(s) and has students repeat as she/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 **AND** to connect similar ideas.
  - b. We use **BUT** to connect different ideas.
  - c. We use **SO** to show a result or consequence.

**Slide 14-15: Grammar practice (15 m)**

1. Open your books to page 8, exercise 2. (Once students complete it click on the slide to check their answers.)
2. 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 16-17: 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 18: Oral Activity (15 m):**

1. **FP Activity: Role Play – Review grammar**

**Introduction:** If you are a teenager and you want to go on vacation, do you need to ask for permission?

**Procedure:**

1. (Divide the class in two. One half is parents, and the other half is sons and daughters.)
2. (Tell the sons and daughters side.) Imagine you want to go on vacation for the first time alone. You need to ask your parents for permission. You will have to tell them who is going, where you are going, who is paying, etc.
3. (Tell the parent side.) Imagine you are these teenager's parents. They are going to ask for permission to go on vacation ALONE. You need to ask where they are going, with whom, and persuade them not to go. They are still too young.
4. Look at the slide. Read your role-play card. Think about what you are going to say. Make notes if necessary. (Give them a few minutes to do this. Help them if needed.)
5. (Have a student come up to the front and model an example with you.)
6. (Assign partners parent-child.) Good, let's get started. (Monitor your students, do error correction at the end.)

**For example:**

T: Mom Can I go camping with my friends?

S1: Who is going?

T: My friends Carlos, Tania and Josué.

S1: Where are you going?

T: We are going to Veracruz, to the beach.

S1: You are too young and irresponsible. Remember the last time you went out. You ended in jail.

T: But mother, I am a year older so I am responsible now. Etc.

**Slide 19: 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 1, 2 and 3 in your workbooks.

## World View: Book 2A, Unit 2, Day 2 (131 m)

### Slides 21-22: Homework (5 m)

### Slide 23: Objectives (3 m)

1. Write the objectives on the board.

### Warm up activity (15 m) Please note: you need to prepare material for this activity.

1. **SC Activity: Charade game... Review vocabulary**

**Introduction: Word prompts... Let's play charades about the vocabulary we learnt.**

**Procedure:** Divide the class in two teams. Each team must choose a team ACTOR. Your team must guess the words on your list. Your actor will act out the words one by one. When you guess it your actor writes the word on the board. There is one golden rule. **Your actor can not say anything.** The first team to guess all the words on their list wins. (Before class write the words on a piece of paper for each team. Make sure you model the example before students start playing.)

**For example:**

T: (Teacher points to his / her foot.)

Ss: Foot!

T: (Writes FOOT on the board.)

**Cues for papers:**

TEAM 1: stomachache, sore throat, mouth, backache, head, cough, a cold, a fever, headache, leg.

TEAM 2: arm, headache, back, cough, stomachache, a fever, a cold, backache, sore throat, ears.

### Slide 24: Pronunciation (10 m)

1. You are going to listen to some sentences in English. (Play the audio once.) Explain that the part of the sentence that is red is the most important word in that part of the sentence. Listen to the audio notice how the voice goes up in the words in red and then down. (Play the audio as it plays, move your hand up and down to show how the intonation goes up and then falls. Your hand should drop lower at the end.)
2. (Play the audio, pausing after each sentence and having students repeat. Check their pronunciation and correct any mistakes. You can ask for individual repetition also.)
3. Pairs students and have them practice in pairs.

### Slide 25: Do you remember? Oral activity: (15 m)

1. **FP Activity: Presentation – review vocabulary, comparatives and superlatives**

**Introduction:** Do you remember the comparative and superlative forms of adjectives? Now, who is the best artist in class? Let's compare how we draw.

**Procedure:**

1. (Ask students to take out a piece of paper. Tell them you are going to say 10 things and that they have to draw them. Tell them to make some big other small, old, new, cheap, expensive, etc. The only rule is that all 10 have to fit in one page.)
2. Ok, let's start. Pen, foot, an apartment building, a tree, a car, a ruler, a woman, cheap food, old t-shirt, perfume, bicycle.
3. What are some adjectives you know? (Elicit from students adjectives learned in level 1 and write them on the board.)
4. Get into trios, and put all three papers in front of the team. Each member of the team has to say a sentence comparing the drawings. If you say it correct you get a point. The first person to reach ten points wins.

**For example: (Look at the slide for the example. Have two students go up to the front and model the example with you.)**

**Slide 26: 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 27: Oral activity (15 m)**

1. **FP Activity: Information Gap – vocabulary, linking words.**

**Introduction:** Over the phone you can also give excuses and apologies for not doing things, let's try it.

**Procedure:**

1. What do people usually say when they answer the phone? (Hello, Hi, Is XXX there?, May I speak with XXX please?)
2. Get into pairs. (Assign who will be A and who will be B.) You are going to practice phone conversations in which the caller apologizes and the other person expresses sympathy.
3. Student A must turn to page 136 and student B to page 138. Don't let your classmate see your page. Read the information (Give students time to read.) Any questions? (Have a student come up to the front and model an example with you.)

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

**Slide 28: Writing Activity (10 m)**

1. Imagine you are feeling sick; you are going to reply to these emails. In your note you should apologize, say what they can't do, and give a reason or an excuse.
2. Read the emails. (Give students a few minutes to do this.) Any questions? Now what are some reasons or excuses you might give for not being able to do these things. (Write the ideas on the board.)

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

**Slide 29: Oral Activity: (15 m)**

1. **FP Activity: Role play – vocabulary, linking words**

**Introduction:** Let's call a friend to apologize or excuse yourself for an email you received.

**Procedure:**

1. Write an email to a classmate inviting him to do something. (Give students 5 min. to do this. Monitor your students and help them if needed.)
2. Get into pairs and exchange your email with your classmate.
3. Now student 1 is going to call student 2 and apologize or give an excuse of why he / she can't do the activity.
4. (Have a student come up to the front and model the activity with you. Tell them "I received this email from him / her. I am going to call her.")

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

**Oral Activity: (30 m) Please note: you need to prepare 1 copy of the worksheet for every 4 Ss.**

**1. FP Activity: Game-Vocabulary, linking words**





**Introduction:** Let's practice giving excuses, you have to guess if it is a lie or the truth.










**Procedure:**

1. What are common illnesses and injuries? (Mime their symptoms and once they guess the illness write them on the board. **For example:** sneeze, hold your head, cough, limp, pretend your arm is broken, etc.)
2. Get into groups of 3 or 4. You are going to play a game in which you will give excuses for missing an event because of an illness or injury. 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.
3. Put the cards face down on "The truth or a lie?" square in the middle of the board. Put your tokens on START. Flip the coin and move the spaces. When you land on a square, you take a card and make an excuse. For example: T: I have a cold, so I can't go to the movies.
4. The other students have to decide if the excuse you gave is the truth or a lie. If the students guess correctly, the student who said the sentence goes back one space. If the students don't guess, the player moves forward one space. When a student lands on a "you're lying..." square, he or she moves back or forward two spaces. Then the next player flips the coin. The game ends when the first student reaches the finish line. (If all the picture cards are used before there is a winner, tell students to shuffle the cards and use them again.)
5. (Demonstrate the game with one group of students. Monitor students as they play, and make a list of common mistakes. When they finish do error correction.)

**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 2, exercises 4, 5 and 6 in your workbook.

<b>START FINISH</b>	<b>Movies</b>	<b>Work</b>	<b>You're lying and someone sees you. Go back two spaces.</b>	<b>Party</b>
<b>English class</b>		<b>The Truth or a Lie?</b>		<b>Business meeting</b>
<b>Dinner at your boss's house</b>				<b>Weekend in the country</b>
<b>You're lying but no one sees you. Go forward two spaces.</b>				<b>You're lying but no one sees you. Go forward two spaces.</b>
<b>Drive your friend to the airport</b>	<b>Dinner at your friend's house</b>		<b>You're lying and someone sees you. Go back two spaces.</b>	<b>Theater</b>

<b>Tell a lie!</b> You want to watch a soccer game. 	<b>Tell the truth.</b> 	<b>Tell a lie!</b> You want to watch a program on TV. 	<b>Tell the truth.</b> 	<b>Tell a lie!</b> You want to go shopping. 
<b>Tell the truth.</b> 	<b>Tell a lie!</b> You want to stay in bed. 	<b>Tell the truth.</b> 	<b>Tell a lie!</b> You want to be alone. 	<b>Tell the truth.</b> 
<b>Tell a lie!</b> You want to play a computer game. 	<b>Tell the truth.</b> 	<b>Tell a lie!</b> You want to go to a concert. 	<b>Tell the truth.</b> 	<b>Tell a lie!</b> You want to surf the Internet. 

## World View: Book 2A, Unit 3

(125 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. **SC Activity: Information Gap – review**

**Introduction:** Describe the picture you see.

**Procedure:** As you can see there are several pictures on the screen. Choose one and be ready to describe it to a classmate. Get into pairs. Student A describes a picture from the slide. Student B has to guess what picture it is. Please give your classmate as many details as you can and use complete sentences. .

**For example:**

Teacher: There are two boys. They are swimming. They look happy. They like the water.

Class: Picture 2

### Slides 5-13: 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>be born</b>	The day you come out of your mother is the day you <b>are born</b> . I was born in (1995). When <b>were you born</b> ?	I <b>was born</b> in XXX
<b>find a job</b>	After you look for a job in the newspaper and get it you say " <b>I found a job</b> " Who works here? Was it easy to find a job? Where did you <b>find your first job</b> ?	I <b>found my first job</b> in XXX.
<b>get married</b>	Women usually <b>get married</b> in a white dress. The bride and groom exchange rings, <i>arras</i> , etc. Where can you <b>get married</b> ?	I can <b>get married</b> in a church.
<b>give money to charity</b>	When we give money to "El Teleton" in December, this is <b>to give money to charity</b> . What charity can you give money to in this city?	We can <b>give money to (Movimiento Azteca)</b> .
<b>go to school</b>	You <b>go to school</b> here at Aliat Universidades. Where did you <b>go to school</b> when you were little?	I <b>went to school</b> in (XXX) .
<b>graduate from school</b>	After 3 years in high school you <b>graduated</b> and came here to Aliat Universidades. What year will you <b>graduate from school</b> ?	I will <b>graduate from school</b> in XXX.
<b>grow up</b>	First you are a baby. Then, as you get older you <b>grow up</b> . (from baby to adult) I grew up in Monterrey. Where did you <b>grow up</b> ?	I <b>grew up</b> in XXX.
<b>have children</b>	When you <b>have children</b> they are your sons and daughters. At what age do you want to <b>have children</b> ? Do you want a girl or a boy?	I want to <b>have children</b> when I am XXX. I want a XXX.
<b>work hard</b>	To get a good grade in English you need to <b>work hard</b> . Why do people work hard?	People work hard to buy things.

**Slide 14: Getting Started (10 m)**

1. Now, open your books to page 10, exercise 1. Look at the words in the box and number the life events in the order that you think they should occur.
2. Get into pairs and compare your answers. Come to an agreement. (Click on the slide and have students check their answers.)

**Slide 14-15: Oral Activity: (15 m)**

1. **FP Activity: Presentation – Simple past, vocabulary (10 m)**

**Introduction:** Tell your partners about your life.

**Procedure:**

1. Remember the vocabulary we learned? Good! You have 5 minutes to prepare a presentation on yourself. Think of your life events from when you were born up to now. You can make notes to help you out, but do not write everything (Give students some time to prepare.)
2. (Ask students if they are ready) OK, now work in groups of 3-4 and share your presentation with your classmates.

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

**Further practice:** Have some students share what they have found out about their classmates.

**For example:** Pedro was born in Veracruz. Susana graduated from high school in 1997.

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

1. Do you know what a talk show is? What talk shows do you know? Who is the host on that show? (Cristina Saralegui, Laura Bozo, Don Francisco, etc.) Do you know who Oprah Winfrey is? (She is a famous talk show host in the U.S.A.)
2. Open your book to page 10, exercise 3. Get into pairs and look at the pictures of Oprah Winfrey. Write a check next to the sentences you think are true.

**For example:**

T: Let's look at number 1. Who thinks Oprah Winfrey was born in the USA? OK, so if you think this is true, write a check next to this sentence. (Give students some time to check the statements.)

3. Open your books to page 10. You are going to read about Oprah Winfrey. Underline the information that gives information about her life. (Give them time to do this. Answer any questions they might have.) How many of your guesses from exercise 3 were correct?
4. Look at the time line on pages 10 and 11, exercise 5. Read the article again and complete the time line with your partner. (Give them time to do this. Answer any questions they might have.)
5. Who can give me the answers to number 1? (Continue 2 to 7 clicking on the slide each time.)

**Slide 17-18: Grammar Focus (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. Elicit the patterns from students:
  - a. We use the simple past to talk about completed actions in the past often with specific time reference. (Yesterday, last year, etc.)
  - b. In affirmative sentences, we use the verb in the past tense form.
  - c. Add "d" or "ed" to regular verbs to form simple past; the past tense form of irregular verbs takes different forms.
  - d. We use the auxiliary "did" for negative and interrogative sentences for all persons
  - e. When we use the auxiliary "did" the verb is always in the BVF
  - f. The auxiliary "did" goes after the subject in negative statements and before the subject in questions.
  - g. When asking and information question, we add the question word before the auxiliary (*QW+Aux +S+BVF*).
  - h. For short answers in negative, we use *No + Subject+ didn't.*
  - i. For short answers in affirmative, we use *Yes + Subject+ did.*
4. Have students open their books to page 12 and have them do exercise 2 and 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 (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: Pronunciation (10 m)**

1. You are going to listen to the pronunciation of the "ED" ending in the simple past.
2. (Play the audio and stop after the first sentence. Say "LIVED.") Did you hear an extra syllable? (no) (Write the word on the board and cross-out the letter "E".) How many syllables does lived have? (1)
3. (Repeat the procedure with the second sentence.) How many syllables does "WANTED" have? (2) (Write it on the board and draw a line between the T and the E.)
4. Listen to the rest of the sentences and put a checkmark next to the verbs that have "ed-endings" that are pronounced as an extra syllable. (Click on the slide to check their answers.)
5. Complete the rule. (Click on the slide.)
6. Now, listen again and repeat.

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

1. **FP Activity: Question-Answer – Simple past**

**Introduction:** Tell me about important dates in your life.

**Procedure:** Open your book to page 13, exercise 7. Look at the time line. There are 6 spaces. Can you see them? Fine, I want you to write the year of 6 important events in your life in those spaces.

**For example:** Who celebrated their 15<sup>th</sup> birthday (*Quinceaños*) with a big party? Was that an important event in your life? (Yes.) What year was that event? (Student says the year.) Good so you would write XXX year on your time line. (Give students 3 minutes to complete the task.)

**Procedure:** Get into pairs. You are going to ask your partner what happened in the years he/she wrote down. Take turns asking and answering questions. You can try to guess some answers.

**For example: (Look at the slide for the example. Model it with a student.)**

**Further practice:** (Have some students share things they found out about their classmates) .)

**For example:** Fabiola was born in 1987. Agustin graduated from high school in 1997.

**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 3, exercises 1, 2 and 3 in your workbooks.

## World View: Book 2A, Unit 4

(131 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: presentation – simple past review**

**Introduction:** Let's talk about your past vacations.

**Procedure:** Make two circles. One inside the other, the inner circle faces out the outer circle faces in. When I say go you will find a partner and for 3 minutes you will tell each other about your past vacations. Tell them where you have gone, with whom and the best memory from that vacation. When I say "CHANGE" the inner circle will move counter clockwise one spot. Guess what? You have a new partner. So you need to talk with that partner about a different vacation. (Repeat the process several times. Model the example within the circles with a student.)

**For example:**

T: My vacation 3 years ago was to Cancun. I went with my sister. My best memory is when we went snorkeling in the Gulf of Mexico.

S1: My vacation last summer was to Chiapas. I went with my family. My best memory was when we went to El Cañón del Sumidero.

### Slides 5-9: Vocabulary (15 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>North America, Asia, Europe, Australia, Africa</b>	(After having students repeat each continent name you say:) These are continents. In what continent is the United States? Name a country in <b>Europe</b> . Name a country in <b>Asia</b> . Name a country in <b>Africa</b> . What famous animal is from <b>Australia</b> ?	The United States is in <b>North America</b> . XX is in <b>Europe</b> . YY is in <b>Asia</b> . ZZ is in <b>Africa</b> . The kangaroo is from <b>Australia</b> .
<b>coast</b>	This is the <b>coast</b> line. It is where the sea ends and the land starts. Acapulco is a city on the <b>coast</b> . What is another city that is on the <b>coast</b> of Mexico?	XX is on the <b>coast</b>
<b>countryside</b>	When you leave the city and see lots of grass and cows that is the <b>countryside</b> . In Jalisco you can see many cactus plants in the <b>countryside</b> . What other things can you see in the <b>countryside</b> ?	I can see (fruit trees, rivers, lakes, etc.) in the <b>countryside</b> .
<b>market</b>	Portobello <b>market</b> has many different things. What <b>market</b> do you visit? What things do you find there?	At the <b>market</b> I find XXX.
<b>mountains</b>	The Alps and Cordillera de Los Andes are <b>mountains</b> . Can you tell me the name of other <b>mountains</b> in the world?	XXX are <b>mountains</b> .
<b>monuments</b>	<b>Monuments</b> are built to honor different people and events. Can you tell me the name of a Mexican <b>monument</b> ?	XXX is a Mexican <b>monument</b> .
<b>safari</b>	When you go on to Africa you can go on a <b>safari</b> to see animals. What animals can you see on a <b>safari</b> ?	On a <b>safari</b> you can see XXX.

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

1. Open your books to page 14, exercise 1. Write the countries under the correct continent. Once you finish add two more countries that you can find in those continents.

**Slide 11: Pronunciation (10 m)**

1. Open your books to page 14, exercise 2. The circles represent the number of syllables. The larger circles represent the syllable with the main stress.
2. How many syllables does the word SAFARI have? (3) (You can use claps to help students out.) Where is the main stress of the word SAFARI? (Second syllable.) So where do we write SAFARI? (In the third column.)
3. You are going to listen to names of countries. Count the number of syllables and notice where the main stress is. Write it under the correct column. (Play the audio. Play it again if necessary.)
4. (Click on the slide to check their answers.)
5. Now, listen again and repeat.
6. Let's see if you remember... Get into pairs. One student will say the name of the country and the other guesses the continent it is in.

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

**Slides 12-13: Reading Activity (15 m)**

1. Open your books to page 14, exercise 5. Do you remember the vocabulary we learned? Look at the pictures and write the name of the country next to the correct word.  
**For example:** What country has a coast? (Australia)
2. Now, open your books to page 15. Read the article and underline the information that tells you what you can do in each place. (Give them time to do this. Answer any questions they might have.)
3. Now, get into pairs. Read the article again and complete the chart from exercise 6 using the information in the article. (Give them time to do this. Answer any questions they might have.).
4. Who can give me the answers to number 1? (Continue 2 to 7 clicking on the slide each time.)

**Slide 14-15 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. (Click on the slide to show the labels.)
3. Elicit from students and have them discover important elements and patterns.
  - a. We use ***"going to"*** to talk about future plans.
  - b. For questions, the verb ***to be*** goes before the subject; in affirmative or negative, it goes after the subject.
  - c. After the expression ***"going to"*** we always use the ***BVF***.
  - d. You can use **WH** words to ask questions about future plans.
4. Have students open their books to page 16 and have them do exercise 2 and 3 and 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 16: Oral Activity: (15 m)**

**1. FP Activity: Presentation – Simple past, present and going to**

**Introduction:** Are your activities the same now as they were when you were 12? Do you think they will be the same when you are 30 or 40?

**Procedure:**

1. (Draw three columns on the board. The titles are 12, now and 30.) What were some things you did when you were 12? (Elicit from students some examples and write them on the board.) What are some things you do now? (Elicit from students some examples and write them on the board.) What are some things you are going to do when you are 30? (Elicit from students some examples and write them on the board.)
2. Make a chart in your notebook like the one on the slide. Write two things you did and two things you didn't do in the past, two things you do now and two things you don't do, and then two things you are going to do and two that you aren't going to do. (Show students the slide for the example.)
3. Get into pairs. Tell your classmate about the information you wrote down.

**For example:**

T: When I was 12, I played with dolls and I didn't drive I car. Now I have a boyfriend and I go to college. When I am 30 I am going to get married. I am not going to go to school, etc.

**Slide 17: 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.

**Writing Activity: (10 m)**

1. Write a short letter to a friend. Tell him or her about a trip you are planning. Tell him/her where you are going to go, when you plan to go and what you plan to do. Encourage him to go take the trip with you.

**Oral Activity: (15 m)**

**1. FP Activity: Discussion – going to**

**Introduction:** Let's plan a group vacation.

**Procedure:**

1. You are going to plan a group vacation. Individually choose three English speaking countries from the reading on page 15.
2. Open your books to page 17, exercise 5. Look at the questions. Think about where you want to go, when you want to go and why, and what you want to see. Complete the chart. (Give students time to complete this. Help them if needed.)
3. Get into groups of 3 or 4. Take turns telling each other about where you want to go and why you think you should all go there.
4. The group must decide what three places you are going to visit, each person has to defend their point of view, but you must come to an agreement. (Walk around the class; encourage discussion and the use of English. Help them if needed. Take note of mistakes and correct them after the activity.)
5. Ask each group where they are going to go, when they are going to go, and what they are going to see and do. Make sure everyone says something.

**For example:**

T: I want to go to Ireland in the summer because everything is green and beautiful.

**Slide 18: 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 exercise 4 on page 16 in the student book and do exercises 1 and 4 in your workbook.

## World View: Book 2A, Unit 5, Day 1 (133-148 m)

### Slides 2-4: Homework (5 m)

### Slide 5: Objectives (3 m)

1. Write the objectives on the board.

### Slide 6: Warm up Activity (10 m)

1. **FP Activity: Discussion-Comparatives, simple present**

**Introduction:** Let's talk about your education.

**Procedure:** Look at the questions on the slide. Do you have any questions? Get into trios and talk about each one. Give your opinion and come to an agreement on each one. (Monitor students and help them with any words they might need.)

**For example:**

T: I think English teachers at this university are the best. They are easier than in high school.

S1: English is easier to understand here than in my high school.

S2: I agree.

**Cues: (See the slide.)**

### Slides 7-14: Vocabulary (15 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>arrive on time</b>	If the party starts at 3:00 and you arrive at three you <b>arrived on time</b> . Where do you usually <b>arrive on time</b> ?	I usually arrive on time to XXX (the doctor's appointment.)
<b>bow</b> (bow rhymes with cow)	(Act out bow.) This is to <b>bow</b> . People from what country usually <b>bow</b> ?	People from XXX usually <b>bow</b> .
<b>kiss</b>	This is to <b>kiss</b> . I <b>kiss</b> my family when I greet them. Who do you usually <b>kiss</b> ?	I <b>kiss</b> my XXX.
<b>give a gift</b>	When you go to a birthday party you <b>give a gift</b> to the person who is celebrating his/her birthday. Did you <b>give a gift</b> to someone recently? What did you give them?	I <b>gave a gift</b> to XXX. I gave him / her a XXX.
<b>shake hands</b>	This is to <b>shake hands</b> . <b>Shake hands</b> with the person next to you. What are you doing?	(Students <b>shake hands</b> .) We are <b>shaking hands</b> .
<b>take your shoes off</b>	This is to <b>take your shoes off</b> . Everybody <b>take your shoes off</b> ! When do you usually take your shoes off?	I <b>take my shoes off</b> (before I go to bed /when I get home.)
<b>use first names</b>	My first name is XXX. What's your first name? Hello XXX. I <b>used your first name</b> . What's Antonio Banderas' <b>first name</b> ?	My first name is XXX. His <b>first name</b> is Antonio.
<b>wear a suit</b>	This is a suit. Businessmen <b>wear business suits</b> . In what other events do you <b>wear a suit</b> ?	I <b>wear a suit at a</b> (wedding, graduation, etc.).

**Slide 15: Getting Started (5 m)**

1. Open your books to page 22, exercise 1. Match the pictures to the words and phrases. Some pictures illustrate more than one action. (Go over the example if necessary.) Look at exercise 2. Get into pairs. Look at the pictures and the phrases in exercise 1. Decide which one of these things we do and don't do in Mexico. Justify your answer by saying why? Or Why not?
2. (As a wrap up call on different students to give examples of things they do, and don't do, in Mexico. Encourage them to say when or why they do certain things.)

**Oral Activity: (15 m)**

1. **FP Activity: discussion – Vocabulary, adverbs of frequency.**

**Introduction:** What do we usually do in our country or hometown?

**Procedure:** Get into groups of 3 or 4. Look at the pictures and the words and phrases in exercise 1 and use those ideas to discuss behaviors that are typical in our country or city.

**For example:** (Start the discussion as a whole class by asking:)

Do people here in Mexico shake hands when they meet for the first time?

(Get some students to answer and give their opinion. Encourage them to make the difference between how they shake hands as young adults and the way older people shake hands.)

(Continue the process with the following questions:)

1. When do people in Mexico use first names? (Encourage them to say what the difference is in formal settings and among friends.)
2. Do people in Mexico take their shoes off when visiting someone's home?
3. How do people feel if you arrive somewhere you don't shake hands? (Question them about feeling, if the person is considered rude, etc.)
4. Is kissing an important thing in Mexico? What are the different settings people kiss? (Meeting people for the first time, couples, arriving to a party, etc.)
5. When do people in Mexico wear suits? (Funerals, business settings, weddings, etc.)
6. Do we bow in Mexico? What would people say if we bowed when greeting someone?
7. Do people in Mexico usually arrive on time to places?
8. What would happen if someone arrives to a party on time? Would everything be ready?

**Follow up:**

1. Take out 3 sheets of paper. Write ALWAYS on the first piece, SOMETIMES on the second and NEVER on the third.
2. I will say a statement and show me the paper that reflects how often you do these things.

**Cues:** (After each cue ask a student to explain why.)

- I arrive on time for parties.
- I arrive on time for business meetings.
- I take off my shoes before entering other people's houses.
- I give gifts when I go to someone's home.
- I kiss to say hello and goodbye.
- I wear suits to business meetings.
- I wear suits to school.
- I bow when meeting someone new.
- I use first names with people I work or go to school with.

**For example:**

T: I arrive on time for parties. (Students show the frequency of this action.)

T: Why do you sometimes arrive on time to parties?

S3: I sometimes arrive on time to parties because ...

**Slide 16-17: Listening (10 m)**

1. Open your book to page 23, exercise 3. Read the instructions to exercise 3. What's the meaning of the word "advice"? (ADVICE: an opinion you give someone about what he or she should do.) Who usually gives you advice? (Parents, teachers, etc.) You are going to listen to a woman giving advice to some businessmen from another country. Listen to the topics and number them in the order in which you hear them on the audio. (Play the audio. If necessary, play it a second time.) Now, let's check your answers. (Click on the slide to check the answers.)
2. Let's look at exercise 4. Please read the sentences. (Give them a minute to read.) Do you have any questions? Now, listen to the audio again but this time I want you to complete the sentences. (Play the audio. If necessary, play it a second time.) Now, get into pairs and compare your answers. Let's check your answers. (Click on the slide to check the answers.)

**Slide 18-20: 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. (Click on the slide to show the labels.)
3. Elicit from students and have them discover important elements and patterns. :
  - a. We use **"should and shouldn't"** to give advice.
  - b. After **should** or **shouldn't** we always use the **BFV**.
  - c. For questions, **should** goes before the subject.
4. Have students open their books to page 24 and have them do exercise 2 and 3 alone. (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.)
5. Now, get into trios and answer the quiz. (Tell them to check their answers at the bottom of the quiz.)

**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.

**Oral Activity (10 m)**

1. **SC Activity: Stimulus-Response-Should, shouldn't**

**Introduction:** Are there certain things you should do in certain circumstances?

**Procedure:** I will tell you a situation, and you have to say what you should or shouldn't do in that situation.

**For example:**

T: My friend has a terrible cold.

S1: He should visit the doctor.

S3: He should stay in bed.

S5: He shouldn't go to school or work.

S9: He shouldn't drink anything cold.

Etc.

**Cues:** (You can use the same cue for various students. Remember to try to get both affirmative and negative responses.)

I need money to buy a car.

My sister thinks her boyfriend is seeing another woman.

My father is very stressed out.

My friend needs to lose weight.

Some friends are having problems in their marriage.

A friend is having problems in school with her teacher.



**Slide 23: Oral Activity (15 m)****1. FP Activity: Role-Play-Should, shouldn't**

**Introduction:** Do teenagers always agree with their parents? What are some things you disagree about? **(Write their ideas on the board: include some of the following:)**

friends	curfew (time to be home at night)	what to study
boy/girlfriend	habits (smoking, drinking)	Etc.

**Procedure:** You will work in pairs. One is a parent and the other is the son/daughter. You are having a discussion about one of the topics on the board. Parents will tell their children what they should and shouldn't do. Children will say why they agree or disagree. When you finish you switch roles and choose another topic.

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

**Slide 24-26: Video Activity (25 m) Please note: you need copies for this activity.****Around the world on a dollar****Step 1: Segment Introduction**

1. We are going to go on a trip around the world. Do you remember what we have learned in units 1 to 4? (Both the Student Book unit and the video segment are about traveling to countries where English is spoken.)
2. This video is about a travel program. (Provide a short explanation, if necessary.)

**Step 2: Viewing: Sound Off**

3. (Hand out the Video Activity Worksheet.)
4. (Play the video without the sound and ask students to get into trios and answer the three questions on the Video Activity Worksheet. Monitor your students; DON'T help them with the answers. Encourage them to speak English at all times.)
5. (Call on different teams to answer the questions. Remember that your objective at this point is to encourage participation, curiosity and speaking English. 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: Viewing: Sound On**

6. (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 and then share them as a whole class.)
7. (Have the class come to a consensus about the answers to the four questions.)
8. (Play the video again and have students answer activity 2 of the video activity sheet in trios.)
9. (Click on the slide to check answers.)

**Optional Oral Activity: (if time) (Play the video again if necessary)****1. FP Activity: Discussion – Vocabulary, adverbs of frequency (15 m)**

**Introduction:** What was the most impressive thing about the video?

**Procedure:**

1. Get into trios. Make a summary of what you saw on the video. Take notes.
2. Talk about one strong impression from each of the three countries shown in the video.
3. Now, discuss with your group 2 things you should and shouldn't do in each country. (Monitor you students and help them with any vocabulary they might need.)
4. Call on a few volunteers to share their impressions and suggestions with the class.

**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 5, exercises 1, 2 and 3 in your workbook.

## World View: Book 2A, Unit 5, Day 2 (136-141 m)

### Slides 29-30: Homework (5 m)

### Slide 31: Objectives (3 m)

1. Write the objectives on the board.

### Slide 32-33: Warm up Activity (15 m) Please note: you need copies for this activity.

1. **SC Activity: Information exchange – nationalities, occupations, description**

**Introduction:** Let's identify all the people from this picture.

**Procedure:**

1. Get into pairs. Look at the picture. Each of you knows four people in this picture. (Give each pair of students an A and B card.)
2. One student is A, and the other student is B. Ask each other questions about the people you don't have identified. Describe them and find out their names, their nationalities and their job.

**For example:** (Model the example with a student that has a B card.)

T: Who's the man on the left of the girl who is wearing a yellow sweater? She is also wearing a red hat.

S1: The one hugging her?

T: Yes. What's her name?

S1: Her name is Sophia Andretti.

T: Where is she from?

S1: She is from Italy. She is Italian.

T: What does she do?

S1: She is a film producer.

T: Now, complete the chart.

### Slide 34: Pronunciation (10 m)

1. Open your books to page 25, exercise 5. You are going to hear different pronunciations of should and shouldn't.
2. (Play the audio, stopping after each expression to highlight the weak and strong pronunciations.) Notice where the different weak and strong pronunciations are used.
3. Listen again, but this time repeat after the audio.
4. Look at exercise 7. Listen again and underline the correct words. (Click on the slide to check their answers.)

### 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.

**Oral Activity: (30-35 m)**

**1. FP Activity: Opinion gap tasks – Should and shouldn't (15 m)**

**Introduction:** Some friends are coming to town. Give them advice.

**Procedure:**

1. Open your books to page 25, exercise 8. Complete the chart with things your friends should and shouldn't do while visiting. (Explain each category if necessary.)
2. Get into groups of 4. Compare the advice you listed with the advice your classmates have given. Mark with a (+) advice that is the same as another team member. Mark with a (-) the advice that is different.
3. Now make a general list of DO'S and DON'TS for your group. You must all agree on the information you write.

**For example:**

S1: Our friends should go to the Zócalo.

S3: They shouldn't go to the Zócalo. It's too dangerous.

S4: They should go to the Zócalo. They shouldn't go to the Ciudadela.

S1, 2, 3: I agree. (They write under DO'S - Zócalo under DON'TS Ciudadela.)

**2. FP Activity: Information Gap – Should and shouldn't (15-20 m)**

**Introduction:** Is it easy to plan a party? What things do you have to take into consideration?

**Procedure:** You will work in groups of 4-5. My parents are going to celebrate their 30<sup>th</sup> wedding anniversary and I need you to help me with your recommendations for the party. I want it to be very special, but we don't have a lot of money. Work with your group and decide where the party should be, how many people we should invite, what we should do at the party, what you we should, etc. When you finish, you will present your plan to the group and the best planned party wins.

**For example:**

T: We should rent a place to have the party. There is a nice place near my house and it's not expensive.

S1: Okay, that's a good idea. Should we have a mass before the party?

S3: That would be nice. They can say their wedding vows again.

S4: Yeah. Who should we invite?

Etc.

**Procedure:** Now, each group will present their plan.

**For example:**

S2: We think you should rent a place and you should have a mass before the party so your parents can say their wedding vows again. Etc.

**Oral activity: (30 m) Please note: you need copies for this activity.**

**1. FP Activity: Interview–Should and shouldn't**

**Introduction:** I need help. Let's find advice for different problems.

**Procedure:**

1. (Write the following problem on the board: I'm very shy. I have no friends, and I'm lonely.) What should I do? (Call on volunteers to offer advice. Remind them to use **should** to give advice.)
2. You will read some problems and some advice. (Give a card to each student. If there is an odd number of students in the class, take a card for yourself and participate in the activity.)
3. Read your cards and ask questions about any words or phrases you don't understand. (Explain, or elicit, the meanings of these words and phrases.)
4. On each card there is a problem and some advice, but that the problem and the advice don't match. You have to go around the room and look for the classmate whose card has the correct advice to match your problem.
5. When you find the person with the right advice, write the advice in your notebook.
6. When everyone has the advice that matches his or her problem, you can sit down.
7. Now, read your problem and the advice that you got to the group.

**For example:** (Model the activity with a student. Explain that we use the question “What’s wrong?” to ask if someone has a problem.)

T: What’s wrong?

S: I’m very shy. I have no friends, and I’m lonely.

T: My card says you should cut your hair. I’m sorry that’s the wrong advice. You should ask another person.

**Answer key:**

Problem 1 with Advice d

Problem 7 with Advice j

Problem 2 with Advice e

Problem 8 with Advice k

Problem 3 with Advice f

Problem 9 with Advice l

Problem 4 with Advice a

Problem 10 with Advice g

Problem 5 with Advice b

Problem 11 with Advice h

Problem 6 with Advice c

Problem 12 with Advice i

**Writing Activity: (10 m)**

1. Write an email to a friend that is coming to Mexico. Give him advice about what he/she should / shouldn’t do during his / her visit.

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

1. **FP Activity: Opinion Gap Task–Should and shouldn’t**

**Introduction:** I need help. Let’s find the advice for different problems.

**Procedure:**

1. (Review giving advice. Write on the board: “I can’t read the small letters in this book.” Elicit from students some advices for this problem.)
2. You will each get a problem stuck to your back. You will not know what the problem is.
3. You must walk around the classroom listening to the advice each of your classmates gives you.
4. While listening to the advice people give you, you must also give advice.
5. Eventually, you will guess what your problem is.
6. (Give each student a card and tell them to stick it with tape on a classmate’s back. Stress that they must not tell the other person what the problem is.)
7. (Monitor your students and help them with any vocabulary they don’t know.)
8. (After about 10 m tell students to form groups of 3 or 4. They should tell each other what they think their problem is. The funniest advice / guess can be reported in open class.)

**For example:**

Student problem: (I can’t stand my hair!)

T: You should go to the hairdresser.

S1: You should shave your head.

**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 5, exercises 4, 5, 6 and 7 in your workbook.

## Video Activity Sheet

## Activity 1

1. What countries did you see?
2. Are the countries similar? How?
3. What do you think this show is about?

## Activity 2

Match the places and things on the left with the countries on the right.

exotic plants and animals Mount Victoria River Thames sheep Jama Masjid Mosque Houses of Parliament a powhiri (Maori welcoming ceremony) whales and seals Buckingham Palace monuments, forts, and temples Red Fort peaks, fjords, and geysers double-decker buses Big Ben holy cows and holy men Kaikoura Canyon Taj Mahal	England
	New Zealand
	India

Student A			Student B		
Name	Nationality	Job	Name	Nationality	Job
Javier Espinosa	Spanish	Tennis player			
			Julie Christmas	British	Teacher
			Carmen García	Argentinian	Soccer player
Mario Mendes	Brazilian	Actor			
Betsy Duncan	Australian	Swimmer			
			Rolf Braun	German	Singer
			Carlos Costa		Fashion designer
Sophia Andretti	Italian	Film producer			

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			Rolf Braun	German	Singer
			Carlos Costa		Fashion designer
Sophia Andretti	Italian	Film producer			

## I need help!

I can't stand my hair!	I've got too much homework to do.
I don't know what to do this weekend.	I want to buy some stamps.
I'm lost.	I don't have any nice clothes.
I want to buy a hamburger, but I don't have any money.	My parents are always mad at me.
I'm really tired all the time.	I don't know what to do this weekend.
I'm very thirsty.	I've lost my new camera phone.

<p><b>1. Problem:</b> I'm going to Sweden next week. I've been invited to a dinner party. What kind of gift should I bring?</p> <p><b>a. Advice:</b> You should never chew gum while you're talking to someone because that's considered rude in Poland.</p>	<p><b>7. Problem:</b> I don't know what clothes to take on my trip to Egypt.</p> <p><b>g. Advice:</b> You should bow when you say you are sorry.</p>
<p><b>2. Problem:</b> My Korean friend has invited me to her grandmother's house for dinner. How should I introduce myself to her grandmother?</p> <p><b>b. Advice:</b> You should never use your left hand to give her anything. The left hand is considered unclean in her country.</p>	<p><b>8. Problem:</b> I'm going to an Indian wedding. What should I wear and what gift should I bring?</p> <p><b>h. Advice:</b> You shouldn't serve anything that contains pork.</p>
<p><b>3. Problem:</b> I always seem to offend my Taiwanese colleagues when we exchange business cards.</p> <p><b>c. Advice:</b> You should address him using his title followed by his last name and then his first name.</p>	<p><b>9. Problem:</b> I'll be dining at the home of my business associate in Brazil. I don't know what to talk about during the meal.</p> <p><b>i. Advice:</b> You should bring her an uneven number of flowers because people in Russia take an even number of flowers to a funeral!</p>
<p><b>4. Problem:</b> I like to chew gum to keep my breath fresh. Is there any problem with chewing gum in Poland?</p> <p><b>d. Advice:</b> You should take a bottle of liquor to the dinner party. It's very expensive in Sweden and your host will appreciate it.</p>	<p><b>10. Problem:</b> I don't know how to apologize to my Japanese teacher.</p> <p><b>j. Advice:</b> You should bring long clothes that cover your body, for example, long pants and a long-sleeved shirt for men.</p>
<p><b>5. Problem:</b> The Indonesian girl in my class seems upset when I pass her a book or some paper.</p> <p><b>e. Advice:</b> You shouldn't introduce yourself. Wait for your friend to introduce you.</p>	<p><b>11. Problem:</b> I'm going to invite some Muslim friends over for dinner, and I don't know what to serve them.</p> <p><b>k. Advice:</b> You should wear something conservative, and give the bride and groom something for their new house.</p>
<p><b>6. Problem:</b> I'm going to meet the CEO of our company next week. He's Chinese. I'm not sure how to greet him.</p> <p><b>f. Advice:</b> You should not put their business cards in your pocket as soon as you get them. You should first read the information on the cards.</p>	<p><b>12. Problem:</b> My Russian girlfriend seemed unhappy with the flowers I brought her.</p> <p><b>l. Advice:</b> You shouldn't discuss business during the meal.</p>





## World View: Book 2A, Unit 6, Day 1

(125-128 m)

### Slide 2: Homework (5 m)

### Slide 3: Objectives (3 m)

1. Write the objectives on the board.

### Slide 4: Warm up Activity (15 m)

1. **SC Activity: Information Gap – Prepositions of place**

**Introduction:** Let's draw a map of the city.

**Procedure:**

1. Student A will look at the slide, and Student B will look at Student A. (Don't let Student B see the slide.) Student A will make a drawing of the city. Label the places you have on your map.
2. Switch places and Student B has to do the same thing.
3. Now, (click on the slide) Student A asks Student B where the places in the box are and label the missing buildings on your map. (Click on the slide.) Once you finish switch places.
4. (Once you finish click on the slide and check your answers.)

**For example:**

T: Where is the cinema?

S1: The cinema is next to the hotel.

### Slides 5-7: Vocabulary (5 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>a birthday party</b>	You celebrate your birthday on the day you are born. Some people have <b>birthday parties</b> . You eat cake and sing "Las mañanitas" Who usually has <b>a birthday party</b> ? What do you eat?	I usually have <b>a birthday party</b> . We eat XXX.
<b>a costume party</b>	Halloween is October 31 <sup>st</sup> . You wear a costume and you go and ask for candies. You can also go to a <b>costume party</b> . Have you been to <b>a costume party</b> ? What did you wear?	I wore a XXX to my last <b>costume party</b> .
<b>a going-away party</b>	When someone is going on a trip or is going to live somewhere else friends and family throw you <b>a going away party</b> . Have you ever attended <b>a going away party</b> ? Who was it for?	The <b>going away party</b> I went to was for XXX.

### Getting Started (15 m)

Open your books to page 26, exercise 1. Match the pictures to the phrases. (Give students a minute to do this, then check the answers orally.)

**Oral Activity (7-10 m)**

1. **FP Activity: Discussion–Vocabulary**

**Introduction:** Let's talk about parties.

**Procedure:**

1. Open your books to page 26, exercise 2. Get into pairs. Look at the questions and discuss the answers to each question. Make notes; these will help you later on. (Give students time to do the activity. Monitor students and help them if necessary.)
2. Now, change partners and report your answers. (Give students time to do the activity, Monitor students and help them if necessary.)
3. (As a wrap up, call on some students to report their answers.)

**For example:**

T: Do you like parties?

S1: I love parties, my favorite kind are birthday parties.

T: I love parties too; my favorite parties are family parties.

**Slide 8: Vocabulary Practice (10 m)**

1. Open your books to page 27, exercise 3. Look at the verbs in the box. What are we usually talking about when we use these verbs? (Money.)
2. Individually complete the activity. You will use each word twice. (Give students time to complete the task.)
3. Get into pairs and compare your answers. (Click on the slide to check their answers.)

**Oral Activity: (10 m)**

1. **SC Activity: Game – Vocabulary**

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

**Procedure:** (Make a big paper ball.) I will toss the ball and say one of the verbs we just worked with. If you receive the ball you must make a sentence with that verb.

**For example:**

T: Afford! (Tosses the ball to a student.)

S3: I can't afford lunch today.

(Please note if your group is big you can have two teams working simultaneously.)

**Slide 9: Listening (10 m)**

1. Open your book to page 27, exercise 5. Look at the picture. Who do you think these people are? What are they doing? Read the instructions to exercise 5. Any questions? Good! You are going to listen to a party planner and his client planning a party. Put a check next to the things they talk about. (Play the audio. If necessary, play it a second time.) Now, let's check your answers. (Click on the slide to check the answers.)
2. Let's look at exercise 6. Please read the sentences. (Give them a minute to read.) Do you have any questions? Now, listen to the audio again underline the correct answer. (Play the audio. If necessary, play it a second time.) Now, get into pairs and compare your answers. Let's check your answers. (Click on the slide to check the answers.)

**Slide 10-12: Grammar Focus (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. Elicit from students and have them discover important elements and patterns. :
  - a. We use ***"why don't, let's (not), maybe... could, and how about"*** to make suggestions.
4. Have students open their books to page 28 and have them do exercise 2 and 3 alone. (Give them time to do this. Monitor the group and help them with any questions they may have.)
5. Get into pairs, compare your answers. (When they finish, click on the slide to check their answers.)

**Slides 13-14: 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 Activity (20 m)**

1. **FP Activity – Problem solving – going to**

**Introduction:** Let's plan a graduation party.

**Procedure:** Get into groups of 5. You are going to have a graduation party after you finish your studies. You have a budget of only \$5000. You want to invite your family, but you also want to invite friends. You have to consider: food, drinks, music, who to invite, and the amount of money you have. When you are ready, you will present your plan to the class and tell us how much you will spend in each thing. The group with the best plan wins.

**For example:**

T (Group 1): We are going to have a party at the garden at Monica's house so we don't have to spend money on a place. We are going to buy beer so they are going to give us the chairs and tables for free. Then we are going to ask Doña Mari to make the food. She is going to make chicken and it's going to cost \$2000. We are going to hire a DJ for \$1200, because it is cheaper than a band. Etc.

**Slide 15: 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 2A, Unit 6, Day 2

(126 m)

### Slide 17: Homework (5 m)

### Slide 18: Objectives (3 m)

1. Write the objectives on the board.

### Warm up Activity (20 m) Please note: you need copies for this activity.

1. **SC Activity: Information Exchange – There is /Is there?, pres. cont.; prep. of place**

**Introduction:** Let's find the differences in the pictures.

**Procedure:**

1. You both are going to have the same picture except that there are nine differences between them. You have to talk to each other, and ask questions to find out what these differences are. You must not show each other your pictures.
2. (Divide the class into two groups, student A and student B. Student A works with picture A, Student B works with picture B.)
3. (Students should work first with someone with the same picture for a few minutes to discuss vocabulary, possible questions, etc.)
4. Get into pairs so that each pair has an A and B student. Make sure you sit in front of each other. The first pair to find the nine differences wins.
5. (After time is up students can look at each other's pictures and compare them to see if they were right.)
6. (Get feedback on the differences, and use this opportunity to do any remedial work on pronunciation, grammar or vocabulary.)

**For example:**

T: Is there a girl feeding the horse?

S1: No there isn't. There is a girl feeding carrots to the horse.

**KEY:**

1. Picture A: three ducks in the water  
Picture B: three ducks on land
2. Picture A: two cows eating grass  
Picture B: two cows looking up
3. Picture A: little girl feeding apple  
Picture B: little girl feeding carrots
4. Picture A: squirrel in tree  
Picture B: squirrel on ground
5. Picture A: squirrel without nut  
Picture B: squirrel with nut
6. Picture A: girl on horse  
Picture B: man walking dog
7. Picture A: family with three children  
Picture B: family with two children
8. Picture A: man in shorts  
Picture B: man in pants
9. Picture A: sun is shining  
Picture B: it's cloudy

### Slide 19: Pronunciation (10 m)

1. Open your books to page 29, exercise 4. You are going to hear a conversation. Notice how the most important word or focus word in each sentence stands out.
2. (Play the audio).
3. Listen again, but this time repeat after the audio. (Use gestures to show how the intonation goes up on the focus word then goes down.)

**Oral Activity: (20 m)****1. FP Activity: Opinion Gap–Should and shouldn't****Introduction:** You are going to plan a party.**Procedure:**

1. Open your books to page 29, exercise 6. Get into groups of four. You are going to plan a party.
2. As a group you must choose the purpose of your party and decide how to spend the \$500 budget.
3. Look at the cost of things on page 140 of your student book. You have 10 m to complete your planning.
4. (After time is up call on each group to tell the class what they planned.)

**For example:**

S1: Our party is a costume party.

S3: It's going to be in school.

S4: We are going to have a DJ.

Etc.

**Slide 20: 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: (30 m) Please note: you need copies for this activity.****1. FP Activity: Discussion–Making Suggestions****Introduction:** Let's help Mike and Georgia plan their wedding.**Procedure:**

1. What kinds of things have to be planned for a wedding? (Elicit from students responses such as the places for the wedding ceremony and the wedding reception, food, clothes, invitations, flowers, the honeymoon, etc.) You are going to plan a wedding on a budget (explain if necessary).
2. You are going to work in groups of 4. (Give a copy of the worksheet to each group.)
3. Now, read about Mike and Georgia. (Check for comprehension by asking questions such as, *What kind of wedding does Georgia want?* (She wants a romantic wedding.) *How much money do they have?* (Six thousand dollars.) *What problems do Mike and Georgia have?* (They can't agree on their wedding plans.)
4. Read about Georgia and Mike's wedding options. (Clarify as necessary. For example, you might explain that a wedding ceremony may be performed in a courthouse, and that this is called a civil ceremony as opposed to a religious ceremony performed in a house of worship.)
5. You are wedding planners, and Mike and Georgia have hired them to plan their wedding. As wedding planners, they should consider Mike and Georgia's budget and their various options. You should discuss the options as a group and make suggestions.
6. (Write some expressions on the board for making suggestions, such as *Let's...How about...Why don't...I think...Maybe...could* to help start the discussion. Remind students that they should choose the options that best suits Mike and Georgia's wishes but that they must stay within the couple's budget.)

**For example:**

T: I think they should have their wedding ceremony in the courthouse. It's cheaper than the house of worship.

S3: Let's have roses they are very romantic. Etc.

**Writing Activity: (10 m)**

1. Open your books to page 29, exercise 8. You are going to reply to the emails on page 136. Give advice according to the problems they present to you.

**Oral Activity: (15 m)**

1. **FP Activity: Interview Game–Past**

**Introduction:** The last Word. Let's interview each other about things you did in the past.

**Procedure:**

1. Get into groups of 5. Choose one player to answer questions.
2. The other players 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." The last player in the game is the winner and becomes the interviewee.

**For example:**

T: Did you do your homework last night?

Interviewee: Yes, I did.

S2: What was your homework?

Interviewee: English and Math.

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 6, exercises 4, 5 and 6 from the workbook.

Mike and Georgia are planning to get married. Georgia wants a large, romantic wedding, but Mike wants a small and simple one. Georgia loves flowers but Mike thinks a nice honeymoon is more important than flowers. Mike and Georgia can spend a total of \$6,000 on their wedding. They want you to help them plan a wedding that will be memorable but won't cost more than their budget.

Here are Georgia and Mike's options. Discuss them with your group. Then circle the ones you choose.



#### Wedding ceremony

house of worship . . . . . \$400  
courthouse . . . . . \$ 50



#### Reception

hotel . . . . . \$3,000  
restaurant . . . . . \$2,000  
parents' home (food and drink) . . . \$1,200



#### Invitations

fancy (gold ink) . . . . . \$600  
average (silver ink) . . . . . \$400  
simple (black ink) . . . . . \$300



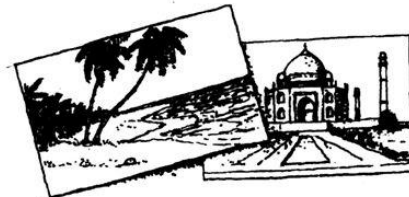
#### Wedding dress

designer gown . . . . . \$2,000  
silk dress . . . . . \$1,500  
mother's wedding dress . . . . . free!



#### Flowers

roses . . . . . \$800  
carnations . . . . . \$600  
daisies . . . . . \$300



#### Honeymoon

Tahiti . . . . . \$4,000  
India . . . . . \$3,500  
Italy . . . . . \$2,500



Picture A



Picture B



## World View: Book 2A, Unit 7, Day 1

(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 (10-15 m)

1. **FP Activity: Presentation – Past tense**

**Introduction:** (Go back to the first slide.) Look at the title of the unit. What does “first impression” mean? Look at the people in the pictures. What kind of first impression does each of them give? (The way you perceive someone the first time you see them. This can be a good or bad perception.)

**Procedure:** (Go to slide 5.) Work in groups of 3 or 4 and talk about someone that made a good first impression on you or that made a bad first impression on you. Tell your classmates about the person and your first impression of him/her. Also if you remember someone that made a bad first impression on you and then you changed your mind about him/her later, talk about that.

**For example:**

T: In the university, I met a woman who was very difficult. She criticized everyone all the time. She acted like she thought she was better than everyone else. Later, when I got to know her better, I realized that she was very nice. She was a bit difficult, but had a good heart and she was very funny.

### Slides 6-10: Vocabulary (15 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>height</b>	Your <b>height</b> is how tall (mimic) you are. We ask: “What’s your <b>height</b> ?” But, when we answer, we just say how tall we are in meters or centimeters. “I’m 1.75m.” S1 ask S2 “What’s your <b>height</b> ?”	I’m ____ m.
<b>short</b>	If you are an adult and you are 1.45 m you are <b>short</b> . Tell me the name of someone who is <b>short</b> . How tall is he/she?	(My sister) is <b>short</b> . S/he is (1.5 m).
<b>average height</b>	If you are an adult male and you are 1.65 you are average height. Tell me the name of someone who is <b>average height</b> . How tall is he/she?	(My father) is <b>average height</b> . S/he is (1.68 m).
<b>tall</b>	If you are like Michael Jordan, you are tall. Tell me the name of someone who is <b>tall</b> . How tall is he/she?	(My best friend) is <b>tall</b> . S/he is (1.98 m).
<b>weight</b>	Your <b>weight</b> is the number of kilos you have on you. My <b>weight</b> is (58) kilos. What’s your <b>weight</b> ?	My <b>weight</b> is XX kilos.
<b>slim</b>	When you don’t weigh many kilos you are <b>slim</b> . Models are usually very <b>slim</b> . Tell me the name of someone that is <b>slim</b> .	(My mother) is <b>slim</b> .
<b>average weight</b>	When you weight what you should according to your height, we say you are <b>average weight</b> . Tell me the name of someone that is <b>average weight</b> .	(Paulina) is <b>average weight</b> .
<b>heavy</b>	When you weigh more kilos than you should, you are heavy. Sumo wrestlers are heavy. Who is someone on TV that is heavy?	(XX) is heavy.

<b>young</b>	When you are not old, you are <b>young</b> . An adult that is 22 is <b>young</b> . Who is the <b>youngest</b> person in the class?	(Juan) is the <b>youngest</b> person in class.
<b>middle aged</b>	When you are between 40 and 60, you are <b>middle aged</b> . Tell me the name of a <b>middle aged</b> actor or actress.	(XX) is <b>middle aged</b> .
<b>elderly</b>	When you are over 70 years old, you are <b>elderly</b> . Who is your family is <b>elderly</b> ? How old is he/she?	My grandmother is <b>elderly</b> . She's 76.
<b>straight</b>	When your hair is like this woman's, it's <b>straight</b> . Who is class has <b>straight</b> hair?	(Karla) has <b>straight</b> hair.
<b>curly</b>	When your hair is like this woman's, it's <b>curly</b> . Who is class has <b>curly</b> hair?	(David) has <b>curly</b> hair.
<b>bald</b>	When you don't have hair, you are <b>bald</b> . Michael Jordan is <b>bald</b> . Who do you know that's <b>bald</b> ?	(My uncle) is <b>bald</b> .
<b>moustache</b>	Facial hair that is above a man's lip (mimic) is a <b>moustache</b> . Pepe Aguilar has a <b>moustache</b> . Tell me someone that you know that has a <b>moustache</b> .	(My father) has a <b>moustache</b> .
<b>beard</b>	Facial hair that covers a man's chin (mimic) is a <b>beard</b> . Santa Claus has a white <b>beard</b> . Tell me someone that you know that has a <b>beard</b> .	(My uncle) has a <b>beard</b> .
<b>side burns</b>	Facial hair that is on the sides of your face are <b>side burns</b> . Elvis Presley was famous for his <b>side burns</b> . <b>Side burns</b> were common in the 1970's. Do you know someone that has <b>side burns</b> or that had <b>side burns</b> in the past? Who?	(XXX) has/had <b>side burns</b> .

**Getting Started (10 m)**

- Now, open your books to page 30, exercise 1. Work in pairs. Look at the words in the box and match them to the words for the word webs.
- Get into pairs and look at the photos in your books. Take turns using the words from exercise 1 to describe someone in the pictures. Your partner will guess which person you are talking about. Look at the example in your book. (Let students practice, help them self correct if they make a mistake.)

**Slide 11: Oral Activity: (10 m)**

- CP Activity: Recognition- Vocabulary**

**Introduction:** Let's see if you remember the vocabulary.

**Procedure:** I will click on the slide and you write as many words as you can to describe the person's appearance.

**For example:**

T: Look at the first picture. What words can I write?

Ss: elderly, curly hair, white or grey hair, slim or average weight, etc.

**Procedure:** Click on the slides and as you do pictures will appear. Change the picture when you see they have stopped writing. When you finish, go back to the beginning of the slide and ask different students tell you what they wrote.

**For example:**

T: What words do you have for the second picture? (When there are two people in the picture, ask first about one, and then the other.)

S1: elderly

S5: straight hair

S4: side burns

S7: white hair

S9: heavy

Etc.

**Slide 12: Listening (10-12 m)**

1. Open your books to page 31. Look at the pictures of Maurice and Julia. You will listen to the audio and decide which picture corresponds to Maurice and which one corresponds to Julia. (Play the audio and let them answer. When they finish, check their answers. Maurice is **b** and Julia is **a**.)
2. Now, look at the questions in exercise 4 on page 31. Read over the questions first. (Give them a minute to do this.) Now, listen to the audio and answer the questions. (Play the audio and when they finish, click on the slide to check their answers.)

**Slide 13-14: Grammar Focus (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. Elicit the patterns from students:
  - a. We use **be** to talk about a person's age, height and weight.
  - b. We use **have** to talk about a person's eyes hair or facial hair.
  - c. We use **be** with **bald**. Example: He's bald.
4. Have students open their books to page 32 and have them do exercise 2. Check their answers.
5. Have students work in pairs and do exercise 3. (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 15-16: 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 Activity (20 m):**

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

**Introduction:** Can you describe your classmates?

**Procedure:** I say a student's name, and you say one thing about the person using the verb **be** and one thing using the verb **have**. Remember to be nice!

**For example:**

T: Juan

S3: Juan has brown eyes. He is slim.

**Cues:** Cue different student's names.

2. **SC Activity: Stimulus-Response-Descriptions (10 m)**

**Introduction:** Do you know some famous people? Can you describe them?

**Procedure:** I say word that describes a person, and you say the name of a person that it describes.

**For example:**

T: short

S3: My mother is short.

S8: Ma. Antonieta de las Nieves (*La Chilindrina*) is short.

**Cues: (You can use the same cue for more than one student.)**

average height	average weight	straight hair	curly hair
elderly	slim	beard	short
sideburns	bald	mustache	young
heavy	middle-aged	tall	

**Slide 17: Oral Activity (15 m):**

1. **FP Activity: Presentation–Descriptions**

**Introduction:** Can you describe the people in your family?

**Procedure:**

1. Draw a picture of the people in your family. Put in as much detail as possible. (Give them time to do this.)
2. Now, work in groups of 3-4 and show your classmates the picture of family and describe your family to them. (Click on the slide to show the example.)

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

**Slide 18: 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 and 3 in your workbook.

## World View: Book 2A, Unit 7, Day 2 (126-131 m)

### Slides 20-21: Homework (5 m)

#### Slide 22: Objectives (3 m)

1. Write the objectives on the board.

#### Slide 23: Oral Activity (10 m):

1. **FP Activity: Description/Question & Answer – Descriptions**

**Introduction:** Can you describe people well now? Let's check.

**Procedure:** Work in pairs. One of you will describe a person on the slide using the vocabulary we saw yesterday, and the other has to guess which person is being described. The person guessing can also ask questions. When you finish, switch roles.

**For example:**

T: This man has a beard and moustache. He's tall and slim. He has brown hair.

S2: Is he using a camera?

T: No, he isn't. He's wearing glasses.

S2: Is this the man?

T: Yes, it is.

#### Slide 24: Pronunciation (10 m)

1. In English, words like **and** and **or** usually have a very weak pronunciation. Often when we say **and** in a sentence, you only hear **"an"** or sometimes only **"n."** When we say **or** in a sentence it sounds like "er."
2. Listen to the pronunciation of **and** and **or** in these sentences; notice how the sound is weak. (Play the audio.)
3. Now, I'll play the audio again, and you repeat after the speaker.

#### 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.

#### Slide 26: Oral Activities (25 m)

1. **SC Activity: Find Someone Whose...-Description (15 m)**

**Introduction:** Do you look like your parents? What do your brothers and sisters look like?

**Procedure:** Look at the sentences on the slide. In your notebooks, I want to you write numbers 1 to 6. In a minute you will stand up and ask your classmates questions to find someone who matches the characteristics. When you find someone, you need to 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:**

T: What is the question you are going to ask you classmates for the first one?

S1: Does your father have a beard and moustache?

S3: No, my father doesn't have a beard and moustache.

T: So, you have to ask another classmate. How do you ask the question for the second one?

S4: Is your mother short and slim?

S5: Yes, she is.

T: So, in this case you can write S5's name in your notebook

**Follow up:** Now, tell the group what you found out. (Have some of the students report what they found out.)

**For example:**

T: Daniela's father has a beard and moustache. Raúl's mother is short and slim. Etc.

2. **FP Activity: Question-Answer – Description, simple present, simple past (10 m)**

**Introduction:** Are you the same now as you were in the past?

**Procedure:** Work in groups of 3-4 and tell your classmates about your appearance when you were 10 and how you are different now. You can also tell them about things you did in the past that you don't do now. If your classmates have questions, they can ask you.

**For example:**

T: When I was 10, I was very short. I had short curly hair and I was a little heavy.

Now, I'm tall and have long straight hair. I am thin because I do a lot of exercise every day. In the past, I didn't do exercise and I ate a lot of candy and ice cream.

Do you have any questions?

S4: Did you have brown hair in the past?

T: Yes, I did.

**Slide 27: Speaking (15 m):**


1. Do you sometimes have to pick someone up at the airport? Imagine that a friend asked you to pick up some people at the airport. Open your books to page 33, exercise 6. Student A will look at page 137 and Student B will look at this page. (Pair students up.) Student A will describe these people to Student B. Student B can also ask questions to confirm information.
2. (Show the example on the slide and go over it with students.)
3. (Let them work in pairs; walk around and take note of any mistakes you hear so you can correct them after the activity.)
4. Now, switch. Student A will look at this page and Student B will look at page 139.
5. (Let them work in pairs; walk around and take note of any mistakes you hear so you can correct them after the activity.)
6. (Do correction.)

**Slide 28: Oral Activities (15 m):**

1. **SC Activity: Description Game-Descriptions**

**Introduction:** Can you describe people well now? Let's see.

**Procedure:**

1. You are going to work in pairs. Look at the pictures. Student A is going to choose one of the people in the pictures, but don't say who you picked. Student B has to ask questions to figure out who the person is.
2. Each time Student B asks a question, Student A needs to write a mark in his/her notebook; you need to keep track of the number of questions your partner asks to guess the person because the person with the fewest questions in the end, wins. (Explain how they will tally up the questions; the easiest way is with slash marks: )
3. After Student B guesses the correct person, then he/she chooses a person and Student A has to guess the person.

**For example:** (As you do the example with a student, tally the questions he/she asks, to show students how you do that.)

T: I chose one picture. Ask questions to guess who?

S3: Is it a man or woman?

T: A man.

S3: Does he have a beard?

T: No.

S3: Is he thin?

T: Yes.

S3: Is he young?

T: No, he isn't.

S3: Does he have grey hair?

T: Yes, he does.

S3: Is it Bob?

T: Yes.

**Slide 29: Oral Activity (30-35 m):**

**1. FP Activity: Description Game-Descriptions (20 m)**

**Introduction:** Can you describe people well? Let's see.

**Procedure:**

1. Imagine that you saw a crime and the police are now asking you to describe the person. Work in trios. One of you saw the criminal; you are the witness, one is the police man who is asking about the criminal and the third is an artist that is going to draw a picture of the criminal.
2. First, all the witnesses need to look at the screen, and the police men and artists need to have their backs to the screen.
3. I will show you the picture, but you will only see it for 10 seconds. (Make sure you **ONLY** show the picture for 10 seconds.) After that, you need to describe the picture to the police man and the artist.
4. When you finish, you will change and someone else can be the witness.

**For example:**

T: Was it a man or woman?

S3: A man.

T: Can you describe him?

S3: He was tall and thin. He had black hair and brown eyes. His hair was long and straight.

T: How tall was he?

S3: About 1.90.

T: No, he isn't.

S3: Does he have grey hair?

T: What was he wearing?

S3: He was wearing jeans and a t-shirt. The t-shirt was green I think.

T: Okay, what else can you tell me?

Etc.

**2. FP Activity: Presentations-Descriptions (10-15 m)**

**Introduction:** For you what does the perfect woman or man look like?

**Procedure:** Work in trios and describe your perfect mate to your classmates. What does he/she look like? What other information can you give us about him/her? When you finish, your classmates can ask you questions.

**For example:**

T: For me the perfect man is tall and average weight. He has dark brown eyes and brown or black hair. He has a very nice smile and his eyes always look friendly. He is in his 20's and he is ambitious. He is a person that likes to have fun, but he also works hard.

S7: Does he have a car?

T: Probably, but that's not important.

Etc.

**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 7, exercises 4, 5 and 6 in your workbook.





## World View: Book 2A, Midterm Review (146-186 m)

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

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

### Slide 4: 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 5: Oral Practice (15 m)

1. **SC Activity: Question - Answer – Linking words and, but, and so**

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

**Procedure:**

1. Open your books to page 18. Exercise 4. Listen to the conversation. (Play the audio. Play it again if necessary.) What are the speakers doing? (Playing a board game.) Who are they role-playing? (An employee and a boss.) In the model conversation, what excuses do the employees give for not coming to work? (I have a sore throat. And I hurt my arm.) What are two responses from the boss? (That's OK. And I'm sorry. I hope you feel better.)
2. Look at exercise 5. Read the instructions. (Remember they already played a similar game in unit 2. So let them read the instructions and explain what they have to do.)
3. Get into pairs. Now join another pair to form groups of 4.
4. Each group must have a coin, and each pair a different token as markers.
5. When you land on a space, look at the picture. You are going to role-play a conversation between a boss and an employee. The boss should try to find out as much information as possible.

**For example:** (Have a student come up to the front to model the activity with you.)

T: (Toss a coin and move the correct spaces.)

T: I am sorry I can't come to work today.

S1: What happened? / What's wrong?

T: I hurt my arm.

S1: I'm sorry. How did you hurt your arm?

T: I fell in the bathroom.

S1: Are you coming to work tomorrow?

T: Yes, I think so.

### Slide 6: Oral Practice (15 m)

1. **FP Activity: Discussion – Going to**

**Introduction:** Let's discuss what you should pack for a vacation.

**Procedure:**

1. (Tell the students the situation.) You are packing to go to the U.S. in the summer to take a language course. You've packed essential clothes and belongings in a suitcase, and have room for only four extra items.
2. You are going to work in groups of three or four. You need to discuss what you think you should and shouldn't take, and make suggestions. (Put key phrases for making suggestions on the board if necessary, Ex. maybe we should.../ What about...? The students should agree on which four things to take.)
3. When you finish deciding, you are going to tell the group what you are going to take and why.

**For example:**

T: We are going to take sunglasses because it is always sunny in New York. We are also going to take an umbrella because it rains in the summer. We're going to take an iPod because we like to listen to music and we're taking a camera to take pictures.

**Slide 7: Oral Activity (15 m)**

**1. FP Activity: Presentation-simple past, simple present, description**

**Introduction:** Do you have a best friend? What's he or she like?

**Procedure:** First, draw a picture of your best friend. Now, work in groups of 3-4 and tell your classmates about your best friend. First, describe your best friend, then tell them how, where and when you met him/her. Also talk about what your best friend's normal activities.

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

**Slide 8: Oral Activities (30 m)**

**1. SC Activity: Information Gap-going to (15 m)**

**Introduction:** We are going to go on a trip.

**Procedure:**

1. Open your books to page 19, exercise 9. Imagine you are going to go on a trip. Where are you going? What are you going to do there? (Elicit some answers from students.)
2. You are going to listen to a conversation that models what we are going to do. (Play the audio. Play the audio again if necessary.)
3. Get into groups of three. You are each going to have a copy of Dario's travel schedule, but each of you will be missing different pieces of information on the schedule. You are going to ask each other questions to complete your charts.
4. (Assign in each team A, B, and C roles.) According to your role, turn to the correct page A-look at page 136, B-look at page 138, C-look at page 142.
5. (Give students time to complete the task. Monitor students and do appropriate correction.)
6. (When they finish have them compare their charts.)

**For example:** (Have a team come up to the front to model the activity.)

T: (A role) Where's he going to go on Saturday?

SB: Saturday? Hmm. He is going to fly into the city. But what's he going to do there?

SA: He is going to go visit a museum.

SB: Okay, but what about Sunday? Etc.

**2. FP Activity: Guessing game – should and shouldn't for giving (15 m)**

**Introduction:** What should we do or shouldn't we do in different situations?

**Procedure:**

1. Open your books to page 38, exercise 1. Read the situations. (Give students time to read.) I am going to read each situation. Raise your hand if you have experienced the situation you hear.
2. Choose a situation from exercise 1. Keep it a secret!
3. On a piece of paper write three clues for the situation. Make sure you use should and shouldn't in your clues.
4. Get into groups of 4. Each student will read their clues and the rest of the team must guess which situation is being described. (While students are working, walk around the room helping as needed.)

**For example:** (After you finish the example tell students not to choose "go to a friend's home for dinner" since you used that one for the example.)

T: When you do this you shouldn't be late.

S1: When you go to a job interview?

T: No, here is the second clue. You should take a small gift.

S1: When you go to a surprise birthday party?

T: No, here is another clue. You should say that the food is delicious.

S1: I know! You should do all those things when you go to a friend's home for dinner!

T: Yes, that's right.

**Slide 9: Oral Activities (45 m)**

**1. SC Activity: Information Gap - be and have for description (15 m)**

**Introduction:** Let's describe some people and see if you can identify them.

**Procedure:**

1. What physical characteristics can we use to describe people? (Height, weight, length and type of hair, and age.)
2. Listen to people describe pictures of two women. Please identify what thing both women have in common. (They are both middle-aged.)
3. (Play the audio. Play the audio again if necessary. Elicit the answer to the question from students.)
4. Get into pairs. Student A will look at page 137 and student B will look at page 139 in your books. Look at the photographs of the people. Take turns describing each person. For each photo you will decide if both of you are looking at the same person or if you are looking at a different person.
5. (Assign A and B roles within the pairs.)
6. Student A must describe a physical feature of the person in the first photo. Student B responds by saying whether the person in his/her photo also has that characteristic. Then it's student B's turn to say a physical feature of the person in his or her photo. Student A responds whether the person in his / her photo also has that characteristic. (Have students repeat the process with all the photos.)
7. (Give students time to complete the task. Monitor your students. Remember this is a SC activity so do appropriate error correction.)
8. Compare your photos and find the differences.

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

**2. FP Activity: Role Play – should/shouldn't, simple present, simple past (15 m)**

**Introduction:** Do you always agree with your parents? Do parents sometimes not understand their teenagers or young adult children? What are some things parents and children argue about? (On the board write the things students say: include things like *friends, staying out late, smoking or drinking, not helping at home, girl/boyfriend*, etc.)

**Procedure:** Work in pairs. One of you is a parent and the other is a teenager or young adult. The parent is telling his/her son or daughter what he/she should and shouldn't do. The child is telling the parent what he/she thinks.

**For example:**

- T: Can I talk to you?  
 S3: Sure, what's the problem?  
 T: You arrived home very late last night. You shouldn't stay out so late.  
 S3: Yes, but Mom/Dad, I'm 21 years old. I can take care of myself.  
 T: I know, but I worry about you. What if something happened to you?  
 S3: You shouldn't worry. I am always very careful.  
 T: Maybe, but there are a lot of bad people out there. What if you are in an accident or someone hurts you?  
 S3: I always go out with friends; I never go out alone, so they take care of me and I take care of them.  
 T: I still don't want you to arrive home so late. And if you are going to arrive late, you should call me and tell me.  
 S3: I planned to call, but I ran out of credit. I couldn't call.  
 Etc.

### 3. FP Activity: Role Play – should/shouldn't, description (15 m)

**Introduction:** Do you know about some places on the Internet where you can find a partner? For example [amorenlinea.com](http://amorenlinea.com)? What would your ideal mate be like?

**Procedure:** Work in pairs. One of you is a works for an agency that finds partners for men and women and the other is the customer who is looking for a partner. The person from the agency is going to ask questions to find out what the customer wants. The customer will describe his/her perfect mate.

**For example:**

T: So, what kind of person are you looking for?

S3: Well, the ideal woman for me is tall, thin and attractive.

T: What color hair and eyes should she have?

S3: I prefer someone with brown hair and eyes, but it's not really that important for me.

T: Okay and should she have a university degree?

S3: Definitely. She should be someone who has university studies and she should be a person who is looking for a better future. She should be hard-working and she shouldn't smoke. I hate people who smoke.

T: Should she have any other qualities?

S3: Not really. She should be very nice, of course and she should love children.

T: All right, let me check our data base and see if I can find someone for you.

S3: Thanks.

### Slides 10-11: Optional Video Activity: (20 m) The Human Family

#### **Step 1: Segment Introduction**

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 2 Unit 7. (Both the Student Book unit and the video segment are about describing people.)
2. Tell students what the topic is (a commercial for a public television program) and provide a short explanation, if necessary.

#### **Step 2: Previewing: Sound Off**

1. Hand out the Video Activity Worksheet.
2. Play the video without the sound and ask students to answer the three questions on the Video Activity Worksheet.
3. Have students work in pairs to compare answers.
4. 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: Viewing: Sound On**

1. 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 and then share them as a whole class.
2. Have the class come to a consensus about the answers to the three questions.
3. Play the video again and have students answer the comprehension questions on the Video Activity Sheet.
4. Click on the slide to check answers.

### Oral Activity: (10 m)

**Introduction:** Let's see how much you remember.

**Procedure:** Work in pairs. Each pair will write down as many visual details about the video clip as they can remember. When you finish, you will get together with a pair and compare your lists. The teams with the most visual details correct wins.

**For example:**

T: I remember seeing a crowded metro, the market, a boy playing in the snow, Etc.

**Slide 12: 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, study for the exam.

**Video Activity Sheet**  
**The Human Family**

**1. Answer the questions below. You can guess if you're not sure.**

1. What different cultures do you see in the video?
2. What do you think this show is about?
3. Which statement do you think the narrator will say?
  - a. The world is so big—we can never understand it!
  - b. It's a very big world and its people are very different!
  - c. It's not such a big world—but it is a big family!

**2. Were your answers correct?**

**3. Read the statements below. Then watch the video segment again and circle T for True or F for False. Correct the false statements.**

- |  |   |   |
|--|---|---|
| 1. The new program, The Human Family, will be on Saturdays.                  | T | F |
| 2. The new program will show how people eat in different parts of the world. | T | F |
| 3. The Human Family will only be about people in Asia and Africa.            | T | F |
| 4. The program will only be about adults.                                    | T | F |
| 5. The Human Family shows that people around the world are similar.          | T | F |

## World View: Book 2A, Unit 8, Day 1 (118-136 m)

### Slide 2: Objectives (3 m)

1. Write the objectives on the board.

### Slide 3: Warm up Activity (10 m)

1. **FP activity: Question /Answer-Talking about movies.**

**Introduction:** Do you like movies? Is there a movie you really liked? What made that movie so special? What was your favorite scene? (Teacher tries to elicit: story, characters, scenery, the actors, special effects, etc.)

**Procedure:** Ask students to:

1. Think of a movie that you really liked and write the name of the movie on a piece of paper.
2. Walk around the room and try to guess 3 different classmate's movies. One student tries to guess what movie his/her classmate thought about. The student answering can give clues.

**For example:**

T: I am thinking about a movie. Can you guess the movie? I will give you a clue. It is about a Cuban immigrant. Ask questions.

S: Is the movie with Robert De Nero?

T: No, it isn't with De Nero. It's with Al Pacino.

S: Is it about a drug dealer?

T: Yes, it is about a drug dealer.

S: Is it Scarface?

T: Yes, it is.

Now walk around the room. When you guess 3 movies, raise your hand.

### Slides 4-11: 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>black and white</b>	Old Pedro Infante movies are usually <b>black and white</b> . Tell me the name of another <b>black and white</b> movie?	XXX is a <b>black and white</b> movie.
<b>science fiction</b>	Some people consider Star Wars to be the best <b>science fiction</b> movie ever. Is Fast and Furious a <b>science fiction</b> movie? Tell me the name of another famous <b>science fiction</b> movie.	No, it isn't a <b>science fiction</b> movie. Avatar is a <b>science fiction</b> movie.
<b>comedy</b>	A <b>comedy</b> is a movie that is funny and makes you laugh. <i>The Folkers</i> is a <b>comedy</b> . What's the name of another <b>comedy</b> movie?	XXX is a <b>comedy</b> movie.
<b>special effects</b>	Science fiction movies usually have a lot of <b>special effects</b> , for example when Terminator changes into different people; that's a <b>special effect</b> . What movie is famous for its <b>special effects</b> ?	XXX is famous for its <b>special effects</b> .
<b>costumes</b>	Did you see Robin Hood? The clothes and dresses that the actors and actresses wore are <b>costumes</b> . What movie has beautiful <b>costumes</b> ?	XX has beautiful <b>costumes</b> .
<b>movie theater</b>	The place where you watch a movie and eat popcorn is a <b>movie theater</b> . My favorite <b>movie theater</b> is Cinemex. Which <b>movie theaters</b> are very expensive?	The XX <b>movie theaters</b> are very expensive.



<b>amazing</b>	When something is fantastic and it makes you say “Wow,” it’s <b>amazing</b> . <i>Cañón del Sumidero</i> is <b>amazing</b> . Tell me something that is <b>amazing</b> for you.	XX is <b>amazing</b> .
<b>slow</b>	<b>Slow</b> is the opposite of fast or rapid. A turtle is a <b>slow</b> animal. What other animal is <b>slow</b>	A XXX is <b>slow</b> .

**Slides 12-13: Reading (15 m)**

1. Are there any memorable moments in movies that you remember? For example, in the movie *Twilight*, do you remember when Edward saves Bella from the car accident?
2. (Have one or two students share their memorable movie moments.)
3. (Have students open their books to page 35; ask them to look at the questions for exercise 4. Then, have them read the section on memorable moments and answer exercise 4.)
4. (Go on to slide 13 and check answers. As you click on the slide the answers will appear.)

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

1. (Ask students to go to exercise 5. Have them read the article again if necessary and fill in the chart. Give them 5 minutes to do this.)
2. (Check answers by clicking on the slide.)

**Slides 15-16: Grammar Focus: Said (5-10 m)**

1. Show slide 15 where you have exactly what Reiko and Mariana said. Then go on to the next slide and put the grammar focus on the board.
2. Teacher shows the slide; says the sentence(s) and has students repeat as she/he writes it/them on the board.
3. Teacher labels the sentence(s) with students’ participation. (Click on the slide to show the labels.)
4. Point out certain patterns to students:
  - a. The first sentence is directly taken from the article they just read
  - b. **Said** is used to talk about other people’s opinions or statements.
  - c. After **said** we use **past**. *Can* changes to **could**.
  - d. When we use **said**, we don’t need to say who is receiving the information.
  - e. When reporting someone’s opinion we need to be careful with the change of pronouns (I changes to he.) and possessives.
  - f. There is no need to use “*that*” after **said**.

**Slides 17-19: Controlled Practice: Repeat/Complete/Change (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. **Change:** Have students change direct quotes into reports with **said**. Do all of the chorally and then individually, make sure every student does one.

**Oral Practice (10-15 m)**

1. **CP Activity: Change-Reported statements**

**Introduction:** Is it sometimes necessary to report what someone said. When do we need to do this? (Get students opinions.) Listen to what some people and newspapers said about some movies.

**Procedure:** I will give you someone’s exact words and you will report it to the class. I will give you the name of the person who said it.

**For example:**

T: Betty. “I have a lot of black and white movies.”

S1: **Betty** said **she had** a lot of black and white movies.

(Cues on the next page.) ➡➡

**Cues:**

1. Henry: “*The Da Vinci Code* is really amazing.”
2. Justine and Jane: “*The Prince of Persia* has great special effects, but the story is not good.”
3. Ted: “I really don’t like action movies that are so unrealistic.”
4. Diego: “*Abel* isn’t spectacular, but it really makes you think. It’s a great movie.”
5. Movie director: “This is my best movie. I spent all my money, but I am very happy.”
6. The Film Chronicle: “John Travolta doesn’t get older.”
7. A director: “Travolta can still make fantastic action movies.”
8. Kate: “*Sherlock Holmes* has a lot of action, but the story doesn’t go anywhere.”
9. The Jacksons: “*Moonwalker* is Michael’s best creation. It has energy and imagination.”
10. National Films: “*Avatar* is an expensive movie, but it can recuperate money very quickly.”
11. Movie Journal: “Alfred Hitchcock is the master of special effects.”
12. John Travolta: “I want to be a vampire in a movie.”
13. Jennifer López: “Love stories are fun, but I like terror movies too.”
14. Gael García: “My new movie explains the political situation in Mexico.”
15. Barbara Mori: “I don’t want people to consider me as a sex symbol.”
16. Eugenio Derbez: “Laughing helps people escape from real life.”
17. Reporters: “Jiménez Cacho is wonderful in *Arrancame la vida*.”
18. Ana Claudia Talancón: “Working with Jiménez Cacho is an experience.”
19. González Iñárritu: “*Amores Perros* reflects Mexico today.”
20. Brad Pitt: “*Troya* doesn’t tell the real story.”

**Slide 20: Oral Activity (15-20 m)****1. SC/FP Activity: Question Answer/Presentations-Reported statements**

**Introduction:** Do you know what a **soul mate** is? (Write the word on the board and explain that soul mates are 2 people that have a strong affinity.) Do you know your classmates well? How much do you know about their likes and dislikes?

**Procedure:** Look at the slide. There are six questions on people’s opinions. Your job is to ask these questions to at least 3 people and find 2 people with similar likes and dislikes. Be prepared to report on what you found

**For example:**

T: What kind of music do you prefer?

S3: I prefer Brit Pop.

T: What do you hate about people?

S5: I hate people that lie.

Etc.

**Procedure:** Now, report what your classmates said to the class.

**For example:**

I think that Juan and Julia are soul mates: Juan said he hated people that lied and Julia said she hated people who were not sincere. Julia said she loved Brit Pop and Juan said he loved Oasis and Coldplay. Juan said he enjoyed the countryside and the forest and Julia said she enjoyed walking in the park.

**Slides 21-22: Oral Activity (15 m)**

1. **SC/FP Problem Solving Activity**

**Introduction:** Famous people sometimes say important, interesting or dumb things. These are called quotes. Do you know any famous quotes? For example: “I will defend the peso like a dog.” López Portillo.

**Procedure:**

1. Look at the slide and with the person next to you. Share what you know about the people there. Who were/are they? Why were/are they famous? (Give students 5 minutes to do this.)
2. Look at this next slide. What do you see? Right, these are famous quotes. Your job is to say who said these famous quotes and why?

**For example:**

T: Let's look at the first quote. Who said “Life is like a box of chocolates”?

S1: Forrest Gump's mother said life was like a box of chocolates.

T: And why did she say that?

S2: She said that because we never know what our life is going to be like.

T: Good.

(Give students 10 minutes to relate the quotes with the people).

**Follow Up:** Now you are going to give a presentation on who you think said the quoted and why.

**For example:** We think Martin Luther King Jr. said he was a black American and that he was proud of his race. He said this because he was a defender of black people's rights.

**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 8, exercises 1, 2 and 5 in your workbook.

## World View: Book 2A, Unit 8, Day 2

(134-146 m)

### Slides 25-26: Homework (5 m)

### Slide 27: Objectives (3 m)

1. Write the objectives on the board.

### Slide 28: Warm up Activity (10 m)

1. **FP activity: Question/Answer-Nationalities, professions, simple present**

**Introduction:** Please look at the slide. Do you know who these people are? Do you know why they are famous?

**Procedure:** Please get into pairs and work together to identify the people on the slide and think of why they are famous. Be prepared to share your information with the group.

**For example:**

The first one is Alejandro Sanz. He is a famous singer. He is from Spain and one of his best songs is *Corazón Partido*.

(Give students 5 minutes to identify and come up with their presentation for each image. Have different groups/pairs give different presentations.)

### Slides 29-33: Vocabulary (8-10 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>role</b>	Actors play different <b>roles</b> in movies. In <i>Hancock</i> , Will Smith plays the <b>role</b> of a superhero. What <b>role</b> does Rob Pattinson play in <i>New Moon</i> ?	He plays the <b>role</b> of a vampire.
<b>dumb</b>	<b>Dumb</b> is with no intelligence. It is an adjective. <i>Hermilinda Linda</i> is a <b>dumb</b> movie. What other movie is <b>dumb</b> ?	XXX is a <b>dumb</b> movie.
<b>unoriginal</b>	When something is a copy of another movie, we say it's <b>unoriginal</b> . <i>Betty la Fea</i> is <b>unoriginal</b> . What other movie or program is <b>unoriginal</b> ? Why?	XXX is <b>unoriginal</b> . It's a copy of XXX.
<b>confusing</b>	When something is not clear or difficult to understand; it's <b>confusing</b> . For me manuals are sometimes <b>confusing</b> . What's <b>confusing</b> for you?	XXX is <b>confusing</b> for me.
<b>awful</b>	Another way of saying horrible or terrible is <b>awful</b> . Violence is <b>awful</b> . Murder is <b>awful</b> . What is <b>awful</b> for you?	XXX is <b>awful</b> for me.

### Slides 34: Grammar Focus: Told (5-10 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 **said** and **told** to report conversations and opinions.
  - b. We use **told** when we want to mention who received the comment or opinion (listener).
  - c. After **told** we use past. **Can** changes to **could**.
  - d. We use different pronouns for the person who gives the opinion and the person who receives (listener) the opinion or comment.
  - e. It's not necessary to use "that" after **told**.

**Slides 35-37: Controlled Practice: Repeat/Complete/Change (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. **Change:** Have students substitute the complete statements and use subject and object pronouns. Do all of the chorally and then individually, make sure every student does one.

**For example:**

T: Pete “Al Pacino is a great actor.”

S1: Pete said Al Pacino was a great actor.

**Slides 38-40: Guided Practice (10 m)**

1. (Have students go to page 36 in their student book.)
2. (Have students answer exercises 3 and 4.)
3. (Give them 5 minutes to answer the exercises and check their answers with the slides.)

**Slide 41-49: Oral Practice-Game (25-30 m)**

1. **SC/FP Activity: Stimulus Response-Simple present, demonstratives**

**Part 1**

**Introduction:** Let’s play a game. (Divide the group into 2 teams.)

**Procedure:**

1. In a moment you will see a slide. The first team to identify all the people or bands on the screen gets a point. Work together to do this. Ready? 1, 2, 3.
2. Raise your hand when you are finished. (Show students the screen and once a team has raised their hand, check the answers by clicking on the screen. Give winning team a point.)

**For example:**

T: Number 5 is Cerati, but who is the singer in number 10.

S2: I think that’s Rihanna.

T: No, I don’t think so.

Etc.

**Part 2**

**Introduction:** Now comes the second part of the game, where you have to report quotes and add information.

**Procedure:** In a moment you will see another slide. The slide contains a quote, who said it and the listener. Your job is to report the quote using **told**. Something important, if you want an extra point you have to add another complete idea to the quote.

**For example:**

Let’s do the first one together. (Show the slide 42.) “Imagination is more important than knowledge.”Albert Einstein)

T: So, looking at that slide, who can give me the quote?

S1: Albert Einstein told the Science Magazine that imagination was more important than knowledge.

T: Great! Now if you want an extra point add another complete idea to this quote.

(Write connectors **and**, **but** and **so** on the board) Use these connectors.

Something like: Albert Einstein told the Science Magazine imagination was more important than knowledge and **he said that his work was to help the world.**

Remember that for your team to get the point the report must be correct. (Show the next slide and have teams raise their hands if they think they can give you the quote. Make sure to encourage teams to go for the extra point.)

**Note: if sentences are not correct try semi controlled error correction. If they self correct give out half a point. Also, make sure different students participate.**

**Slide 50: Pronunciation (10 m)**

1. Have students go to page 37 in their books. Play the audio and have students first listen to the different clusters.
2. Ask if the number of consonant sounds and consonant letters is always the same? Direct them to the words **interesting** and **liked**. See if they can come up with the difference, if not point it out. We do not say **intéresting**, but **intresting**.
3. Have student listen and repeat.

**Slide 51: Model Conversation (10 m)**

1. Have students practice the conversation in pairs.
2. Have them do it again substituting their own information. They can practice this various times and 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 52: Free Practice activity (20 m)**

1. **FP Activity: Interviews-Simple present, simple past, future**

**Introduction:** Is a reporter's job nice? Do you like to interview people? Let's imagine that we are reporters.

**Part 1:**

**Procedure:** Please get into pairs. In a moment you will see a slide. Together choose one of the people from the slide to interview. Together design the interview; think of five questions to ask that person.

**For example:**

T: What questions can we ask Alejandro Fernández?

S1: Do you like Ranchero more than Pop?

S2: Who is your girlfriend now?

S3: Is Pedrito Fernández your friend?

T: Ok, good questions. Go ahead and do it in pairs.

(Give them 8 minutes to do this.)

**Part 2:**

**Introduction:**

**Procedure:** Does everybody have the questions they want to ask? Let's interview people now. In the same pairs, one student asks the questions and the other imagines he/she is the famous person and answers the questions. When you finish, switch roles.

**For example:**

T: Do you like ranchero music more than pop music?

S1: Yes/No, ...

S3: Is Pedrito Fernández your friend?

T: Yes/No, ...

(Give them some minutes to do this.)

**Follow up:** Now report to the class about what the famous person said or told you.

**For example:**

T: Alejandro Fernandez told me he liked pop music more than ranchero music, but that he made more money with ranchero. He said that Pedrito was not his friend, but that that they were not enemies.

**Note: this is free practice, so correction is done at the end, anonymously and by the group.**

**Slide 53: 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?  
For homework, do Unit 8, exercises 4, 5, and 6 in your workbooks.



## World View: Book 2A, Unit 9

(118- 135 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. **FP Activity: Question/Answer-Talking about restaurants.**

**Introduction:** Do you like to go to restaurants? What kind of restaurants do you like?

**Procedure:** Ask students to:

3. Get into teams of three.
4. Together, think of at least 4 restaurants in the area.
5. Rank the restaurants in terms of quality, cost and service and be prepared to present your ideas to the group. (Have students look at slide 5 in order to get some ideas. Give them some time to do the activity and then have a couple of teams present.)

**For example:**

T: I am going to talk about 4 restaurants: *El Matador*, *La Ribiera*, *El començal*, and *Buho's place*. All of these restaurants are formal. We gave El matador a 1 in the ranking because the food is delicious; the service is good and the place is very pretty. Buho's place is number 2 because the food is more expensive. Etc.

### Slides 6-15: Vocabulary (15 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>customer</b>	When you eat at a restaurant. You are a <b>customer</b> . Are <b>customers</b> sometimes difficult? What do <b>customers</b> usually want?	Yes, some <b>customers</b> are difficult. <b>Customers</b> want ...
<b>waiter</b>	The person that takes your order and brings you your food at a restaurant is a <b>waiter</b> . Should <b>waiters</b> be friendly? Are all <b>waiters</b> fast?	Yes, <b>waiters</b> should be friendly. No, not all <b>waiters</b> are fast.
<b>menu</b>	When you want to order at a restaurant, you look at the <b>menu</b> . The <b>menu</b> tells you what food the restaurant has. What other information is on the <b>menu</b> ?	XXX is/are on the <b>menu</b> .
<b>appetizer</b>	What do you usually eat before a steak or fish? So, what you eat before the main or most important dish is called <b>appetizer</b> . What is your favorite <b>appetizer</b> ? My favorite <b>appetizer</b> is salad.	Salad or soup. My favorite <b>appetizer</b> is XXX
<b>entrée</b>	Another way to say main dish is <b>entrée</b> . The <b>entrée</b> is the most important or main dish like <i>mole</i> or <i>albondigas</i> . What do you eat first the appetizer or the <b>entrée</b> ?	You eat the appetizer first and then the <b>entrée</b> .
<b>dessert</b>	The last part of a meal is usually sweet and is called <b>dessert</b> . Ice cream, flans and jell-o are typical <b>desserts</b> . What is your favorite <b>dessert</b> ?	My favorite <b>dessert</b> is XXX



<b>check</b>	Once you finished your meal and are ready to go; you need to pay. The waiter brings you the <b>check</b> : the <b>check</b> tells you what you ate and how much you have to pay. Are there ever mistakes on the <b>check</b> ? What do you do if there is a mistake on the <b>check</b> ?	Yes, there are sometimes mistakes on the <b>check</b> . I ... if there is a mistake on the check.
<b>tip</b>	If the service is good, the customer leaves money for the waiter. This money is called <b>tip</b> . In The United State the <b>tip</b> is usually 15% of the check. What is the usual <b>tip</b> in México?	The usual <b>tip</b> is XX.
<b>salt</b>	Look, this is <b>salt</b> (point to the picture). I put <b>salt</b> on <i>pepinos</i> . What do you put <b>salt</b> on?	I put salt on XX.
<b>pepper</b>	Look, this is <b>pepper</b> (point to the picture). I like steaks with a lot of <b>pepper</b> . What do you like <b>pepper</b> on/in?	I like XXX with <b>pepper</b>
<b>glass</b>	This is a <b>glass</b> (point to the picture). Do you drink coffee in a <b>glass</b> ? What do you drink in a <b>glass</b> ?	No, you don't drink coffee in a <b>glass</b> . You <b>drink</b> XXX in a glass
<b>napkin</b>	This is a <b>napkin</b> (point to the picture). What do we use <b>napkins</b> for?	We use <b>napkins</b> to XXX
<b>fork</b>	This is a fork (point to the picture). Can you eat soup with a <b>fork</b> ?	No you can't eat soup with a <b>fork</b> .
<b>knife</b>	We us a <b>knife</b> to cut meat. That is a <b>knife</b> (point to the picture). What other food can we cut with a <b>knife</b> ?	We can cut XXX with a <b>knife</b> .
<b>spoon</b>	That's a <b>spoon</b> (point to the picture). What do we eat with a spoon?	We eat XXX with a <b>spoon</b> .

**Slide 16: Vocabulary Check (5 m)**

1. Please open your books to page 41. What do we have here? Right a menu. Do you recognize some words? Which ones? (Have students do exercise 2, page 41. Check answers by clicking on slide.)

**Slide 17: Listening (7-10 m)**

1. Ask students to go to page 41, exercise 4.
2. Ask students to listen to the conversation between 2 people eating at *The Shrimp Boat*. Have them write M for meals ordered by men and W for meals ordered by women.
3. Once listening is over, check the answers by clicking on slide.

**Slide 18: Listening (5-10 m)**

1. Tell students that they will be listening again. Ask them to look at exercise 5 and match the dishes with the description.
2. Give students a minute to look at the dishes and description before playing the listen.
3. Play the listening and check answers by clicking on screen.

**Slides 19: Grammar Focus: Would you like/would you prefer (5-10 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. **Would** plus **like** and **would** plus **prefer** refers to your choice or preference when ordering at a restaurant or demanding a service.
  - b. The verbs **like** and **prefer** without would refer to **general preferences** or likes.
  - c. **Like** and **would** like are not interchangeable; you cannot say "*I like a cheeseburger with fries*" to answer the question "*Are you ready to order?*".
  - d. **I'd** is the contracted form of **I would**.

**Slides 20-21: Controlled Practice: Repeat/Complete (15 m)**

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually. **Since sentences are in a dialog form, divide the group in 2 and have side one ask the questions and side two answer the questions for choral. Switch for individual and have individual students from side 2 ask questions and individual students from side 1 answer the questions.**

**Introduction:** Now, we are going to practice ordering and taking orders.

**Procedure:** Let's divide the group. Side A will repeat the question and side B will repeat the answer.

**Example:**

T: Side A repeat "Would you prefer rice or pasta?"

Side A: "Would you prefer rice or pasta?"

T: "I'd prefer rice."

Side B: "I'd prefer rice."

T: S1 (from side A) repeat "Would you prefer rice or pasta?"

S1 (from side A): "Would you prefer rice or pasta?"

T: S2 (from side B) repeat "I'd prefer rice."

S2 (from side B): "I'd prefer rice."

2. **Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually. **Since cues are in a dialog form, do 1, 2, 3 and 4 chorally: Divide the group in 2; have side 2 ask questions chorally and side 1 answer the questions chorally. Next, do 5, 6, 7 and 8 individually. Switch side and have individual students from side 1 ask the questions and individual students from side 2 answer the questions.**

**Introduction:** Now, you complete the sentences on slide.

**Procedure:** Let's divide the group. Side A will complete the question and side B will complete the answer.

**Example:**

T: Side A, complete the question.

Side A: "Would you prefer rice or pasta?"

T: Side B, complete the answer.

Side B: "I'd prefer rice."

**(Do the first 4 in this fashion and the rest with individual students)**

T: S1 (from side A), complete the question.

S1 (from side A): "What would you like?"

T: S2 (from side B), complete the answer.

S2 (from side B): "I would like the Shrimp Savoy."

**Slides 22-23: Controlled Oral Practice (7-10 m)**

1. **CP Mixed dialogs-Would like, prefer**

**Introduction:** Do you like solving problems? Let's look at the slide and untangle the conversations.

**Procedure:** Look at the slide. On this slide there are 2 conversations. Your job is to see which questions and answers match in order to form the 2 logical conversations.

**For example:**

T: Who can tell me the first question?

S1: Are you ready to order?

T: Right now look at the answers. Do both answers seem logical?

S2: Yes, they do.

T: Now look at the next 2 questions. If the answer is: Yes, I'd like the *Pasta Bambino*, please, (Click on slide.) what is the next logical question? Would you like something to drink? Or Are you ready to order now?

S3: Would you like something to drink? (Click on slide.)

T: Right. This is what you have to do to find the 2 logical conversations.

(Have students work in pairs and give them 5 minutes to untangle the conversations.

(Click to go to the next slide for answers.)

**Follow up:** Now, stand up and practice the 2 different conversations with different classmates. Remember to switch roles.

**Slide 24: Pronunciation (5 m)**

1. Have students go to page 43 in their books. Play the recording and have students first listen to the different clusters.
2. Write **would you** on the board and ask students if **you** alone sounds the same as when you add **would** before it.
3. Have students listen to the audio again and ask them if they can distinguish the sound, say it for them **wouldja**.
4. Have student listen and repeat.

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

1. Have students practice the conversation in pairs.
2. Have them do it again substituting their own information. They can practice this various times and 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 26: Oral activity (10 m)**

1. **SC Activity: Guided Conversation-Would like, prefer**

**Introduction:** Okay, now let's practice being waiters and customers.

**Procedure:**

3. Get into pairs and look at the slide. Here you have 2 in complete conversations between a customer and a waiter.
4. One of you is going to be the waiter and one of you is going to be the customer; use the information on the slide, one of you will order and the other will take the order. When you finish, switch roles.

**For example:**

T: Let's do part of the first one together. S1 you are the waiter.

S1: Would you like to order?

T: Yes, I'd like the shrimp fountain.

S1: Would you like an appetizer?

T: No, thank you.

Etc.

**Follow up:** Who would like to come to the front and perform the conversations?

**Slide 27: Oral activity/Speaking (15-20 m)**

1. **FP Activity: Role Plays-Would like, prefer**

**Introduction:** Now let's practice taking orders and ordering, but without any help.

**Procedure:**

1. Get into teams of three. (Ask students to say **A**, **B** and **C** and to remember what letter they are.)
2. All letters **A** will be waiters at Rosie's Restaurant. All **As** please look at page 43.
3. All letters **B** and **C** will be customers. Look at page 142.
4. Letters **A** take the order and Letters **B** and **C** order something from the menu on page 142.

**For example:**

T: Welcome to Rosie's Restaurant? Would you like to order something to drink?

S1: I would like a very cold glass of beer.

T: And you sir? Would you like a drink before dinner?

S2: Yes, I'd like beer, too.

T: What would you like as an appetizer? I really recommend the soup of the day.

S1: I'd prefer tomato soup.

Etc.

**Follow Up:** Now, Students 10, 11 and 12. Come to the front of the room and perform your role play.

**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 did you practice doing?
2. Do you have any questions about today's class?
3. For homework, do Unit 9, exercises 1, 2, 3 and 4 in your workbooks.



## World View: Book 2A, Unit 10

(136 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. **FP Activity: Presentation – Past tense**

**Introduction:** Is Mexico the same now as in the past? What things are different?

**Procedure:**

1. (Click on the slide once.) Look at the picture. What was México like in the past? (Let them say whatever they want about what it was like.)
2. (Click on the slide again.) What is Mexico like today? What are some differences with the past? (Let them say whatever they want about the differences.)
3. (Click on the slide again.) What is Mexico going to be like in 100 years? Work in groups of 3-4 and come up with three things that you think will be different in the future. (Give them time to come up with their ideas.) When you finish, you can share your ideas with the class.

**For example:**

T: I think that in the future there won't be any pollution and most people will live in the country. People will travel to the moon on vacation.

### Slides 6-12: 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>economy</b>	The <b>economy</b> is how your city or country uses the resources and money that it has. The <b>economy</b> in world is not very strong right now. How is the <b>economy</b> in Mexico?	The <b>economy</b> in Mexico is...
<b>transportation</b>	<b>Transportation</b> is movement of people or things from one place to another. The public <b>transportation</b> system in New York City consists of busses, trains, taxis, cars and the subway. What is the <b>transportation</b> system like in your city? Why?	The <b>transportation</b> system is (good, bad, insufficient, etc.) because...
<b>space</b>	If you go beyond the earth, you are in <b>space</b> . In <b>space</b> , there is no oxygen to breathe. Who was the first Mexican to travel in <b>space</b> ?	Rodolfo was the first Mexican to travel in <b>space</b> .
<b>politics</b>	People that the citizens of a country elect, work in <b>politics</b> . It's not a good idea to discuss <b>politics</b> because people can get angry. Do you like to discuss <b>politics</b> ? Why (not)?	I like/don't like to discuss <b>politics</b> because...
<b>population</b>	The <b>population</b> of a city or country is the number of people who live in that city or country. The <b>population</b> of China is 1.3 billion people. What's the <b>population</b> of your city or country?	The <b>population</b> of my city/country is...

<b>communication</b>	<b>Communication</b> is when you exchange ideas or thoughts with another person. I have good <b>communication</b> with my boss. Who is someone you have good <b>communication</b> with?	I have good <b>communication</b> with...
<b>climate</b>	The <b>climate</b> is what the weather is like; is it hot, cold, raining, snowing, etc. They say the <b>climate</b> in the world is changing. Do you think the <b>climate</b> in the world is changing? Why (not)?	I think the <b>climate</b> is/isn't changing because...

**Slide 13: Getting Started (5 m)**

- Now, open your books to page 44, exercise 1. Match the words on the left with the examples on the right. When you finish, check your answers with a classmate. (Go over the answers; click on the slide to show the answers.)

**Slide 14: Pronunciation (15 m)**

- Open your books to page 44, exercise 2. Look at the words. Now, listen to the audio and see if you can hear the syllable that is stressed in each word. Underline or circle the stressed syllable. (Play the audio once or twice for students to notice the stressed syllables.)
- Let's go over the words. Tell me which syllable is stressed in **transportation**? (Let students tell you, then click on the slide to check the answer. Do the same for each of the words.)
- Let's listen again and repeat the words after the audio. (Play the audio again, make sure students are stressing the words correctly.)
- What do you notice about words that end in **-ion**? (The stress is always on the syllable before the **-ion**.)
- Now, look at the pictures on page 44. Work in pairs and say which photo matches each topic. For example, which topic matches picture A? (Politics.)
- (When they finish, go over the answers orally. A-politics, B-space, C-communication, D-population, E-climate, F-economy, G-transportation.)

**Slides 15-17: Reading (15 m)**

- Look at the slide. This is a picture of Arthur C. Clarke. He was a scientist and in the past he made some predictions about the future. Read the predictions that Arthur C. Clarke made in the reading on page 45. (Give them time to do this.)
- Look at number 6. Work in pairs and check off the predictions that have come true. (Give them time to do this. When the finish, ask which predictions they have checked.)
- Look at exercise 7. Work in pairs and complete the predictions from the reading with words from the box. (Give them time to do this.)
- Now, let's check your answers. (Click on the slide to check their answers.)

**Slide 18: Grammar Focus (10 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.)
- Elicit the patterns from students:
  - We use **will** to make a prediction in the future in affirmative.
  - We use **won't** to prediction in the future in negative.
  - We always use the **BFV** after **will** or **won't**.
  - When we want to express an **opinion**, we use the expression ***I think*** or ***I don't think*** + ***affirmative sentence***. We don't make the sentence negative!
- Have students open their books to page 46 and have them do exercise 2. Check their answers.

**Slides 19-20: Repeat/Complete: Will for Predicting (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 21-22: Repeat/Complete: Think/Don't think (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.

**Oral Activity (10 m):**

1. **SC Activity: Stimulus-Response-Will for predictions**

**Introduction:** Do you know what your classmates will do in the future?

**Procedure:** I say a student's name and a time expression and you make a prediction about that student in the future.

**For example:**

T: Juan / next year

S3: Juan will finish his studies at the university next year.

**Cues: (Cue different student's names and the time expressions below. You can use each time expression more than once.)**

next weekend	in 3 weeks	next year
in 2015	in 2025	in one year
in three years	next September	in 2020
next month	in 6 months	next Christmas
in 10 years	next weekend	in 4 months

**Slide 23: Oral Activity (15 m):**

1. **FP Activity: Presentation-Will for predictions and think/don't think**

**Introduction:** What will your future be like?

**Procedure:** Work in groups of 3-4 students. Tell your classmates about what you think your life will be like in the future.

**For example:**

T: In the future, I won't work at this university. I think that I will open my own school and I will teach children English because I really love children. Right now I'm not married, but in the future I will get married and I think I'll probably have 2 children. Now, I'm living in Mexico City, but in the future I will move to a small city in the province; I think I'll probably move to Tula or Pachuca.

**Slides 24: Model Conversation (10 m)**

1. Look at the slide. What is the woman in the middle doing? (She's predicting the future.) She's a fortune teller. What do fortune tellers tell the people that consult them? (Let students say what they want.) Imagine you are visiting a fortune teller. Let's practice this conversation. (Advance to the next slide.)
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 (15 m):**

1. **FP Activity: Speaking-Predictions**

**Introduction:** What are your predictions for the future?

**Procedure:** Look at the slide. Work in groups of 3 and make your predictions for the topics on the slide (or in your books on page 47).

**For example:**

T: In 2001, I think people will only work 30 hours a week and no one will work on Saturday or Sunday.

**Follow up:** Change groups and discuss your predictions. Are any of your predictions the same?

**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 10, exercises 2, 3, 4 and 5.

## World View: Book 2A, Unit 11, Day 1

(133 m)

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

### Slide 4: Objectives (3 m)

1. Write the objectives on the board.

### Warm up activity (15 m) Please note; you need copies for this activity.

1. **SC Activity: Question - Answer**

**Introduction:** Let's talk about the things you do.

**Procedure:**

- a. Get into groups of 4 or 5.
- b. Put the cards face down in a pile on the table.
- c. When it is your turn, pick up a card. Ask the other students in the group a question about the activity on the card. *Do you ... (go jogging)?* For *Yes* answers, ask more questions. Begin *When ...? Where ...? What ...? How often ...? Who ... with? What kind of ...? What time ...?*

**For example:**

T: Do you go jogging?

S2: Yes

T: How often do you go jogging?

S2: I go jogging twice a week.

S2: (His / her turn to ask.)

### Slides 5-13: Vocabulary (15 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>arrange meetings</b>	In an office when all the bosses want to meet they have a meeting. A secretary calls them and tells them what time they will meet. She <b>arranges the meeting</b> . Who else can <b>arrange a meeting</b> in an office?	A XXX can also <b>arrange a meeting</b> .
<b>give presentations</b>	When a person presents his work to a group of people he <b>gives a presentation</b> . Last week I <b>gave a presentation</b> at work. Have you <b>given a presentation</b> in school? What was it about?	I <b>gave a presentation</b> on XXX.
<b>make decisions</b>	Bosses in a company <b>make decisions</b> on what is the best thing for the office. When I was 18, I <b>made the decision</b> to be a teacher. Did you ever <b>make a difficult decision</b> ? About what?	I <b>made a decision</b> to XXX.
<b>make money</b>	When you work hard you <b>make money</b> . People always want to <b>make more money</b> . How do you <b>make money</b> ?	I <b>make money</b> XXX...
<b>meet with clients</b>	People that sell things <b>meet with clients</b> so they buy their products. My husband <b>meets with clients</b> every day. What job requires you to <b>meet with clients</b> ?	Medical representatives, salespeople, etc... <b>meet with clients</b> .
<b>type letters and contracts</b>	When you rent a house you sign a contract. That contract is typed. Secretaries <b>type letters and contracts</b> on their computer. Do you <b>type letters</b> on your computer? To whom?	I <b>type letters</b> to XXX.

<b>wait on customers</b>	When someone takes care of you in a restaurant or store, we say that those people <b>wait on customers</b> . In a restaurant a waiter <b>waits on customers</b> . What other job involves <b>waiting on customers</b> ?	(Sales people) <b>wait on customers</b> .
<b>work as a team</b>	So that the Mexican soccer team can win they need to <b>work as a team</b> . In my job, the other teachers and I <b>work as a team</b> . Mention a time you <b>worked as part of a team</b> at school or work. Who did you work with? What did you do?	At school /work my co-workers /classmates and I worked as a team on XXX.
<b>work long hours</b>	When you work more than 8 hours a day, we say <b>you work long hours</b> . Doctors <b>work long hours</b> ; they are in the hospital 24 hrs. What other job requires that people <b>work long hours</b> ?	XXX <b>work long hours</b> .

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

- Now, open your books to page 48, exercise 1. Look at the words in the box and complete each paragraph individually.
- Get into pairs and compare your answers. Come to an agreement. (Click on the slide and have students check their answers.)

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

- Open your books to page 49, exercise 3. Look at the photo. What's the man's job? (He's a pizza delivery person.) Write on the lines of exercise 3 two things this delivery man has to do in his job. (Do not click on the slide.) Compare your answers with a partner. (Give them 1 minute to complete the task.) (As a whole class ask:) What are some things this delivery man has to do? (Write some ideas on the board.)
- Read the article and let's see if your predictions were correct. (Give students time to complete the task.) (Go down the list you wrote on the board and check the correct answers and cross out the incorrect ones.) These are the answers I have. (Click on the slide to check there answers.)
- Now read the article again and complete exercise 5. (Give students time to complete the task.) Get into pairs and compare your answers. (Click on the slide to check their answers.)

**Slide 17-18: Grammar Focus (15 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.)
- Elicit the patterns from students:
  - Use **have to** to say that something is necessary.
  - After **have to**, we always use BFV.
  - Use **"has to"** for he, she and it in affirmative.
  - We use the auxiliaries **do/does + have to+ BFV** for questions.
  - In negative, we use **don't** and **doesn't + have to+ BFV**.
  - Use **"do / does"** in short answers.
- Have students open their books to page 50 and have them do exercise 2 and 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 (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 21: Oral activity (15 m)**

1. **SC Activity: Question – Answer / Role play – Going to, have to / don't have to**

**Introduction:** You are going to go play sports... What do you need?

**Procedure:**

1. What sports do you like? (Elicit from students different sports and write them on the board.) What do you need to do these sports? (For example: To play football you need shoulder pads.)
2. (Click on the slide) Imagine you are going to go play some sports. Get into pairs. Student A is going to ask student B what s/he has to wear or use to play that sport.

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

**Oral Activity: (15 m)**

1. **FP Activity: Question – Answer – have to / don't have to**

**Introduction:** Let's talk about what you have to and don't have to do in different jobs.

**Procedure:** Get into pairs. Student A has to think of a job and answer student's B's questions with short answers. Student B has to ask yes / no questions and guess your partner's job. When you finish switch roles.

**For example:**

- (T)Student B: Do you have to work at night?  
 (S1) Student A: Yes, I do.  
 (T)Student B: Do you have to wear a uniform?  
 (S1) Student A: Yes, I do.  
 (T)Student B: Are you a nurse?  
 (S1) Student A: Yes, I am.

**Follow up:** In your same pairs now ask questions about the jobs of family members.

**For example:**

- A: What's your father's job?  
 B: He's a dentist.  
 A: What does he have to do?  
 B: He has to fix his patients' teeth.

**Slide 22: Oral Activity (15 m)**

1. **FP Activity: Presentation – have to / don't have to**

**Introduction:** Let's talk about what you have to and don't have to do to prepare for these events.

**Procedure:**

- a. Look at the slide. Do you know what these different events are? (Elicit the answers from students.)
- b. Choose one of the events on the slide or think of your own event, and think about 5 things you have to do and 5 things you don't have to do to prepare for these events. Make notes because you will need them later. (Give students time to complete the task. Walk around and help them with any vocabulary words they might need.)
- c. Get into groups of 4. Each student will present the information previously prepared about the event. Make sure you don't say what event you are talking about. The rest of the group has to guess what event you are talking about.

**For example:**

- T: When you know the answer, say it: To prepare this event you have to wear a cap and gown, you have to study a lot so you can get to this moment. You have to buy flowers and the people you invite have to buy you a gift. You don't have to buy food, you don't have to make phone calls, Etc. (A graduation.)

**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 11, exercises 1, 2 and 3 in your workbooks.

## World View: Book 2A, Unit 11, Day 2 (131-136 m)

### Slides 25-26: Homework (5 m)

### Slide 27: Objectives (3 m)

1. Write the objectives on the board.

### Slide 28: Warm up activity (15 m)

1. **FP Activity: Description – *be* and *have* for descriptions**

**Introduction:** Let's talk about some famous people.

**Procedure:**

1. Copy the slide in your notebook.
2. Think of three famous people everyone knows.
3. Now, complete the chart in your notebooks. Follow the example.
4. Get into pairs. Read your description of each famous person **without** telling your partner what the person is famous for. Can they guess who it is? If not, give them a clue!
5. Once you finish guessing each other's descriptions, Student A gives his / her description to student B and student B gives his / her description to student A.
6. Underline all the adjectives you partner used and check that the spelling is correct

**For example: (Have a student come up to the front and model the example with you.)**

T. She is American, She is slim. She has black hair. Her skin is white. She is average-height. She is 45 years old. She is famous for the movies *The Blind Side* and *Miss Congeniality*. Who is she?

S1: Sandra Bullock!

T: Correct your turn now.

S1: He is British...Etc.

### Slide 29: Pronunciation (15 m)

1. You are going to listen to the audio notice how the words ***have to*** and ***has to*** are blended together.
2. (Play the audio. Play the audio again if necessary.) Did you hear how the words are blended? You should hear "hafta" and "hasta."
3. Now, listen again and repeat.
4. Practice the conversation from page 50 exercise 3. Make sure you pronounce the words correctly.

### Oral Activity (25 m) Please note you need copies for this activity.

1. **FP Activity: Presentation – *have to* / *don't have to***

**Introduction:** Let's talk about different professions and what they have and don't have to do.

**Procedure:**

1. (Hand out worksheets.) First you have to match the twelve pictures to the job titles. You can work alone or in pairs.
2. Let's check your work. (Check to make sure that students have correctly completed this portion of the worksheet.)
3. (Select one job title as an example and ask,) "What does a doctor have to do?" (Write students' ideas on the board.)
4. You will each be assigned one of the jobs listed on the worksheet. (There aren't enough cards so you may have jobs repeated.) Keep your job a secret. (Hand out the job slips.) Think about your job description. You can take notes if you want. When you present your job description you must use *has* / *have to* and *doesn't* / *don't have to*.
5. (When all students have finished preparing their descriptions:) Work in groups of 3 or 4. Each of you will describe what you do and don't have to do in that job and your classmates have to guess your job.

**For example:**

T: I work on a farm. I have to take care of cows. I have to work long hours. I don't have to meet with clients because the farm runs itself.

**Answer key:**

- |                     |                   |                              |
|---------------------|-------------------|------------------------------|
| 1. architect        | 5. farmer         | 9. doctor                    |
| 2. pilot            | 6. nurse          | 10. computer programmer      |
| 3. flight attendant | 7. police officer | 11. administrative assistant |
| 4. graphic designer | 8. mechanic       | 12. childcare provider       |

**Slide 30: 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 (25 m):**

1. **FP Activity: Opinion Gap task – have to / has to**

**Introduction:** Let's talk about different jobs and what we have to do in them.

**Procedure:**

1. Open your books to page 51, exercise 7. Look at the list of jobs in the chart. Do you know all the jobs? (Answer any questions they might have.)
2. Think of one more job and add it to the list at the bottom. Complete the chart. In the middle column you will write what that person has to do in that job. In the last column you have to write the activities that person doesn't have to do. (Give students time to complete the task. Monitor your students and help them if needed.)
3. (When time is up, elicit some examples from students.)
4. Now, rank the six jobs in the order of your preference.
5. Get into trios. Take turns telling each other your opinions about the best and the worst job. Give your reasons. Remember to use have to / don't have to.

**For example:**

T: I ranked administrative assistant as number 6. They have to type letters. They don't have to meet with clients.

S1: I put doctor as number 1. It's an important job and they can make a lot of money if they are good.

**Writing Activity: (10 m)**

1. Imagine you work at your ideal job. Write an article describing your typical day. Describe the activities you have to and don't have to do.

**Oral activity: (20–25 m) Please note; you need copies for this activity.**

**1. SC Activity: Information Gap – have to / has to**

**Introduction:** We are going to study abroad. Let's see what we have to do.

**Procedure:**

2. (Divide the class into two groups. A and B. Explain the situation:) You are going to study abroad. The students in group A will have the information about student accommodation for the first part of their trip, and the students in group B will have information about a vacation apartment they want to rent after the study program. You are going to ask each other questions, and make notes of the information.
3. (Give Worksheet A to the students in Group A, and Worksheet B to the students in group B.)
4. First, work with someone from the same group as you and complete the questions on your sheet with either *Can we...?*, *Do we have to ...?* *You don't have to ...* (You want to practice the *hafta*, *hasta* pronunciation.)
5. Now, find a pair from the other group (A + B) Ask each other the questions you completed. Put a tick or a cross next to each question.
6. The activity ends when students have found out all the information. Carry out a whole class plenary to check the answers, and go over any difficulties the students may have with the language.

**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 11, exercises 4, 5, 6 and 7 in your workbooks.



Day 1 copies

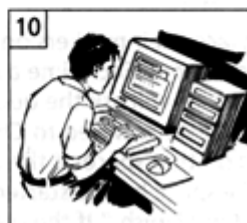
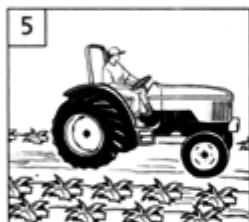
watch TV	go shopping	use the internet	watch videos
read a newspaper	play computer games	go out in the evening	listen to the radio
go jogging	do exercise	play a musical instrument	go out on weekends
invite friends home	listen to music	go dancing	go to the cinema
visit friends	help with housework	cook food	play a sport

**Day 2 copies****Worksheet A**

Information about student house	Questions about vacation apartment
<input type="checkbox"/> No towels provided	<input type="checkbox"/> park in front of the house?
<input type="checkbox"/> Please leave room free for cleaning 11 a.m.	<input type="checkbox"/> pay anything extra?
<input type="checkbox"/> Share bathroom with other students	<input type="checkbox"/> smoke in the apartment?
<input type="checkbox"/> You travel 20 minutes to school	<input type="checkbox"/> feed the pets?
<input type="checkbox"/> No charge during vacations	<input type="checkbox"/> bring our hairdryers?
<input type="checkbox"/> No cooking in rooms; use the kitchen	<input type="checkbox"/> use the telephone?

**Worksheet B**

Information about vacation apartment	Questions about student house
<input type="checkbox"/> No extra charge for hot water or heating	<input type="checkbox"/> share a bathroom with other students?
<input type="checkbox"/> Please leave money if you use telephone	<input type="checkbox"/> clean the room ourselves?
<input type="checkbox"/> Don't park in front of the neighbor's house	<input type="checkbox"/> travel to the school?
<input type="checkbox"/> Feed the cat twice a day	<input type="checkbox"/> pay for the room during vacation?
<input type="checkbox"/> No smoking in bedrooms	<input type="checkbox"/> bring our own towels?
<input type="checkbox"/> Hairdryer in bathroom	<input type="checkbox"/> prepare food in our rooms?



Look at the pictures. Match the picture with the job title.

- |                          |                      |                                |
|--------------------------|----------------------|--------------------------------|
| _____ farmer             | _____ architect      | _____ administrative assistant |
| _____ childcare provider | _____ police officer | _____ graphic designer         |
| _____ pilot              | _____ mechanic       | _____ computer programmer      |
| _____ doctor             | _____ nurse          | _____ flight attendant         |

JOB DESCRIPTION:

Write a description for the job your teacher assigns you. What do you have to do?  
What don't you have to do?

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farmer	architect	administrative assistant
childcare provider	police officer	graphic designer
pilot	mechanic	computer programmer
doctor	nurse	flight attendant

## World View: Book 2A, Unit 12, Day 1 (120-124 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. **FP Activity: Presentation – Present, likes and dislikes**

**Introduction:** Do you like to watch TV? What kinds of programs do you like?

**Procedure:**

1. Look at the slide. Let's read the questions. (Click on the slide and go over the questions.)
2. Who likes reality shows? Who doesn't like them? Who likes soap operas (explain if necessary that these are "*comedias*" in Spanish). What other programs do you like or dislike?
3. Work in groups of 3-4 and tell your classmates about the programs you like and don't like and why.

**For example:**

T: I don't like reality shows; I think they are stupid. I don't like soap operas either. I think they are a waste of time. The only programs I watch on TV are sports or news.

### Getting Started (5 m)

1. Open your books to page 52, exercise 1. Look at the picture. This is a picture of an island called Mulkinney Island. Would you like to live on an island for a year? (Let students answer.) What if there was nothing on the island; no houses, no hospitals, no stores, nothing? Would you still like to live on the island? Why (not)? (Let students answer.)

### Slide 6: Vocabulary (5-7 m)

1. Look at the slide. What verbs can you see? Now, look at the nouns. Work in pairs and decide which verbs go with which nouns. (Give them a few minutes to do this.)
2. Let's check your answers. (Click on the slide to show the answers.)

### Slide 7: Getting Started (10 m)

1. Open your books to page 52, exercise 2. Read the advertisement for a new TV show called Adventure Island. Complete the sentences with the verbs in the box.
2. Compare your answers with a classmate.
3. Let's check your answers. (Click on the slide to show the answers.)
4. So, what things should the people who are going to be on the island, know how to do? What abilities will be useful? Look at exercise 4 on page 53. For these people, will it be important to use a computer? (Get students' answers.)
5. Now, fill in the chart with what you think are useful abilities for someone who will be on an island for a year. (Give them a few minutes to do this.)
6. Let's check your answers. What did you write for "start a business?" (Let students give you their answers for each. Don't spend a lot of time on this.)

### Reading (10-12 m)

1. Open your books to page 53, exercise 6. Andrew Ho wants to be on *Adventure Island*. Read his application form. Then check *Yes* or *No* to each question. (Give students time to read.)
2. What did you answer for number 1? 2? 3? And 4? (Yes, No, No, Yes)
3. So, do you think Andrew is a good person to go to the island? Why (not)? What are some of his abilities?

**Slides 8-9: Grammar Focus (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. Elicit the patterns from students:
  - a. We use the **present perfect** to talk about things that happened in at an **indefinite** or **unspecified time in the past**.
  - b. We use the auxiliary **have** or **has** + **verb in past participle** to form the present perfect.
  - c. To form questions, we put the **subject between** the **auxiliary** and the **VPP**.
  - d. When we use **ever** in a question, it's for **emphasis**. When we ask "have you ever...?", it means "have you sometime in your life done XYZ?"
  - e. To **emphasize** that we **haven't done** an action, we use **never** in negative. It goes after the auxiliary.
  - f. The **VPP** is the same as the **simple past form for regular verbs**. For **irregular verbs**, you need to **memorize** them.
4. Have students open their books to page 54 and have them do exercise 3. Check their answers.
5. Have student to exercise 4 in pairs. When they finish, click on the slide to check their answers.

**Slides 10-11: Repeat/Complete: Verbs in PP (5 m)**

1. **Repeat:** Have students repeat the verbs in base form and past participle after you. Do each example first chorally and then individually.
2. **Complete:** Show students the verbs in base form and have them say the past participle; do some chorally and some individually.

**Slides 12-13: Repeat/Complete: Present Perfect in affirmative (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 14-16: Repeat/Complete/Change: Present Perfect in negative (10 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 from negative with have+not to negative with have never; do some chorally and some individually.

**For example:**

On the slide it says: I **haven't used** a computer for work.

Students say: I've **never used** a computer for work.

**Slides 17-18: Repeat/Complete: Present Perfect in 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 19: Oral Activity (10 m)**

1. **SC Activity: Question/Answer-Present perfect**

**Introduction:** Have you done some of these activities in the past?

**Procedure:** Work in pairs. One student will ask the questions and the other will answer in affirmative or negative depending on his/her experience. When you finish, switch so that both have an opportunity to ask and answer.

**For example:**

T: Have you ever used a computer for work?

S2: Yes, I've used a computer for work.

**Slide 20: 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 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 12, exercises 1, 2 and 3 in your workbooks.