

World View: Book 2A, Unit 12, Day 2 (113-118 m)

Slides 23-24: Homework (5 m)

Slide 25: Objectives (3 m)

1. Write the objectives on the board.

Slide 26: Warm up activity (15 m)

1. **SC Activity: Find someone who... – Present perfect**

Introduction: Have you done many things in your life? Let's find out

Procedure:

1. Look at the slide. In a minute, you are going to stand up and ask your classmates questions to find classmates who have done these things.
2. In your notebooks, write 6 spaces for the names of your classmates.
3. What's the first question? (Have you ever lived ...?) Right, and a possible answer? (Yes/No, I've [never] lived...) If your classmate answers affirmatively, ask for more information.
4. The first student to have 6 names, is the winner.

For example:

T: Have you ever lived in another country?

S3: No, I haven't.

T: Have you ever lived in another country?

S7: Yes, I have.

T: Where did you live?

S7: I lived in the US.

Etc.

Slides 27-29: Recognition (review) / Repeat/Complete (new): Verbs in PP (10 m)

1. **Recognition:** Have students tell you the past participle of the verbs they learned last class. As you click, each verb will appear in its base form. Have students tell you the past participle. Do all of them as a group, then do them again individually.
2. **New Verbs-Repeat:** Have students repeat the verbs in base form and past participle after you. Do each example first chorally and then individually.
3. **New Verbs-Complete:** Show students the verbs in base form and have them say the past participle; do some chorally and some individually.

Slides 30: Recognition in pairs (5 m)

Procedure:

1. Work in pairs. One student looks at the slide and the other has his/her back to the slide. The student who can see the slide says the verb in base form, and your classmate says the past participle.
2. When you know all the verbs, switch places and do the same activity again.

For example:

T: S1 says: "write" and S2 says: "written."

Slide 31: Pronunciation (7 m)

1. Open your books to page 5, exercise 5. Listen to the expressions and sentences. Notice how the vowel sound at the end of a word links to the vowel sound at the beginning of the next word. (Play the audio for students to notice the linking.)
2. Let's listen again and repeat the after the audio. (Play the audio again, make sure students are linking the words correctly.)

Slide 32: Oral Activity (15 m):

1. **SC Activity: Question & Answer–Present perfect**

Introduction: Have you done some interesting things in your life? For example?

Procedure:

1. Work in groups of 3-4. You are going to write 5 questions that you are going to ask different students in the other groups. You can use the slide for some ideas, or you can write your own questions.
2. Let's look at the ideas on the slide. (Go over the vocabulary and ideas on the slide and explain any that they don't understand. Note the pronunciation of UFO is YOU-EFF-OH; you need to say each letter individually. Give them time to write their questions and help them if necessary.)
3. Now, you are going to stand up and ask different classmates your questions. Write down their answers because after the activity, you will tell us the most interesting information you found out. Find out what happened and when it happened.

For example:

T: Have you ever touched a snake?

S6: Yes, I have.

T: And have you ever eaten snake?

S6: No, I haven't.

Follow up: Tell the group the most interesting thing you found out.

For example:

T: I found out that Juan Manuel has seen a UFO. He says he saw a UFO one night when he was driving from Querétaro to Mexico City.

Slide 33: Oral Activity (15 m):

1. **FP Activity: Role Play–Present perfect, simple past, future**

Introduction: Do famous people have interesting lives? Do they have different experiences than you or I do?

Procedure:

1. Imagine you are a famous person. You can be an actor, a musician, a singer, a politician, an athlete, whoever you want to be.
2. Now, get into groups of 3-4 students. The people in your group are going to interview the famous person to find out what he/she has done. You can also ask questions about what the person will do in the future. You can be creative with your answers.

For example: (See the slide for the example. Do it with various students; take the part of Carlos Slim.)

Slide 34: Speaking (15 m)

1. **FP Activity: Speaking–Present perfect**

Introduction: What are some things you've done? What about your classmates?

Procedure:

1. Open your books to page 55, exercise 5. First, check the activities that you have done by putting a check in the spaces in the chart in the book and add two more activities to the list.
2. Now, stand up and interview another two students to find out what they have done in the past. Remember to write your classmates' names in the spaces provided.

For example:

T: Have you ever grown vegetables?

S2: No, I haven't. Have you ever traveled overseas?

T: Yes, I have.

S3: Where did you go?

T: I went to Canada in 2009. Have you ever gone surfing?

S3: No, I haven't, but I have gone swimming in the ocean.

Follow up: Now, each person can share something interesting they found out.

Slide 35: Speaking (15-20 m)

1. FP Activity: Presentations-Present perfect, simple past

Introduction: Have you ever done something that later you regret (*arrepentir*)?

Procedure:

1. Look at the slide. You are going to work in groups of 3-4. You will choose one of the three topics on the slide (1, 2 or 3) and you will give a presentation on it. You need to tell your classmates what happened and how you solved the problem. When you finish each of your classmates has to ask at least ONE question.
2. Let's look at the information on the slide. Please read the three situations and let me know if you have any questions about any of the vocabulary. (Give them a minute to do this; answer any questions they may have.)
3. Now, prepare your ideas; don't write complete sentences, just ideas that you want to mention. (Give them ONLY about 1-2 minutes maximum to do this.)

For example:

T: I chose number 1. I had a problem with a friend at work. She was very rude and she always criticized my work. I talked to my boss, but that didn't help. I tried to be nice, but she continued with the same attitude. We shared an office and she moved her desk so that I was looking at her back; she didn't want to see me. Later she began to have problems with all of the other people at work, too, so my boss finally talked to her. Things were better, but she was never very nice. Now, do you want to ask me some questions?

S2: Why was she like that?

T: I think she had some problems at home, so she acted like that at work.

S3: How long did you work with her?

T: I worked with her for about 6 years.

Etc.

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 12, exercises 4, 5 and 6 in your workbook.

World View: Book 2A, Unit 13, Day 1 (138-141 m)

Slides 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board.

Warm up Activity (20 m)

1. **SC Activity: Chain Drill-Possessive adjectives, demonstratives**

Introduction: Let's talk about our things.

Procedure: Get into a circle. Take out anything you have with you and put in on your desk. Say what you have then what your classmates' have. (This is a chain activity where the first student will say what his/her thing is and, then describe his/her classmates' things. Don't let the chain go beyond 8-10 people because it gets too long; at that point, you should start another chain.)

For example:

T: This is my cell phone.

S1: That is her cell phone. These are my keys.

S2: That is her cell phone, those are his keys, this is my sweater. Etc.

2. **FP Activity: Presentation-Possessions**

Introduction: Let's talk about possessions, or things we own.

Procedure:

1. "Keepsakes" refers to a special kind of possession. Think of something you have with you or at home that is special for you and that you can say something interesting about it.
2. Get into groups of 3. Tell each other about that one special possession and why it is so special. Try to give as many details as possible.
3. As a wrap up, call on a few students to tell the whole class about their special possession.

For example: (Take a few personal items from your bag. Tell /invent a story about one of the items as an example.)

T: This is a picture of my sister. She's a few years younger than me. We weren't friends when we were younger but now she is my best friend.

Slides 5-14: 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)
doll	This is a doll . Did you play with dolls when you were little? What was your favorite doll ?	My favorite doll was XXX.
jewelry box	This is a jewelry box . Women keep earrings and rings in a jewelry box . Do you have a jewelry box ? What do you have in your jewelry box ?	I have XXX in my jewelry box .
pin	A pin is a piece of jewelry you can wear on your clothes. Grandmothers' usually wear pins on their clothes. Do you or a relative have a pin ? Describe it.	My XXX has a pin . It's XXX...
fall apart	If something falls apart it breaks into pieces because it is old or badly made. This house is falling apart . Can you show me something that is falling apart ?	My XXX is falling apart .

fall out	If something such as your hair or a tooth falls out , it stops being attached to your body. (Take a bag and drop something out of it.) What happened?	XXX fell out of the bag.
give away	When you give something away , you give it to someone without asking for payment. Have you given old clothes away ? To whom?	I gave XXX away to my XXX.
pass on	When you pass something on , you give someone something that someone else gave you. Grandparents pass on jewelry to their children. Has anyone passed on something to you? What?	My XXX passed on XXX to me.
put away	When you put something away , you put it in a place where you usually keep it when you are not using it. (Do the action.) I put away my book. Where do you put away your clothes?	I put them away in my XXX.
throw away	When you throw something away , you get rid of it because you no longer want it. You do this by putting it in the trash can. Can you throw this paper away ? (Have student to the action.) What did you do?	I threw a paper away .
take out	To take out is to remove something from a pocket, bag or container. (Do the action.) I take my book out of the bag. Can you take your wallet out of your pocket or purse? (Have the student do the action.) What did you do?	I took my wallet out of my XXX.
try on	To try on is to put on a piece of clothing in order to see how it looks and whether it fits. Have you been shopping lately? What did you try on ?	I tried on XXX

Slides 15: Getting Started (10 m)

1. Open your books to page 60, exercise 1.
2. **Class discussion:** What do you think “keepsakes” means? What do all the things in the picture have in common? (They’re old.) Why do people save things like these? (Because they were a gift from someone special or because they are reminders of a special time or event.)
3. (After the discussion.) What do you think “keepsakes” means? (A keepsake is an object that reminds us of someone or something special.)
4. Look at activity 2. Match the words with the photos by writing the letter of each photo next to the correct word or phrase in the box.
5. Listen to the audio to check your answers. (Play the audio). (Click on the slide to check their answers.) Now, listen again and repeat each word after the audio.

Oral Activity (15 m)

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

Introduction: Let’s talk about your keepsakes.

Procedure: Open your books to page 60, exercise 4. Think about a very special keepsake for you; a picture, a piece of jewelry, etc. Get into pairs and tell your partner about your keepsake.

For example: T: I have a collection of spoons. Everywhere I visit, I buy a spoon for my collection. When I look at my collection of spoons, I remember the places I visited. I have about 40 spoons now, which means I have traveled a lot.

Follow up:

1. Get into groups of three. (Make sure they aren’t with the person they worked before with.) On a piece of paper write a brief description of a keepsake without saying what the object is.
2. Take turns reading your descriptions and your classmates will guess the keepsake.

For example: T: This is something I had when I was a child. I used to play with it all the time. I loved to dress her up.) (A doll.)

Slide 16: Vocabulary Activity (7-10 m)

1. Open your book to page 61, exercise 5. Look at the list of verbs in the left column. These are phrasal verbs like the ones we saw before in the vocabulary. Individually match the phrasal verb with the correct definition. (Give them time to complete the task.)
2. Get into pairs and compare your answers. (Click on the slide to check their answers.)

Slide 17: Grammar Focus: Phrasal Verbs (15 m)

1. In English we have many verbs that are made up of a verb + preposition. We have two basic types: separable and inseparable.
2. With separable phrasal verbs, we can separate the verb from the preposition. Let's look at the examples in the first column. (Click on the slide to show the verbs that can be separable.)
3. When we use these verbs we have 3 ways to say the same thing. (Click on the slide to show the examples.) Let's look at the last sentence. (Click on the slide.) We CAN'T use the pronoun after the preposition; if we use a pronoun, it must be between the verb and the preposition.
4. With inseparable phrasal verbs, you cannot separate the verb from the preposition. (Click on the slide to show the 2 verbs.) These verbs always use the preposition immediately after the verb. (Click on the slide to show the examples.)
5. **SC Activity: Stimulus & Response – Vocabulary**

Introduction: Look at the verbs on the slide. Did you ever do any of these actions?

Procedure: I will say a verb and you tell me the last time you did that action or the last time that action happened to you.

For example:

T: fall apart

S1: The tennis shoes I use for school fell apart last month.

T: try on

S5: I tried on a sweater at the mall last weekend.

Cues: (Use each cue more than once; make sure each student says something.)

give away

put away

try on

pass on

take out

throw away

fall apart

fall out

Slides 18-19: Listening (15 m)

1. Read the instructions and sentences in exercise 6. Any questions? Good! What do you think the answers are to the questions? (Elicit some answers from students.) Let's listen to the audio and check your predictions. (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 7. Please read the sentences. (Give them a minute to read.) Do you have any questions? Now, you are going to listen to the conversation again. Please match the things in the trunk to the person it belongs or belonged to. (Play the audio. If necessary, play it a second time. Click on the slide to check the answers.)

Slide 20: Pronunciation (10 m)

1. Open your books to page 61, exercise 8. You are going to listen to the pronunciation of some phrasal verbs.
2. (Play the audio).
3. What is stressed more the verb or the particle. (Point out that the main stress in these phrasal verbs is in the particle.)
4. I am going to play the audio again. This time I want you to repeat. Make sure you link the words smoothly. For example: (write on the board.) takeitout, throwitaway. (Point out that each phrase is pronounced as though each were a single word.)

Slide 21: Oral Activity (10 m)

1. **SC Activity: Question/Answer–Phrasal verbs**

Introduction: When you don't need something anymore, what do you do?

Procedure:

- a. Open your books to page 61, exercise 10. Get into pairs. Look at the questions. (Explain the questions if needed.) Ask each other the questions on the slide. Make notes because you will need them later. (Give students time to complete the task. Monitor students and help them with any words they don't know.)
- b. Change partners and tell your new partner the information you got before.

For example: (Have two students come up to the front.)

T: What kinds of things do you throw away?

S1: I throw away old books.

T: (To student 2) Juan throws away old books.

Slide 22: Oral Activity (15 m)

1. **SC Activity: Question/Answer–Possessive adjectives**

Introduction: Let's see whose stuff this is.

Procedure:

1. Let's divide the class into two teams. Each team needs to get into a circle and in the middle you must each put 2 of your personal belongings.
2. Look at the slide. The first person is going to ask. Whose XXX is this? The person to his / her immediate right will answer. That XXX is Tere's book or that's Juan's cell phone, etc., and point to that person.
3. If the answer is NOT correct, the real owner of the item needs to say: No. It's mine! (Continue until you run out of stuff.)

For example:

T: (Stands in one of the circles and models the activity.) Whose pencil is this?

S1: (Student next to the teacher answers.) It's Manuel's pencil. (Points to the student.)

Owner of the item: No. It's mine!

(DO NOT FORMALLY TEACH the possessive pronoun; that is for next class.)

Follow up: (Have each person write on a piece of paper **"Whose writing is this?"**)

They fold the paper and half. Collect all papers and mix them. Hand them out again. Each student holds up their paper and asks the group **"Whose writing is this?"** They all try to guess as many **"writers"** as possible.

For example:

T: Whose writing is this?

S3: It's Tom's

S5: It's Kathy's

Kathy: Yes. It's mine. (It's S5 turn to ask.)

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

World View: Book 2A, Unit 13, Day 2 (123 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. You are going to listen again to the conversation between Mr. Freeman and Lisa we heard last class. Look at the slide. These are some incomplete possessive phrases from the listening. Copy them in your notebook. (Give students time to complete the task.)
2. Listen to the audio and complete them. (Play the audio. Play the audio again if necessary. Click on the slide to check answers.)
3. Listen again and let's see if you can recognize any more possessive phrases. (Play the audio. Play the audio again if necessary.)
4. (Click on the slide.) What other possessive forms did you recognize? (Elicit from students answers and write them on the board.)

Slides 29-32: Grammar Focus: Possessive's (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.
3. Click to show students the labels.
4. Point out certain patterns to students:
 - a. We use an ***apostrophe + "s"*** ('s) after a name to make the possessive form of the name. If the name ends in "s" or if it's plural, we simply add an apostrophe (')
 - b. We use ***possessive adjectives*** (my, your, his, her, its, our, their) plus a noun to show possession.
 - c. We use ***possessive pronouns*** (mine, yours, his, hers, ours, theirs) to replace a possessive adjective and the noun.
 - d. Use the verb ***"belong to"*** to talk about things a person has or owns.
 - e. After ***"belong to"***, we use an ***object pronoun*** (me, you, him, her, it, our, their).
5. Have students open their books to page 62 and have them do exercise 2 and 3 individually. (Click on the slide to check their answers. Answer any questions they might have.)
6. Get into pairs and do exercise 4. (Click on the slide and check their answers.)

Slides 33-34: 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 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: (25 m)

1. FP Activity: Opinion Task – Possessives

Introduction: Let's talk about your classmates' keepsakes.

Procedure:

1. Open your books to page 63, exercise 5. Imagine you are filling a trunk with keepsakes. Each keepsake will be a reminder of one person in the class. (Give each student in the class the name of a classmate and tell them to choose one thing that reminds them of that person.)
2. (Choose a student in the class.) Does XXX wear something a lot? Is there something XXX always has? (Elicit some answers from students.) When you decide you write in your book. (Give them two minutes to complete the task.)
3. Get into groups of 4. You are going to talk about the keepsakes you have chosen. You need to discuss and come to an agreement as to what is the best keepsake that identifies each of your classmates. Make sure you give reasons for your choices. (Give students time to complete the task. Encourage them to give reasons for their choices by asking some students Why?)

For example:

T: I think that the thing that reminds me of Karina is her key chain with Hello Kitty. She always has it with her, so I think she really likes it. When she's nervous, she plays with it.
S3: I agree. She always has it with her.

Follow up:

1. A representative of each group will come to the board and write a list of the keepsakes they chose. Make sure you don't write the name of the person.
2. Each team will try to guess who is represented by each keepsake. Each correct answer is worth 1 point. The team with the most points wins. (Repeat with each team.)

For example:

S3: The first thing is a Hello Kitty key chain.
S2: I think it belongs to Mariana. She loves Hello Kitty things.
S7: No, I disagree. I think it's yours. You always have it with you and you play with it when you are nervous.
S9: You're right. It's mine.

Slide 36: Oral Activity: (15 m)

1. FP Activity: Presentation – Simple present / Daily routine

Introduction: Can you imagine what different people's lives are like? What activities do they do every day?

Procedure:

1. Look at the slide; you can see different people with different professions. Select a photo and describe the daily routine of that that person. Give him or her a name. Use the time line to help you out. (Give students time to prepare their description of what that person's daily routine is like.)
2. Get into pairs. Each student will describe the daily life of the person they have chosen. (For more practice, create new pairs.)

For example:

T: This is José. He is a doctor. He gets up at 6:30 a.m. He takes a shower at 7:00 a.m. and then goes to the hospital. At 8:30, he sees his first patient. After that, he usually has a cup of coffee before he visits his other patients. Etc.

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

1. FP Activity: Information Gap – Simple present, possessives

Introduction: Let's find out the names of the people in the picture by asking questions.

Procedure:

1. Let's divide into groups of four. I will give each of you a set of the sixteen object cards.
2. You will work together to name the objects.
3. Now, here are four biography cards. You will take turns reading each card and summarizing the important facts, and the likes and dislikes of each character on a separate piece of paper, when you have finished reading all the biography cards, put the four cards in a line on the desk.
4. (With the whole class, conduct comprehension checks; for example, what type of person is Mike? What does Mary enjoy? Etc.) Now, each group needs to mix up the object cards and you will divide the cards among the group members. (Each member should get four cards.)
5. Next, take turns placing each of their object cards under the biography card of the person you think it belongs to and explain why.

For example:

T: I think this is Mike's tie or this tie belongs to Mike because he works in an office.

Do you agree with me or not?

S5: I disagree. I think that's John's tie because...

(When students have placed all of the object cards under the biography cards, tell them that there should be four objects for each person, and that they should try to agree on which objects belongs to whom. Have groups compare how they divided the possessions and explain why.)

Answer Key

These are suggested answers. If any of the groups have other answers, invite them to share their explanations with the class.

John: tie, dictionary (works in foreign exchange department), cell phone (spends a lot of time speaking to friends), soccer ball (likes team sports)





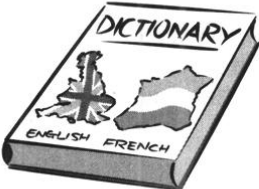


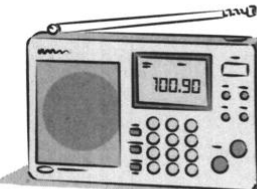








Mary: magazine (goes to a lot of concerts/films), briefcase (takes work home with her), CD (likes music), laptop (works at home)

Mike: guitar (wants to be in a band), TV (likes relaxing at home), athletic shoes (likes exercising), frying pan (loves to cook for his friends)

Janet: watch (loves water sports), radio (listens to the news wherever she goes), novel (loves to read), coffee mug (likes coffee)

Slide 37: Wrap up & Homework (3 m)

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 13, exercises 4, 5, 6, 7 and 8 in your workbooks.

John	Mary		
<p>John, 29, works in the foreign exchange department of a bank. He likes his job because he gets to speak with people from many different countries. He lives alone in an apartment, but he doesn't spend much time there. He is very sociable and spends a lot of time speaking to friends. After work, he likes going out, and on the weekend he plays a lot of team sports. He loves tea, but he never drinks coffee.</p>	<p>Mary, 36, is a high-school Spanish teacher. She is married and has two daughters. She works very hard during the day and often has to bring work home with her. She wishes she had more time to spend with her children. Mary likes to listen to music, but she doesn't play any instruments. On the weekend, she enjoys going to concerts, the opera, or the movies. She likes romantic films and dislikes action movies.</p>		
Mike	Janet		
<p>Mike, 24, is a designer. He shares an apartment with his friend. He has just started his first job, so he doesn't have much money. He loves cooking dinner for his friends and relaxing at home. He also likes to exercise and keep fit, but he hates competitive sports. When he goes out, he usually goes to dance clubs or rock concerts. He would really like to be in a band.</p>	<p>Janet, 31, works in a travel agency. She likes her job because she gets lots of free trips. She loves to go to the beach or take adventure vacations. She enjoys diving and other water sports. She likes Chinese food and coffee, but she doesn't drink alcohol. She loves to read and enjoys mysteries and historical novels. She can live without music, but she never misses the evening news no matter where she is.</p>		
			
			
			
			

World View: Book 2A, Unit 14, Day 1 (118-132 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: Matching – Present, past**

Introduction: What stories did you like to read or watch on TV when you were children?

Procedure:

1. Look at the slide. What stories are the pictures from? (Let students say whatever they can about the pictures.)
2. (Click on the slide to show the names of the stories.) Work in pairs and match the name of the story to the picture. (Explain that tortoise is a turtle and hare is a rabbit, and that a duckling is a small duck if necessary.) (Have students say which story goes with which picture. 1st is The Ugly Duckling, 2nd is The Tortoise and the Hare, 3rd is Pinocchio.)
3. Do these stories have a message or moral (*moraleja*)? What is the message of Pinocchio? What does it teach children? (Not to lie, and that you have to work hard in life to get ahead.)
4. (Click on the slide.) Look at these morals or messages. Match each one to the story it goes with. (Have students say which story goes with which picture. 1st is that people can change, 2nd is that if you are consistent you will go far, 3rd is that you shouldn't lie.)
5. Now, work in pairs and tell your classmate about a story that you liked when you were a child. It can be a story you read or one that you watched on TV or in a movie. If the story had a moral, say what the moral of the story was.

For example:

T: When I was a child, my favorite story was about a boy that always shouted that there was a wolf, so that all the people in the town would come and help him, but when the people arrived, the boy was laughing because there wasn't a wolf or any danger. He did it so many times, that when a wolf did show up one day and he shouted for help, no one came. The moral is that you shouldn't lie to people, because later when you want to tell the truth, they won't believe you.

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)
upset	When you are upset , you experience emotional or mental distress. When you are upset , you can feel angry, disappointed, sad, etc. We use upset for almost any negative emotion that causes emotional suffering. I get upset when my boyfriend doesn't call me. When do you get upset ? Why?	I get upset when... XXX because...
embarrassed	When something happens and your face gets red and you want to hide, you are embarrassed . Last week, I was walking down the street and I fell. It was really embarrassing . When was the last time you were embarrassed ? Why?	I was embarrassed when... XXX because...
calm	When you are calm , you are tranquil. Many people meditate to keep calm . What do you do to keep calm in traffic?	I XXX to keep calm in traffic.

suspicious	When you doubt someone you are suspicious of that person; you don't trust him or her. The police are suspicious of John, they think he stole the money. If someone takes your cell phone, who will you be suspicious of? Why?	I'll be suspicious of XXX because she's always looking at my cell phone.
proud	When you feel happy and pleased with yourself or with someone, you are proud . I was very proud of myself when I graduated from the university because I was the first woman in my family to do that. What is something you are proud of?	I'm proud of XXX.
polite	When you are courteous and have good manners, you are polite . A polite person always says hello and good bye to people. What do polite people do in Mexico when they meet someone new?	Polite people shake hands / greet the person...
rude	The opposite of polite is rude . It's rude to talk on your cell phone in a movie theater. What is something else that people do that is rude ?	People who do XXX are rude .
absent-minded	When you forget things or are distracted, you are absent-minded . I always forget my friends' birthdays; I'm very absent-minded . Tell me someone you know who is absent-minded ? Why?	XXX is absent-minded because...
loud	When something is loud , it makes a lot of noise. When there is a party, people play the music very loud . When was the last time you heard something loud ?	XXX was very loud .

Slide 14: Getting Started (15 m)

1. Today we are going to look at some stories about a man, Nasreddin Hodja, who was from Turkey, many years ago. In his country he is still very famous for his stories because they always had a moral to them.
2. Open your books to page 64, exercise 1. Look at the vocabulary. Choose the correct synonym for each adjective. (Give students time to do this, then check their answers by clicking on the slide.)
3. Look at the pictures in exercise 3. The man in the yellow hat is Nasreddin Hodja. Let's look at picture A. Using the adjectives in exercise 1 or any other adjectives you know, how would you describe the people in the picture? (Let students say whatever they think.)
4. Now, work in pairs and describe the people in the other three pictures using the adjectives we just learned or any other adjective you know. (Let students describe the people in the pictures.)

Reading (10-15 m)

1. Do most children's stories have a moral? Why do you think so?
2. Look at page 65, exercise 5. Read the stories and then match the paragraphs to the pictures on page 64. (Give students time to do this.)
3. Let's check your answers. What pictures go with the first story? (B and D) Which pictures are for the second story? (A and C).
4. Now, look at exercise 6. What is the lesson or moral of each story? Read the questions and answer them. (Give them a minute to do this, then check their answers orally: 1. b; 2. c.)

Slide 15: Grammar Focus (7 m)

1. (Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels.)
3. Elicit the patterns from students:
 - a. We use adjectives to describe people, places and things.
 - b. We often use the verb "be" with adjectives.
 - c. Adverbs of manner describe how we do something.
 - d. Adverbs of manner usually end in **-ly**.
 - e. We add an **-ly** to an adjective to make an adverb in most cases.
 - f. If the adjective ends in **"y"** we change the **"y"** to **"i"** before adding the **-ly**.
 - g. (Click on the slide.) Some exceptions are: hard, fast and early. These don't change.
 - h. The adjective **good** changes to **well**. (Write "good→well" on the board).

Oral Practice (5-7 m)

1. **CP Activity: Recognition-Adjectives and adverbs**

Introduction: Let's practice adverbs.

Procedure: I say an adjective and you tell me the adverb.

For example:

T: intelligent

S2: intelligently

Cues:

Adjective	Adverb	Adjective	Adverb
happy	<i>happily</i>	calm	<i>calmly</i>
polite	<i>politely</i>	proud	<i>proudly</i>
angry	<i>angrily</i>	nice	<i>nicely</i>
quiet	<i>quietly</i>	noisy	<i>noisily</i>
suspicious	<i>suspiciously</i>	hard	<i>hard</i>
fast	<i>fast</i>	rude	<i>rudely</i>
early	<i>early</i>	loud	<i>loudly</i>
quick	<i>quickly</i>	absent-minded	<i>absent-mindedly</i>
comfortable	<i>comfortably</i>	beautiful	<i>beautifully</i>

Slides 16-19: Repeat/Complete/Change: Adverbs (15 m)

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually.
3. **Change: Do each of these individually.** On the slide you will see a sentence with an adjective; you need to change it to make a similar sentence with an adverb.

For example: The exam was hard. I **worked hard** to answer it. (work)

Oral Practice (10-12 m)**1. SC Activity: Stimulus-Response-Adverbs**

Introduction: What are some adverbs we know? (Write the ones students mention on the board in one column.) What are some verbs we know? (Write the ones students mention on the board in another column.)

Procedure: I say an adverb and a verb and you tell me about someone you know that does that action using the adverb.

For example:

T: speak / fast

S2: My English teacher speaks very fast.

S5: My friend Carlos always speaks very fast.

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

work / happily

speak / calmly

drive / fast

act / politely

answer / nicely

play / happily

answer / angrily

work / noisily

work / hard

work / quietly

study / hard

speak / intelligently

run / fast

act / rudely

talk / quietly

arrive / early

sing / loudly

speak / politely

eat / quickly

dance / beautifully

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 Practice (10-15 m)**1. FP Activity: Presentation-Adjectives and adverbs, simple past**

Introduction: Have you ever been rude to someone? Has anyone ever been rude to you?

Procedure: Work in groups of 3-4 and tell your classmates about a time that you were rude to someone or a time someone was rude to you. Explain what happened. You must use at least 2 adjectives and 2 adverbs in your presentation.

For example:

T: One time I was riding on the bus. I was looking out of the window very absent-mindedly when I realized that I had to get off the bus at the next stop. I stood up very quickly and when I did, I dropped my bag on the foot of a woman who was standing. The bag wasn't very heavy; it only had my sweater in it, but the woman started shouting at me saying that I should be more careful and that I shouldn't drop things because I can hurt someone. She called me some names, but I ignored her and got off the bus. I think she was very rude and maybe a little crazy.

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

World View: Book 2A, Unit 14, Day 2 (131-153 m)

Slide 23: Homework (5 m)

Slide 24: Objectives (3 m)

1. Write the objectives on the board.

Slide 25: Warm up Activity (10 m)

1. **SC Activity: Stimulus-Response – Adverbs, simple present**

Introduction: Are there things you like to do quickly, but others you like to do slowly and take your time?

Procedure: Look at the slide. Work in pairs and tell your partner something that you do using these adverbs.

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

Slides 26-28: 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. When we compare two actions, we use the comparative form of adverbs.
 - b. To compare adverbs we use more + adverb + than.
 - c. The adverbs that are exceptions have different forms.
4. Open your books to page 66, exercise 2. Circle the correct words to complete the chart. (Give them a minute to do this. Go over the answers orally: **how; actions, adjective, "i."**)
5. Now, look at exercise 3. Complete the sentences using the adverbs. (Give them time to do this.) Check your answers with a classmate. (When they've finished checking, click on the slide to show the answers.)
6. Next, look at exercise 4. Work in pairs and use the comparative form of the adverbs to complete the sentences. (Give them time to do this. When they finish, click on the slide to check their answers.)

Slides 29-30: Repeat/Complete: Comparative form of adverbs (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.

Oral Activities (30-35 m)

1. **SC Activity: Stimulus-Response-Adverbs (15 m)**

Introduction: What are some adverbs we know? (Write the ones students mention on the board in one column.) What are some verbs we know? (Write the ones students mention on the board in another column.)

Procedure: I say an adverb and a verb and you compare yourself to someone you know (a classmate, a family member or a friend) using comparative adverbs.

For example:

T: speak / fast

S2: My friend Carl speaks faster than I do.

S5: I think that Diana speaks faster than all of the other students in class.

(Cues on the next page.) ➡➡

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

work / hard	speak / calmly	drive / fast
work / quietly	answer / nicely	drive / carefully
act / politely	work / noisily	play / happily
run / fast	study / hard	speak / intelligently
eat / fast	sing / loudly	talk / quietly
arrive / early	dance / well	speak / politely
speak / quickly	sing / well	read / fast

2. **FP Activity: Presentation-Adjectives and adverbs, simple past (15-20 m)**

Introduction: Does everyone study the same way? Do some people like to study with music? Do some people like to have absolute quiet?

Procedure: Let's talk about our study habits. Work in groups of 3-4 and tell your classmates about how, when and where you like to study. Use adverbs in your presentation. Your classmates will take notes, because at the end you will compare your study habits.

For example:

T: When I study, I like to have quite. I don't like it when there are a lot of people around me. I like to listen to music when I study, but I don't like to listen to the radio because the commercials and people taking distract me; I get distracted easily when I study. I prefer to study at night and for me the best place to study is in my bedroom where I have a small table and my computer. When I have an exam, I study by writing all of the information on cards, and I use my cards to study.

Follow up: Now, tell the group about one of your study habits and compare that to the study habits of a classmate.

For example:

T: When I study, I get distracted more easily than Francisco. He says that he can study anywhere anytime, even if it's noisy.

Slides 31-33: Pronunciation (10-12 m)

1. When you say a word in Spanish, do you say every single consonant and vowel? (Yes.) What about in English, do we say every single consonant and vowel? (No.) For example, what about the words *thought*, *designer* or *height*? So, many words in English have consonants and vowels that we don't pronounce or we don't pronounce clearly. Part of the rhythm of English depends on the vowel sounds that are strong or stressed. We stress some vowel sounds in a word, but then the other vowel sounds are reduced to an /ə/ (the vowel sound in *the* or *but*). Let's listen to some words.
2. Open your books to page 67, exercise 5. First listen to the audio and notice the strong sound in each word. (Play the audio.)
3. Now, listen again and notice how some of the vowel sounds are reduced. (Play the audio again.)
4. This time, listen and repeat the words. (Play the audio again.)
5. Next, listen to the words in exercise 7 and draw a circle over the strong or stressed syllables and underline the vowels that are short or reduced. (Play the audio.)
6. Listen again, and repeat. Check your answers. (Play the audio again and click on the slide to show the answers.)

Oral Activity (25-30 m):

1. **SC Activity: Charades-Adverbs** Please note; you need copies for this activity.

Introduction: Are you good at acting? Let's see.

Procedure: I have 20 cards here and each card has a verb and an adverb. I'm going to mix them up, and you will take a card and you have to act out the action and adverb. We are going to work in two teams. The first team to guess the correct action and adverb gets a point. If your team can make a complete, correct sentence, you can get another point for your team.

For example:

T: (Imagine your card says “walk angrily.” You need to act this out and let students guess it, when they do, ask them for a complete sentence.)

S6: walk fast

T: No.

S6: walk quickly

T: No.

S9: walk angrily

T: Correct. Now, give me a sentence.

S9: You were walking angrily to the classroom.

T: Perfect, you get another point.

Follow up: Now, let’s divide the group into 4 teams of about 5 students each. I will give each team 5 cards and as a team, you have to create a story using the verbs and adverbs.

For example:

T: Yesterday Martín was *walking happily* down the street when he saw Carlos. He *greeted him politely* and they *talked calmly* for a few minutes. Then he continued walking and he saw Sara, she was *talking nervously* to a friend. Her friend was *laughing loudly*.

Slide 33: Speaking (15-20 m):

1. **FP Activity: Speaking-Adjectives, adverbs, simple past**

Introduction: What is a story you remember from your childhood? Let’s share some stories.

Procedure:

1. Open your books to page 67, exercise 9. You are going to work in groups of 4. First you need to fill in the information about your story in exercise 9. (Click on the slide to show the example.)
2. Now, tell your story to the class. Does your story have a lesson or moral? What is it?

For example:

T: In the story about Cinderella, I don’t think that there is a moral really, but I think that it tells people that if they have a dream, they should go after it. Just because the situation is difficult, you can still achieve your dreams.

Slide 34: Speaking (10-15 m)

1. **FP Activity: Chain Story- Adjectives, adverbs, simple past**

Introduction: Let’s tell our own story about someone in class.

Procedure: You are going to tell a story about your teacher. Each student will say one sentence to continue the story. Try to use adverbs in your sentences. Each sentence has to be logical in the story. (Each student will successively add on a sentence to the story; if it gets too strange at any point, you can stop it and start a new story.)

For example:

T: Once upon a time, there was a wonderful English teacher called (say your own name). S/he always came to class happily because s/he has wonderful students.

S1: One day, the teacher was walking to class absent-mindedly when s/he fell.

S2: I saw what happened, so I ran quickly to help.

Etc.

Slide 35: Wrap up & Homework (3 m)

1. What was the objective for today’s class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today’s class?
3. For homework, do Unit 14, exercises 4, 5, 6, 7 and 8 in your workbooks.

walk happily	greet politely	walk quickly	talk calmly
look suspiciously	show proudly	talk nervously	answer rudely
relax comfortably	eat hurriedly	laugh loudly	walk absent- mindedly
shout angrily	smile shyly	read slowly	read excitedly
sing loudly	dance badly	run slowly	speak quickly

World View: Book 2A Final Review (136 m)

Slide 2: Homework: (5 m)

Slide 3: Objectives (3 m)

1. Write the objectives on the board.

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 – Say and tell**

Introduction: Let's do a survey.

Procedure:

1. Open your books to page 39. Exercise 9. You are going to listen to a conversation of people conducting a survey. Listen for the kind of information asked for in the survey regarding movies. (Play the audio. Play it again if necessary.)
2. Look at exercise 10. You will use this chart to record the results of your survey.
3. First, what different kinds of movies do you know? (Elicit some ideas from students and write them on the board. For example: science fiction, comedy, action, drama, romantic, etc.)
4. Now, stand up and ask five people the questions on your survey. When you finish, you will report what your classmates said.

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

T: What's your name?

S1: My name is George.

T: What's your favorite kind of movie?

S1: My favorite kind of movie is science fiction.

T: What's your favorite science fiction movie?

S1: My favorite science fiction movies are the Star Wars movies.

T: Why do you like them?

S1: Because the special effects are great!

Follow up: Report what you found out about the movies that your classmates like.

For example:

T: Carlos loves action movies. He says that his favorite action movies are all of the Matrix movies. He says they are the best. Etc.

Slide 6: Oral Activity: (15 m)

1. SC Activity: Role-Play – would like /like, would prefer / prefer

Introduction: If you had a restaurant, what would you put on the menu? Let's make a menu for your restaurant.

Procedure:

1. (Books closed.) Imagine you have a restaurant. What is your restaurant's specialty? (Give students two minutes to think about this.)
2. You are going to listen to a conversation between a server and a customer at a restaurant. Listen to what the customer orders. (Soup.)
3. Open your books to page 56, exercise 2. Get into pairs. You are going to write a menu for your restaurant. Make sure you can explain each dish and describe what's in it. (Give students time to complete the task. Walk around and help them if needed.)
4. Next, look for a different pair. Each waiter has to explain the dishes to the customer. The customer can ask questions in reference to the dishes. **DO NOT ORDER YET.**
5. Now, look for a different pair. This time Student A will be the waiter and student B the customer. The waiter gives the menu to the customer, explains the dishes, then the customers orders. Once you finish switch roles.

For example:

T: Would you like the menu?

S1: Yes, please.

T: Are you ready to order?

S1: Yes. What does the nacho appetizer have?

T: It's tortilla chips with meat, cheddar cheese and jalapeños.

S1: Mmm, that sounds good. I'd like the nachos for an appetizer.

(Continue with the rest of the menu.)

Slide 7-8: Oral Practice (20 m)

1. FP Activity: Opinion Gap– will for predicting

Introduction: Let's make some predictions about your partner.

Procedure:

1. Get into pairs. Look at your partner. Now, look at the slide. You are going to make some predictions about your partner. Write numbers 1 to 13 in your notebook. Now, write your own predictions about your partner for numbers 11, 12 and 13. Now, write "yes" or "no" next to each number according to your prediction for your partner.
2. Now, Student A will start but telling his/her partner his first prediction. Student B will ask "Why do you think so?" Student A will give the reasons, and at the end, Student B will say if the prediction is right or wrong.

For example: (Click on the slide to see the example. Have a student come up to the front and model the example with you.)

T: I don't think you'll be famous one day.

S4: Why not?

T: Because you are studying to be a nutritionist. There aren't many famous nutritionists.

S4: You're probably right. Now, I think that you'll buy a motorcycle next year.

T: Really? Why?

S4: Because....

Slide 9: Oral Practice (20 m)

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

Introduction: Let's talk about some jobs.

Procedure:

1. Look at the slide. Choose one of the jobs and make note of the things you have to and don't have to do in that job. (Give students time to complete the task.)
2. (Click on the slide again.) Now, get into pairs and present your job to your partner. He has to guess what job you are talking about.

For example:

T: In my job I have to arrange meeting, I don't have to travel, etc.

S1: Are you an assistant?

T: Yes, I am. (Now it's S1 turn to present.)

Follow up:

Choose a profession and using the example on the slide write 3 things you have to do in that job and three things you don't have to do. Once you finish get into pairs and repeat the activity as before but this time with your chosen profession.

Slide 10: Oral Practice (15 m)

1. **FP Activity: Question – Answer – ever / never with the present perfect**

Introduction: Let's take a survey and see the things you have done.

Procedure:

1. (Books closed. Conduct an informal survey in class using the present perfect. This is to activate students' schemata of what they will do later.) Ask the following questions:
 - Who has read a novel in English?
 - Who has met triplets?
 - Who has drunk *mezcal*?
 - Who has eaten *jumiles*?
 - Who has danced a Mexican folkdance?
 - Who has forgotten their homework?
2. Open your books to page 57, exercise 12. Look at the pictures in the chart. Imagine you have done six of the activities in the pictures. Choose them and put a check mark next to the six activities in the chart you have done.
3. You will survey your classmates to find out which activities they have done. When you find a classmate that has done that activity, you put their name on the line.
4. (Briefly review the questions form that students will use: Have you ever + PPV)
5. There is one rule: **You must always answer in complete sentences.**

For example:

T: Have you ever worked on a farm?

S1: No, I have never worked on a farm.

T: Have you ever gone camping?

S1: Yes, I have gone camping.

T: (Writes S1 name on the line under camping.)

Slide 11: Oral Practice (15 m)

1. **FP Activity: Presentation – possessive’s adjective, possessive’s pronouns and belong to**
Introduction: Let’s talk about your family keepsakes.

Procedure:

1. (Click on the slide.) Can you think of an important family keepsake? (Elicit some answers from students.) (Click on the slide.) This is my family keepsake, it is an armchair.
2. (Click on the slide again.) Read these questions. Do you have any questions? Good! Now get into pairs. Student A will talk about their family keepsake and student B will listen. Once student A finishes, it will be student B’s turn to present. Make sure you answer all the questions on the slide in your presentation.

For example:

T: This is my family keepsake. It is an armchair. This armchair is from Spain. It belonged to my grandfather. It is very old; it is 60 years old. It is a big armchair and the cloth is green and gold silk. The wooden part is painted gold also. It is special to my family because he used to sit there and tell us great stories.

Follow up: Have them change partners two more times and repeat the previous process.

Slide 12: Oral Practice (15 m)

1. **FP Activity: Chain story – adverbs of manner**

Introduction: Let’s create a group story.

Procedure:

1. You are going to listen to people talking. They are using adverbs in their conversation. Please identify the adverbs and write them down. (Play the audio once. Play it again if necessary.)
2. Did you identify them? (Happily, absent-mindedly, calmly, quickly.) Excellent!
3. Get into groups of 4. Now, open your books to page 76, exercise 7. As a group, write each of the adverbs on a small piece of paper. Then fold each of the papers and put them in the middle of the group, and mix them up.
4. In your groups, you are going to create a story using the adverbs and your imagination.
5. When it is your turn you will choose one of the slips of paper from the middle. You will need to say two sentences. You have to use the adverb in at least one of the two sentences. When you finish, the next person takes a paper and says continues the story by saying two more sentences. Try to be creative in your stories. (Give students 7-10 m to complete the task. Walk around the classroom helping as needed.)

For example: (Look at the slide.)

Follow up: If time permits have some of the groups present their stories.

Slide 13: 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.

World View: Book 2B, Unit 15, Day 1 (118-128 m)

Slide 2: Objectives (3 m)

1. Write the objectives on the board.

Slide 3: Warm up activity (15 m)

1. **SC Activity: Find someone who... ?**: Integration of tenses, sports

Introduction: Do you like sports? Do you do exercise?

Procedure:

1. Look at the slide. In a minute you are going to stand up and ask your classmates questions to find people who do the activities on the slide.
2. In your notebooks, write numbers 1 to 6, so that when you find a person who does the activity on the slide, you can write his/her name in your notebook.
3. Let's look at the questions.

For example:

T: What's the question for the first one?

Ss: Do you love to play soccer?

T: Right. And if your classmate answers yes, can you write his/her name in your notebook?

Ss: Yes.

T: Good. What's the question for the second one?

Ss: Do you do exercise?

T: And if your classmate answers yes, can you write his/her name in your notebook?

Ss: No.

T: Right, because for this question you are looking for someone who NEVER does exercise. What's the question for the third one? (Go over all the questions.) Now stand up and find classmates who do these activities. The first one to have a name for each number, wins.

Follow up:

T: What did you find out that was interesting about your classmates?

S2: That José hates to play soccer. I always thought he liked to play soccer.

Slides 4-15: 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)
aerobics	Aerobics are exercises that help make your heart and lungs stronger. In the 1980's aerobics were very popular. Where do people usually do aerobics ?	They usually do aerobics in a gym or at home.
karate	Karate is a Japanese sport that teaches you to defend yourself. My cousins take karate classes every day. Who took karate classes when you were a child? Where did you take classes?	I took karate classes at XXX.
basketball	Basketball is a sport that is played inside. Most basketball players are very tall. Who is a famous basketball player?	(Kobe Bryant) is a famous basketball player.

skiing	When you go skiing , you put long pieces of wood on your feet (skis). You can ski on water on in the snow. Skiing is a very popular sport in Europe. Where can people go skiing in Mexico?	You can go water skiing in...
biking	Biking is an exercise where you ride your bike for many kilometers. The Tour de France is the most famous biking race in the world. Where can people go biking in Mexico?	You can go biking ... XXX.
soccer	Soccer is a game that people play all over the world. My favorite soccer team is (XXX). What's your favorite soccer team? Who's your favorite soccer player?	My favorite soccer player / team is...
golf	Golf is a sport that you can play at any age. Lorena Ochoa is/was a famous Mexican golf player. Where is there a golf course in Mexico?	There is a golf course in...
swimming	You can go swimming in a swimming pool or in the ocean. I went swimming last weekend in Cuernavaca. When was the last time you went swimming ? Where did you go?	I went swimming (8 months ago) in...
hockey	Hockey is a sport that people play on ice. Canadians are famous for their hockey players and teams. Have you ever seen a hockey game on TV? What did you think of it?	I saw a hockey game on TV many years ago. It was confusing for me.
tennis	Tennis is a sport that you play with a ball and a tennis racket. Wimbledon is one of the most famous places you can play tennis . Who is a famous tennis player? Where can you play tennis here?	XXX is a famous tennis player. You can play tennis ...
jogging	When you run for exercise, we say you go jogging . When you go jogging you run at a slow, steady pace. Does anyone here go jogging every day? Where do you go jogging ?	I go jogging every day in XXX park.
volleyball	To play volleyball you need the ball and the net. I played volleyball in high school. Who has played volleyball before? When and where did you play?	I have played volleyball . I played volleyball in

Slide 16: Getting Started (15 m)

1. Open your books to page 68, exercise 1. First, match the pictures to the sports. (Give them a minute.) Let's check your answers. (Check answers orally: 1. A, 2. C, 3. F, 4. B, 5. D, 6. E)
2. Let's look at exercise 2. You are going to work in pairs and write the sport next to the correct verb. For example, we say "do aerobics" and "play soccer," and "go biking" (Click on slide.) Now, do the rest of them. When you finish we'll check your answers. (Give them a few minutes to do the activity. When they finish play the audio for them to check their answers. Finally, click on the slide to show the answers.)

Slide 17: Oral Activity (10-15 m)

1. **SC Activity: Information Gap-Simple present, sports**

Introduction: What sports do you like to play? Which ones do you like to watch?

Procedure:

1. Look at the slide. In your notebooks, write down your 3 favorite sports to watch and your 3 favorite sports to play. (Give them a few minutes to do this. Help them with any vocabulary they may need.) (Click on the slide to show “your” favorites.)
2. Now, stand up and find the classmate that is most similar to you and the classmate that is the most different from you by asking questions about the sports he/she likes to watch and play.

For example:

T: What’s your favorite sport to watch?

S1: Soccer. What’s your favorite sport to watch?

T: American football. What’s your least favorite sport to watch?

S1: Golf.

T: I agree; golf is the most boring sport.

Etc.

Slides 18-19: Listening (15 m)

1. Open your books to page 69, exercise 5. You are going to listen to a TV report about sports in Canada. They will talk about 6 different sports, and the percentage of people that do them. Write the correct sport in each of the blanks. (Play the audio, if necessary, play it a second time.)
2. Work with a partner to check your answers. (Once students have checked with their classmates, click on the slide to show the correct answers.)
3. Now, look at exercise 6. You are going to listen to the rest of the interview and check who likes to play each sport. (Play the audio, if necessary, play it a second time.)
4. Work with a partner to check your answers. (Once students have checked with their classmates, click on the slide to show the correct answers.)
5. Look at exercise 7. Work in pairs and discuss the questions. (Give them about 3-4 minutes to do this.)
6. Now, what conclusions did you come to? Who likes team sports more, men or women? Who likes individual sports more, men or women?

Slide 20: Grammar Focus (7-10 m)

1. (Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students’ participation. (Click on the slide to show the labels.)
3. Elicit the patterns from students:
 - a. After these verbs, we can use a gerund, a noun or an infinitive.
 - b. A gerund in English is a noun; it’s formed by **adding ing to a verb**: swimming, jogging, running, etc.
4. Open your books to page 70, exercise 1. Put the verbs in order. (Give them a minute to do this, then check answers. hate, don’t like, like, love.)

Slides 21-23: Repeat/Complete/Change: Gerunds, infinitives (15 m)

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually.
3. **Change:** On the slide you will see a sentence with a gerund or an infinitive. If the sentence has a gerund, change it to use an infinitive; if it has an infinitive, change it to a gerund.

For example: She likes to play basketball. → She likes playing basketball.

They love watching soccer. → They love to watch soccer.

Oral Practice (10-12 m)

1. **SC Activity: Stimulus-Response-Gerunds and infinitives**

Introduction: What are some things you hate to do at home? Are there things you like to do?

Procedure: I say an activity and you say if you like, love, hate, or don't like to do that activity.

For example:

T: eat ice cream

S2: I love to eat ice cream.

S5: I don't like eating ice cream; it makes you fat!

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

do homework	use the Internet	dance at parties	drive in the city
eat pizza	wash clothes	sing	go on vacation
clean your room	go to parties	drink water	study for exams
play video games	send email	attend classes	make your bed

Slide 24: 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 25: Wrap up & Homework (3 m)

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 15, exercises 1, 2 and 3 in your workbooks.

World View: Book 2B, Unit 15, Day 1 (128-150 m)

Slide 27: Homework (5 m)

Slide 28: Objectives (3 m)

1. Write the objectives on the board.

Slide 29: Warm up Activity (10 m)

1. **SC Activity: Question & Answer-Gerunds and infinitives**

Introduction: Are there things you love to do? Are there things you hate to do?

Procedure:

1. Look at the slide. In your notebook, write one thing you like, one you don't like, one you love and one you hate. (Give students a minute to do this.) (DON'T click on the slide until after you have done the example.)
2. Now, work in groups of 3-4 and you are going to ask your classmates questions to find out what they like, don't like, love and hate. You can only ask questions that your classmates can answer yes or no. If after 3-4 guesses you don't get the answer, you can ask a question with a question word.

For example:

T: Ask me questions.

S6: Do you like to play tennis?

T: No, I don't.

S6: Do you like going on vacation?

T: Hmm, yes, but that's not what I wrote on my paper.

S9: Do you like to play video games?

T: No, I don't. Ask me a question with "what."

S9: What do you like to do?

T: I like to get up late on Saturday. (Click on the slide to show your sentences.)

Slides 30-31: Grammar Focus (15-20 m)

1. (Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.)
2. Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels.)
3. Elicit the patterns from students:
 - a. We can use **a lot** to **emphasize** a sentence with **like**; it goes at the **end of the sentence**.
 - b. We can use **really** to emphasize sentences with **like**, **love** or **hate**; the **adverb** goes **before the verb** (really like, really hate, or really love).
 - c. To make a sentence sound **less negative**, we can use **really** with **don't like**; really goes before the verb, or we can use **very much** at the **end of a sentence** with **don't like** to make it sound less negative.
4. Open your books to page 70, exercise 3. Complete the rules in the chart. (Give them a minute to do this.) Let's check your answers. (Check the answers orally: 1. like; 2. really; 3. very much; really.)
5. Look at exercise 4. Work in pairs and complete the conversations with the correct form of the words in parentheses. (Give them time to do this. When they finish, click on the slide for them to check their answers.)

Slides 32-33: Repeat/Complete: Adverbs of degree (7 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.

Slide 34: Oral Practice (10-15 m)

1. **FP Activity: Role-Play-Adverbs of degree, gerunds, infinitives**

Introduction: Are there some TV programs you like? Are there some you don't like much? Are there certain actors or actresses you like or dislike?

Procedure: Work in pairs and talk about the TV programs you like, don't like much, really love or hate. You can also talk about the actors and actresses you like or don't like. Ask each other questions to get as much information as possible because at the end you will tell the group something you found out about your partner.

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

Slides 35: Pronunciation (10-12 m)

1. Open your books to page 71, exercise 5. We are going to practice pronunciation. In English, the most important stress in a sentence is on the last noun, verb or adjective in the sentence, but when new information is added, the most important stress is on the new information. Look at the stressed parts of the sentences.
2. Now, listen to the audio and notice how stress is used to contrast or compare ideas. (Play the audio.)
3. Now, listen again and notice how some of the vowel sounds are reduced. (Play the audio again.)
4. This time, listen and repeat. (Play the audio again.)
5. Now, practice the conversations from exercise 4. Use the correct stress.

Slide 36: Oral Practice (20 m)

1. **FP Activity: Information Gap-Gerunds, infinitives, simple present, simple past**

Introduction: Do you know what a matchmaker is? It's a person that tries to help people find a partner; a boyfriend or girlfriend.

Procedure:

1. Imagine that all of you are matchmakers. You are going to try to find a boy/girlfriend for one of your friends.
2. Look at the slide. In your notebooks, write the information about a friend of yours; someone who is looking for a girlfriend or boyfriend. This half of the group (indicate about 50% of the students) will fill in the information for a female friend, and this half of the group will fill in the information for a male friend. (Click on the slide to show your example.) (Give them time to do this. Make sure they are writing information about a friend, male or female, depending on your instructions.)
3. Now, you are going to stand up and ask your classmates about their friend to see if you can find a match for your friend.
4. When you think you have found a good match, sit down.

For example:

T: I'm looking for a match for my friend Karina.
 S2: Can you describe her?
 T: She's short and pretty, and she's very friendly. She's a student at the university.
 S2: Okay, and what are some of her likes and dislikes.
 T: Well, she likes to go dancing and she likes to go to the movies. She also likes to visit friends. What about your friend? What's he like?
 S2: Well, my friend is tall and thin. He's a little shy.
 T: Okay. And does he work?
 S2: Yes, he does. He's an accountant. He finished his studies last semester.
 T: Great. And what does he like?
 S2: He likes...
 Etc.

Follow up: Did anyone find a good match? Tell the class about the person you found for your friend.

For example:

T: Daniel's friend sounds perfect for Karina. He loves to go dancing and he's also a very friendly person. He likes animals and he has a rock group; he loves music and likes to sing.

Slide 37: Oral Activities (30-35 m)

1. SC Activity: Guessing Game- Gerunds, infinitives, simple present (15 m)

Introduction: Do we all like the same thing? Let's find out about our likes and dislikes.

Procedure:

1. Take out a sheet of paper. Cut the paper into 4 sections. In each section write one thing you like, one you hate, one you don't like and one you love. (Click on the slide to show the example.)
2. Now, let's divide the class into two teams. One student from the first team will have to say what he/she thinks that someone from the other team wrote on his/her papers. If the student guesses correctly, he/she gets points for his/her team.
3. (Students from each team will take turns saying what they think that someone from the other team wrote on their papers. Every time someone guesses an activity correctly, he gets a point for his/her team for every paper that has that activity. For example if a student from team 1 says: "Someone on that team likes rock music." Then any student on the other team that wrote "like rock music" on his/her card, has to raise his/her hand. The teacher will collect those cards and team 1 gets a point for each correct activity; it might be only one card, but it could be 3 or 4.)

For example:

T: Someone on that team loves getting up early.
 S2 on Team 1: Yes, I love getting up early.
 T: Great, I get one point. Does anyone else have that they love getting up early?
 Team 1: No, you only get one point.

2. **FP Activity: Presentation- Gerunds, infinitives, simple present (15 m)**

Introduction: Do your friends like the same things as you? Let's find out.

Procedure: Work in groups of 3-4 students. You are going to tell your classmates about what you like and compare yourself to your best friend. Your classmates can ask you questions when you finish.

For example:

T: I love to read and watch TV, and my best friend loves to watch TV, but she doesn't like to read very much. I don't like to do exercise, but my best friend loves doing exercise. She always eats very healthy food, but I usually eat a lot of junk food. I love eating ice cream, pizza, candy, cake and hamburgers. My best friend is a vegetarian and she hates meat. One thing we agree on is that we both love to listen to music and we like the same kind of music and we also both love to go shopping; we go shopping whenever we have a chance.

Slide 38: Speaking (15-20 m):

1. **FP Activity: Speaking- Gerunds, infinitives, simple present (15 m)**

Introduction: What are some sports we talked about in this unit? What sports do you like?

Procedure:

1. Open your books to page 71, exercise 8. First, look at the chart. You are going to add in 5 more sports on the chart. (Give students time to do this. When they finish, you can click on the chart to show "your" sports.)
2. Now, you are going to ask 6 classmates how they like each of the sports. Give one for each person who likes the sport, and 2 points for each person who loves the sport. If a student says he/she doesn't like the sport, don't give any points. (Click on the slide to show the example. Give them time to do this.)
3. Look at your complete charts. Let's discuss these questions: (Ask the questions to the group and make sure that a few people give their opinion on each of the questions.)
 - What the most popular sport?
 - What's the least popular sport?
 - What sport do women like more?
 - What sport do men like the most?
 - Do men and women like the same sports? Why or why not?
 - What's a sport you have never tried, but want to?
 - What's a sport you would never do? Why?
 -
 -
 -

Slide 39: Wrap up & Homework (3 m)

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 15, exercises 4, 5 and 6 in your workbooks.

World View: Book 2B, Unit 16

(113 to 116 m)

Slides 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board.

Slides 5-6: Warm up Activity (10 m)

1. **FP activity: Predicting (2 m)**

Introduction: (Click on slide 5.) Please look at this expression. What do you think “Food for thought” is?

Procedure: (Ask students to tell you what this expression means; then show (Click on slide.) them the definition and clear it up)

For example:

T: I think that food for thought is food that makes your brain work better

2. **FP Activity: Discussion (8 m)**

Introduction: Fine, now that we know what “food for thought” is, let me give you some examples.

Procedure: (Click on slide and 3 statements will appear.) Please look at these facts. What is your opinion on these facts? Try to get a discussion going.

For example:

T: Is this a serious problem for Mexico? Why?

Ss: XXX

T: Is the government doing anything about this? Do you agree?

Ss: XXX

T: Who is responsible for this problem?

Ss: XXX

T: What should we do about this?

Ss: XXX

Slides 7-10: Vocabulary (10 m)

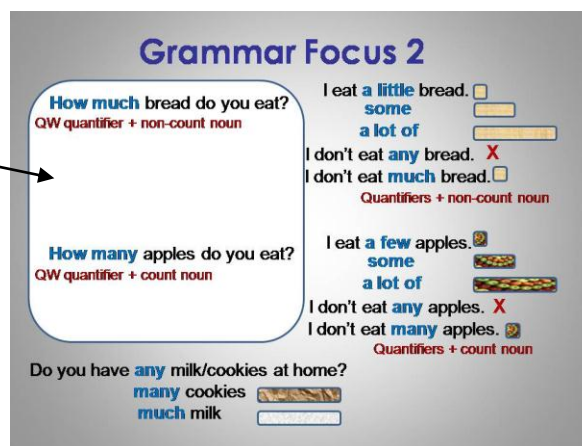
1. **Form:** Repeat the word 3 times and have students repeat after you each time. Write the word on the board.
2. **Meaning:** Use the picture to explain the word and give further explanation if they don't understand.
3. **Usage:** Give an “example,” and elicit a complete answer using the new word,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

Word	Usage (teacher)	Usage (student)
beef	Beef is meat that we get from cows. We eat beef when we eat a hamburger. Can we eat beef at Kentucky Fried Chicken? Where can we eat beef ?	No we can't eat beef at Kentucky. We can eat beef at XXX
pork	Food products that come from pigs are called pork products. We eat pork when we eat <i>carnitas</i> . Do you prefer pork or beef? Why? What other Mexican dishes contain pork ?	I prefer beef because it is healthier than pork . Pork with <i>verdolagas</i> .
poultry	We eat poultry when we eat chicken or turkey. People say poultry is better than pork. What do you think? What Mexican dishes have poultry ?	Poultry is better. Mole has poultry .
dairy products	Cheese, cream, milk and butter are dairy products . These products come from cows. What place in México is important for its dairy products ? Can you give some brand names of dairy products ?	XXX is important for its dairy products . XX is a brand name for dairy products .

Slide 11: Grammar Focus 1: Quantifiers for count and non-count nouns (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. **A little** and **a few** mean a small quantity.
 - b. **A little** is used for non-count nouns.
 - c. **A few** is used for count nouns.
 - d. **Some** is used for **non-count and count nouns** and it means **medium sized quantity**
 - e. **A lot of** is used for **non-count and count nouns** and it means a big quantity.
 - f. We use **much** for **non-count nouns**.
 - g. We use **many** for **count nouns**.
 - h. **Much** and **many** is used in questions to ask about a **big quantity**.
 - i. **Any** in questions means **at least one** or **at least a little**.
 - j. **Any** in negative sentences means **zero**.

Note: At the end your complete Grammar Focus should look like this, but it will be done in two parts. The two questions in the white box will not be included in this first Grammar Focus, so be sure to leave some space for them.

**Slides 12-13: Controlled Practice: Repeat/Complete and answer (10 m)**

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete and answer:** Have students fill in the blanks chorally and ask the complete questions. Then individually have student A ask the question and student B answers the question with whatever he/she thinks is correct judging from the images.

For example:

T: Does he eat any fruit?

S1: Yes he eats a little fruit.

S2: Do they visit many interesting places?

S3: Yes they visit many interesting places.

Slides 14: Oral Activity (15 m)**1. SC Activity: Prove or Disprove It-Quantity expressions**

Introduction: Please look at the slide. There are seven sentences there. Our job is to see if these sentences are correct or not. We need to prove or disprove the statements.

Procedure: Go around the classroom and ask as many people as necessary to see if these sentences are true. In a minute you will stand up and ask as many people as necessary to prove or disprove each statement. Once you are finished, raise your hand.

For example:

T: Let's look at the first statement. What is the question?

S1: Do you eat a lot of vegetables?

T: Yes, I eat a lot of vegetables. If the answer is affirmative, you can write the person's name next to that item. If you find 4 people that answer affirmatively, you will prove the theory. If not, then the theory is incorrect. Now, what is the second question?

S2: Do you do any exercise?

T: No, I don't do any exercise. What about the third question?

(Go over all the questions with students, so that they know what they will be asking.)

Follow up: So, what did you find out? Were the theories correct or not? (Get some of the students to tell you what they found out; which theories are correct.)

Slide 15: Pre listening (7 m)

1. Look at the image on page on page 72. (Direct them to the image about WVUE Radio.) What do you think this listening will be about? (Have students speculate.)
2. Now look at the chart on page 73. Before we listen to the news report, look at the chart and complete the chart where it says your opinion and why.

For example:

T: If I think chocolate is good for you I will write good and the reason: it gives you energy. (Show the example on slide.) Good....it gives us energy.

Now, share your information with the person next to you.

Slide 16: Listening (7-10 m)

1. Listen to the news report and fill in the second column with the host's opinion.
2. Now listen again and fill in the third column with the host's reason for each opinion.

For example:

T: He says that chocolate is good because it makes us live longer. So in the first column we write "good" and in the third column we write "It makes us live longer."

(Play the listening twice and to check answers click on the slide.)

Slide 17: Grammar Focus 2: quantifiers for count and non-count nouns (8 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 ***much*** for **non-count nouns**.
 - b. We use ***many*** for **count nouns**.
 - c. Questions ***How much*** and ***How many*** are used to ask for the **quantity**.

Slides 18-19: Controlled Practice: Repeat/Complete (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.

Slide 20: Oral Activity (15 m)

1. **SC/FP Activity: Question & Answer/Presentation-Simple pres., quantity expressions**

Introduction: Do we live healthy lives? What do we need to do to live healthy lives? Let's find out about our classmates life styles and eating habits.

Procedure: Look at the slide; and with the ideas that are on the slide, ask the person next to you about his/her eating habits and life style. Ask with the questions: How much? How many? How often? Remember to add some ideas of your own.

For example:

T: Let's look at the example. How often do you do exercise?

S1: I do exercise every day.

T: How much salt do you put in your food?

S1: I put a little salt in my food.

T: How many kilometers do you walk every day?

S1: I walk a lot of kilometers every day.

(Give students some minutes to interview each other.)

Follow up:

Now you are going to give a presentation about the classmate you interviewed and tell us if you think your classmate has a healthy lifestyle or not.

For example:

T: I think Juan has a healthy lifestyle because he walks a lot and he doesn't put a lot of salt in his food. He also does exercise regularly.

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 16, exercises 1, 2, 3 and 4 in your workbooks.

Worldview: Book 2B, Unit 17, 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 (15 m)

1. **FP Activity: Opinion Gap - should, shouldn't**

Introduction: Do you sometimes have problems? What are some problems you have? (Brainstorm, and write students' ideas on the board.) Now, let's give each other advice to help solve these problems.

Procedure:

1. (Divide the class into groups of 4 or 5 students depending on the number of students.) Let's play the advice game. Take out a piece of paper. Write a problem on the piece of paper. (Help them with ideas if they can't think of any.)
2. Now, you are going to take turns asking the others in your group for advice. Every student in your group must give you one piece of advice, but...they can't repeat the same idea someone said. The student who asked for advice then gives his strip of paper to the team member who they think has given you the best advice. The winner is the student in the group with the most strips of paper at the end.

For example:

T: (My mother won't give me permission to go to a party.)

S1: You should tell her your friends will bring you home safely.

S2: You shouldn't tell her and go anyway.

S3: You should be nice to your mom so she gives you permission.

T: Thanks S3. Your advice is the best. (T. gives S3 her strip of paper.)

Slide 5: Oral Activity: (15 m)

1. **FP Activity: Class Discussion – should, shouldn't**

Introduction: What type of clothes should you wear to work? To school? To a party?

Procedure:

1. In this unit we are going to talk about office practice. One of the topics is dress code or what people should wear to work. (Explain dress code if needed.)
2. Look at the slide. What do people usually wear to these places or events? Get into trios and discuss what people wear to these places. Take notes because you will need them later. (Give students time to complete the task. Walk around the classroom helping if needed.)
3. Now, change trios. Now tell your new team what your previous team thought people wear to these different places and events. Compare your answers and come to an agreement.

For example: (Do the “at work” column as the example.)

(Write the ideas on the board.)

T: What should people usually wear to work?

S1: A suit and tie.

S2: Dress pants and a sweater.

T: A shirt. Great!

(Now, have two different students come up to the front now.)

T: My team thinks people should wear a suit and tie, dress pants, a sweater and a shirt.

What do you think?

S1: A suit and tie, yes, but not dress pants and a sweater.

S2: We think that they should wear jeans and a shirt.

S2: No, that's too informal.

T: What is our final decision?

S1: They should wear a suit, tie and a shirt.

Slides 6-15: 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)
break	A break is time to take to rest from work or study; sometimes you eat something during a break . When I'm hungry I eat a sandwich on my break . What do you usually eat during your break here at the university?	I eat XXX during my break .
casual	When people don't wear a suit and tie to work they dress casual . At the university, students can wear casual clothes. What other places can you wear casual clothes?	I can wear casual clothes to ...
formal	When people wear a suit and tie to work they dress formal . When I go to a wedding, I dress formal . What company do you know that has a formal dress code?	XXX has a formal dress code.
commute	The process of travelling between the place of residence and a place of work is to commute . I live close to here, so my commute is only 15 minutes each way. What kind of transportation do people in this city use to commute ?	People here commute in XXX.
downsize	When you reduce size of a building or employees in a company you say that you downsize . Last year, many companies downsized their workforce because of the economic crisis. Why do companies downsize ?	They downsize because XXX.
flextime	Flextime means flexible time or flexible schedule; it means that an employee can select the hours he or she will work. Employees on a flexible schedule may work a condensed work week or may work a regular work week. Those working a condensed week may work four ten hour days, rather than five eight hour days. Those who work a five day week may work hours other than the typical "nine to five." In my previous job, I worked flextime ; my schedule was from 6:30 a.m. to 3:00 p.m. In what jobs can people work flextime ?	XXX can have flextime .
full-time	When you work 40-45 hours a week you have a full-time job. Full-time jobs are 8 hours a day, Monday to Friday or Saturday. Who do you know that works full-time ? What's his/her schedule?	My (father) works full-time . His schedule is from...
part-time	When you work less than 40 hours a week you have a part-time job. I work about 20 hours a week; I work part-time . Who has a part-time job here? Where do you work?	I have a part-time job. I work at XXX.
supervisor	The person who is in charge of a particular department in a store or office is a supervisor . My direct supervisor is (Juan). What do you think are some things a supervisor does in his job?	A supervisor XXX.
telecommute	When you telecommute , you generally work from home or another location rather than work from the office. You don't have to be in the office because you can communicate via phone or internet rather than in person. A friend of mine is a writer and he telecommutes 3-4 days a week. What kind of jobs can be done through telecommuting ?	XXX job can be done through telecommuting .

Slide 16: Getting Started (15 m)

1. Open your books to page 78, exercise 1.
2. **Class discussion:** Where do you think these people are? (They are at work / in an office / in a conference room.)
3. Get into pairs and take turns describing what each of the people in the picture is wearing.
4. (After they are done call on different students to describe each of the people in the picture.)
5. Look at activity 3. Complete the sentences using the words in the box. (Go over the example in the book. Have students work individually. Give students time to complete the task. Help students if needed.)
6. Get into pairs and compare your answers. (Click on the slide to check their answers.) What kind of dress code do the people in the picture have? (Call on a few students to describe the office dress code in the photo.)

Oral Activity (10 m)

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

Introduction: Let's talk about some office practices in this country.

Procedure:

1. Open your books to page 79, exercise 5. Get into pairs and answer the questions. Make note to remember your answers. (Give students time to complete the task. Help them if needed.)
2. Get together with another pair and compare your answers. Decide which answers are the best. (To conclude the activity, call on some groups so that they can share their answers.)

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

T: How do people dress in offices in your country? I think the dress formal.

S1: They can also dress very casual.

T: What companies or businesses have a formal dress code?

Slides 17-18: Listening (15 m)

1. Open your books to page 79, exercise 6. Read the instructions. Any questions? You are going to listen to an interview with a businessman. Check the topics that the interviewer asks him 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 7. Please read the sentences. (Give them a minute to read.) Do you have any questions? Now, you are going to listen to the interview again. Please write T if the sentence is true and F if the sentence is false. (Play the audio. If necessary, play it a second time. Click on the slide to check the answers.)

Slides 19-20: Grammar Focus: Have to / had to (5 m)

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation.
3. Elicit certain patterns from students:
 - a. We use **have to / has to / had to** to talk about obligations, or things that are /were necessary in present and past.

IN PRESENT

- b. To ask if something is necessary, we use an auxiliary (**do / does**) + **have to + BVF**.
- c. We use **don't/doesn't have to + BFV** for the negative. (It isn't required.)
- d. We use **have to / has to + BFV** to say something is necessary or required in the present. (You have to do it; there is no choice.)

IN PAST

- a. To ask if something was necessary in the past, we use an auxiliary (**did**) + **have to + BVF**.
- b. We use **didn't have to + BFV** for negative in the past. (It wasn't required.)
- c. We use **had to + BFV** to say that something was necessary in the past. (It was required. I didn't have a choice.)

Slide 21: Grammar Practice (10 m)

1. Have students open their books to page 80 and have them do exercise 2 and 3 individually.
2. Get into pairs and compare your answers. (Click on the slide to check their answers. Answer any questions they might have.)

Slides 22-24: Repeat/Complete (7 m)

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

Oral Activities: (25 m)

1. **SC Activity: Question & Answer-“Had to” in affirmative, neg. and interrogative (15 m)**

Introduction: Let's ask each other about our obligations in the past.

Procedure: I say a verb and time expression and you ask a classmate if he/she had to do that action in the past. If the answer is yes, they have to give you more information about the action.

For example:

T: walk to school / today

S5: Did you have to walk to school today?

S1: No, I didn't have to walk to school today, but I had to walk to school yesterday.

Or

S9: Did you have to walk to school today?

S3: Yes, I had to walk to school today. I have to walk to school every day.

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

make your bed / this morning

take a bus to school / today

work / last night

study for an exam / yesterday

visit a relative / last weekend

get up early / yesterday

give a presentation / last week

buy a new phone / last year

work late / last week

do homework / last weekend

help your mother / yesterday

prepare dinner / yesterday

go to school / last Sunday

use a computer / yesterday

find a job / last year

make your breakfast / today

visit the doctor / last month

pay for school / last week

do exercise / yesterday

write an article / last month

send email / last week

2. **FP Activity: Discussion – have to / had to (10 m)**

Introduction: What was life like in the past? And now?

Procedure:

1. (Click on the slide.) What do you know about life in the eighteenth century? What are the best things about life in the twenty-first century? (Elicit some answers from students.)
2. Get into groups of 4. Look at the slide and compare life now to life in the 18th century; you can use the ideas on the slide to help you. (Give students time to complete the task. Monitor them and give help if needed. Make sure you encourage the use of have to / had to in all forms.)
3. (Ask each team to tell you something they mentioned in their groups.)

For example:

T: In the eighteenth century women had to wear long skirts.

S1: In the 21st century people don't have to be married to live together. Etc.

Slide 25: Wrap up & Homework (3 m)

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 17, exercises 1, 2 and 3 in your workbooks.

Worldview: Book 2B, Unit 17, Day 1 (126-151 m)

Slides 27-28: Homework (5 m)

Slide 29: Objectives (3 m)

1. Write the objectives on the board.

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

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

Introduction: What do you have to do this afternoon?

Procedure: I am going to show you a chart on the slide. In your notebooks, I want you to write copy it. In a minute I want you to stand up and ask two of your classmates what they have and don't have to do this afternoon. In the first column you will write their name. In the second column two things they have to do and in the third column write two things they don't have to do this afternoon.

For example

T: What do you have to do this afternoon?

S1: I have to go to work and I have to buy a phone card.

T: Tell me two things you don't have to do this afternoon.

S1: I don't have to do any homework and I don't have to cook lunch.

Follow up: Find a different partner and tell him / her what your previous partner has to and doesn't have to do this afternoon.

For example: José Luis has to work this afternoon. He also has to buy a phone card. He doesn't have to do homework and he doesn't have to cook dinner.

Slide 31: Pronunciation (10 m)

1. Open your books to page 81, exercise 4. You are going to listen to the audio. Make sure you notice the weak pronunciation of **to** in blue and the strong **to** in red.
2. (Play the audio).
3. (Remind students of the pronunciation of “hafta” “hasta”
4. I am going to play the audio again. This time I want you to repeat. Make sure you stress each word correctly. (Play the audio. Play the audio again if necessary.)

Slide 32: 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 33: Oral Activity (10 m)

1. **SC Activity: Stimulus-Response-have to, should (10 m)**

Introduction: Is it easy to be healthy? Are there things you should or have to do?

Procedure: I will say an action and you say if it's something you should, shouldn't, have to or don't have to do in order to be healthy.

For example

T: eat potato chips

S5: You shouldn't eat potato chips.

T: play soccer

S3: You don't have to play soccer, but you should do some exercise. Etc.

Cues:

eat fruit	drive everywhere	drink beer	eat salads
drink coke	walk every day	relax	run every day
do exercise	drink coffee	play tennis	do meditation
smoke cigarettes	eat hamburgers	sleep 8 hours a night	ride a bicycle
drink water	eat fish	drink milk	visit your doctor

Oral Activity: (20-25 m)

1. SC Activity: Question-Answer-had to (15 m)

Introduction: Do you know what your classmates had to do last weekend? Let's see.

Procedure: Work in groups of 3-4. Each student is going to think of 2-3 things he/she had to do last weekend, and his/her classmates will ask questions to guess what that student did. If after 3-4 questions you can't guess, you can ask a question with "what."

For example

T: Ask me questions to guess what I had to do last weekend.

S5: Did you have to prepare your classes?

T: No, I didn't have to prepare my classes.

S3: Did you have to wash your clothes?

T: No, I didn't.

S9: Did you have to go to the dentist?

T: No, I didn't.

S1: What did you have to do last weekend?

T: I had to clean my house.

2. FP Activity: Presentation- have to / had to (10-15 m)

Introduction: Did you have to do some things before you were able to start studying at the university? What did you have to do?

Procedure: Work in trios and tell your classmates about the things you had to do before you were able to start at the university. Your classmates can ask questions if they want.

For example

T: Before I could start at the university, I had to finish high school. I had to take a lot of exams and I had to get good grades. I had to work for a year to save money before I could start. I had to register at the university and I had to give them all of my documents.

S2: Do you have to work now?

T: Yes, I have to work now, so I can pay for my studies.

Etc.

Oral Activity: (15 m)

1. FP Activity: discussion – have to / had to

Introduction: Let's talk about life in school.

Procedure:

1. Open your books to page 81, exercise 6. Think about what is required or not required at your school or work. You will compare what is true now with what was true in the past. Take notes using the ideas in your book.
2. Get into pairs and discuss your ideas with your partner.
3. Get together with another pair and read your list of ideas. Ask each other questions about the things on your list. Do you all agree? (Give students time to complete the task. Walk around and help them if needed. *Make sure you encourage the use of English at all times.*)
4. After 10 minutes call on a few students to share their ideas about one of the topics.

For example

T: At work now, I have to prepare my classes using the computer and projector. In the past, people didn't have computers. They had to use posters or write everything on the board. I have to work every day, but in the past, most women didn't work; only men worked.

S2: In the past, did students call their teachers by their first names?

T: No. They had to call their teachers by their last names and use Mr. or Mrs.

Etc.

Slide 34: Oral Activity (10-15 m)

1. **FP Activity: Description – Review vocabulary and grammar**

Introduction: Was life different 150 years ago? What things were different?

Procedure: Look at the pictures. In trios, make a list of things that people had to do in the past, that they don't have to do now and of things that they didn't have to do in the past, but that they have to do now. When you are ready, each group will say 1-2 things that you have on your list.

For example:

T: In the past, women had to sew all the clothes for the family, and now they don't have to. Now, most women have to work outside the home, but in the past they didn't have to.

Slides 35-56: Oral Activity (20-30 m)

1. **SC Activity: Jeopardy – have to / had to and other grammar structures**

Introduction: Who wants to win millions?

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

For example:

Team 1: Category: Giving advice Question (Click on the correct box.) Problem: I like this girl and I want to go out with her.

Team 1 answers: You should invite her to dinner and ask her to be your girlfriend. (If the answer is correct, click on the symbol at the bottom of the slide to return to the game board.)

Slide 57: Wrap up & Homework (3 m)

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 17, exercises 4, 5, 6 and 7 in your workbooks.

World View: Book 2B, Unit 18, Day 1

(129-136 m)

Slides 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board.

Slide 5: Warm up Activity (15 m)

1. **FP Activity: Presentations-Simple Past Tense**

Introduction: Do you know what a mystery is?

Procedure:

1. Work in pairs and come up with a definition for mystery.
2. Now, each of you think of a mystery that you know about or have heard about.
3. Next, walk around the room and share your mystery stories with your classmates.

For example:

T: Once I was studying with a friend when I heard someone open the door and go up the stairs. I asked my friend who it was, and she said it was her brother. I knew that her brother died in a car accident 3 years before. So I went to the door and looked up the stairs and no one was there.

Follow up: Now, can someone please share one of the mysteries they heard?

Slides 6-10: Vocabulary (10-12 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)
intruder	When a person is in your house without your permission, he/she is an intruder . Two years ago, coming home from a party, I found an intruder in my house. A neighbor called the police and they caught him. Have you ever had an intruder in your house? What happened?	Yes, once an intruder ...
robber	A robber is a person that takes your things using force. He sometimes points a gun at you or uses a knife. There are many robbers in Mexico City; now it's a big problem. Have you ever had an experience with a robber ? What happened?	Yes. I have. The robber ...
thief	A thief is a person that steals, but probably doesn't use force. He takes your car, when you are not there, or he takes your things when you are distracted. A thief took my suitcase at the airport once. Have you ever seen a thief on the <i>pesero</i> or metro? What did you do? Is it easy to catch a thief ? Why?	Yes, I saw a thief (on the <i>pesero</i>), but I didn't do anything. No, it isn't easy to catch a thief because ...
burglar	A burglar is a person that takes things from your house when you are asleep or not there. I prefer burglars to robbers because they try to not use violence. Has a burglar ever gone into your house? What did the burglar take?	Yes. The burglar took...
suspect	When there is a crime and the police think that a certain person is responsible. This person is called the suspect . The mother is a suspect in the Paulina murder case. Who is another suspect ?	XXX is another suspect . YYY is another suspect .

witness	When there is a crime and someone was there and saw what happened, this person is a witness . I have been a witness to a robbery; I was there when it happened Have you ever been a witness to a crime? Who has been a witness here?	Yes/No, I have (never) been a witness . I was a witness ...
accused	Once the police have all the evidence, the suspect is taken to court and he becomes the accused . Paula Dorantes was the accused in Paco Stanley's death. When you are accused of a crime, will you go to jail for sure? Who has been accused of a crime recently?	No, not all accused are put in jail because... XXX was accused of a crime.
criminal	Criminals are people who do things that are not legal. A drug dealer is a criminal . What other people are criminals ?	XXX are criminals .
get arrested	To get arrested is when the police catch you and take you to jail. Are all criminals in jail? No some criminals never get arrested . Has anyone here ever gotten arrested ? Has any public figure gotten arrested recently?	XXX got arrested last week.
security van	Security vans are special vehicles with special policemen that take money from businesses to the bank. Cometra is the name of a company that has security vans . Is a security van easy to open? Why not?	No, security vans are not easy to open because...

Slide 11: Vocabulary Activity (5 m)

1. Look at the slide. What do you see?
2. Do all the words in each of the boxes have the same idea? Let's look at the first box. What word doesn't belong in the group of words?
3. Cross out the word that does not belong there (victim).
4. Now, work in pairs and cross out the words that don't belong in each box. (Give them 4 minutes to do this. Check their answers by clicking on the slide. Clear up any questions they might have.)

Slide 12: Grammar Focus: Past Continuous (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. Elicit and point out certain patterns to students:
 - a. The **past continuous** is used to talk about **actions in progress** in the past.
 - b. In these statements, **there are 2 clauses or parts**: one is the action in progress (**past continuous**) and the other is an action that interrupts (**simple past tense**).
 - c. The **past continuous** is formed with the **verb be** in the past and the **main verb +ing**.
 - d. **Be** goes **after the subject** in affirmative and negative sentences.
 - e. **Be** goes **before the subject** in interrogative sentences.

Slides 13-15: Controlled Practice Affirmative: Repeat/Complete (10 m)

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:**
Have students look at slide 15 for 20 seconds and try to memorize people's activities. Have students say the complete sentence with the correct answer; do some chorally and some individually.

Slides 16-17: Controlled Practice interrogative: Repeat/Complete Question & Answer (10 m)

1. **Repeat:** Have students repeat the questions after you. Do each example first chorally and then individually.
2. **Complete and answer:**
 - Divide the students into 2 groups.
 - Have students in group 1 complete the question.
 - Have students in group 2 answer the question.
 - Have students in group 2 complete the next question.
 - Have students in group 1 answer the question.
 - Do first 5 chorally and second 5 individually.

(Note: the answer to the question is right next to the cue on slide.)

Example:

T: Side 1, complete the question.

Side 1: "Was Andy looking at clothes when the robbery happened?"

T: Side 2, answer the question.

Side 2: "No, he wasn't looking at clothes when the robbery happened."

T: Side 2, complete the next question.

Side 2: "Was Sally riding her bike when the robbery happened?"

T: Side 1, answer the question.

Side 1: "Yes, she was riding her bike when the robbery happened."

(Do the first 5 in this fashion and the rest with individual students.)

T: S1, complete the question.

S1: "Was Kent packing her things when the robbery happened?"

T: S2, complete the answer.

S2: "No, he wasn't packing her things when the robbery happened."

T: S3, complete question.

S3: "Was Ted chasing the dog when the robbery happened?"

T: S4, complete the answer.

S4: "No, he wasn't chasing the dog when the robbery happened."

(Make sure all students ask and answer.)

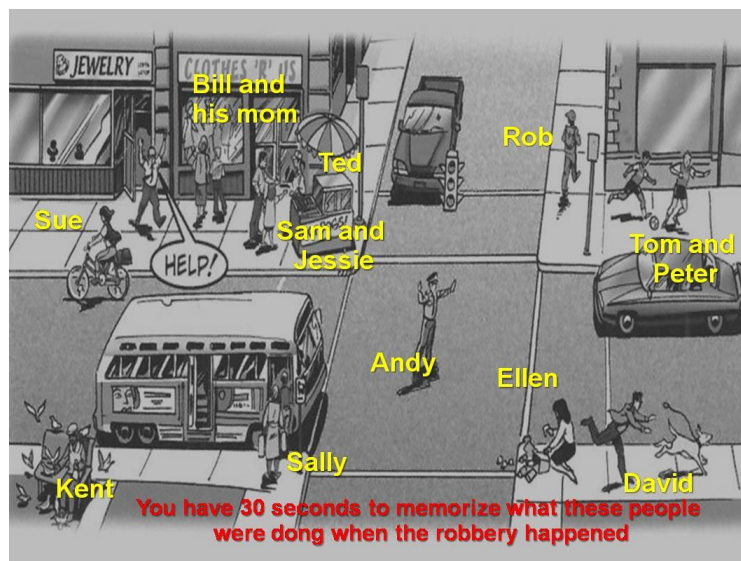
Slide 18: Controlled Practice interrogative/QW What?: Repeat (5 m)

1. **Repeat:** Have students repeat the questions after you. Do each example first chorally and then individually.

Slides 19-21: Controlled Practice interrogative /What? and Answer: Game (10 m)

1. Have students look at slide 19. Tell them they have 30 seconds to memorize the different activities people were doing when the robbery took place. (The names have been changed.)
2. Divide the group into 2 and have them give their team a name.
3. Go to slide 20.
4. A student from team 1 asks the question. If the question is correct, the team gets a point.
5. A student from team 2 answers the question. If the answer is correct, the team gets a point.
6. Switch roles. Team 2 asks, and team 1 answers. Make sure different students participate.
7. Once the game is finished, count the points and nominate the winner.

For you reference:



Oral Activity (10 m)

1. SC Activity: Chain Drill-Past Continuous

Introduction: What were you doing last Saturday at 9 p.m.?

Procedure: I am going to tell you what I was doing last Saturday at 9p.m.; then (pointing to the student next to you) you repeat my activity and add yours. Then, (pointing to the student next to the student you had pointed to before) you repeat my activity, your classmates activity and add yours.

For example:

T: I was having some coffee at VIPs.

S1: You were having some coffee at VIPs and I was talking to a friend.

S3: You were having some coffee at VIPs and she was talking to a friend and I was playing soccer.

(Note: Start the activity over every 8-10 students.)

Slide 21: Oral Activity (10 m)

1. SC Activity: Accusation Game-Past Continuous

Introduction: In a minute we will play a game. On the slide you will have different verbs. We will be making accusations and giving logical excuses.

Procedure Team 1's job is to use these verbs to make accusations. Team 2 needs to give logical excuses. Then we will switch. In order for you to get a point, you need to make a correct accusation and give a logical and correct excuse.

For example:

T: Why were you playing game boy in class?

S1: I wasn't playing game boy.

T: Then what were you doing?

S1: I was recording the class on my phone because it was interesting.

Slides 22-24: Reading Activity 1 (8 m)

1. Please look at slide 22. What do you think the reading is going to be about? (Get some answers from students.)
2. (Click on next slide) Here you have 6 questions. Please read them in silence. Look for the answers in the reading.
3. Open your books to page 82 and read the news cut outs. Answer exercise 4.
4. Let's check your answers. (Click on next slide.) Are there any questions?

Slides 25-27: Reading Activity 2/Information Gap (10 m)

1. Please get into pairs.
2. Look at slide 25. What questions should we ask to complete the information? (Gets students to give you some of the questions.)
3. Student A, please look at the table on page 83 and turn your back to the slide. You will be asking the questions to complete the table.
4. Students B, look at the slide in order to answer the questions.
5. (Give them 5 minutes to complete the activity.) Now let's check your answers. (Click on the next slide.) Are there any questions?

Slide 28: 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 29: Wrap up & Homework (3 m)

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What did you practice doing?
2. Do you have any questions about today's class?
3. For homework, do Unit 18, exercises 4, 5 and 6.

World View: Book 2B, Unit 18, Day 2 (111 125 m)

Slides 31-32: Homework (5 m)

Slide 33: Objectives (3 m)

1. Write the objectives on the board.

Slides 34-35: Warm up Activity (15-20 m)

1. **FP: Problem Solving-Past Continuous**

Introduction: Are you good detectives? Are you good at interrogating people? Do you know what an Alibi is? (Pronounced AL uh bye.) **An alibi is an excuse or justification to explain where you were or what you were doing so that the police can't accuse you of a crime.** For example, if the police ask me where I was at 8:00 yesterday morning, I can say that I was giving class and all my students saw me; that's my alibi. In a few minutes the police will ask you questions about your activities at different times of the day yesterday.

Procedure:

1. Look at the slide. Read about the "Lunchtime Robbery" (Give them 5 minutes.)
2. Can you tell me what happened? (Have students tell you what they understood.)
3. Get into teams of 5. (Give them numbers from 1 to 5.)
4. (Go to next slide.) Numbers 1 and 2 will work together. You are suspects of the bank robbery and your job is to prepare your alibi. Prepare your alibi and make sure to work out details.

For example:

S1: So, what were we doing at 9 a.m.?

S2: We were having breakfast. I ate ham and eggs and you ate pancakes.

S1: And at 10, what were we doing at 10?

S2: We were visiting a client.

S1: Where was this visit?

(Give students 5 minutes to prepare their alibi.)

Procedure: Students 3, 4 and 5 will be detectives. Prepare your questions to try to destroy their alibi. Remember to ask about details. Details can help you discover if they are telling the truth or not.

For example:

T: So, you said you were visiting a client. What was the name of the client? (Ask students to come up with another question.)

S1: What was the client wearing?

(Give students 5 minutes to prepare questions.)

Procedure: Now, the detectives will ask the suspects questions. Let's find out who is guilty and who is not. (Run the activity and walk around the room to monitor mistakes.)

For example:

S3: Where were you yesterday at 10:00 a.m.?

S2: I was visiting a client.

S4: What was the name of the client?

S2: John Smith.

S5: Did anyone else see you in the office?

S1: Yes, his secretary was there. She can tell you.

S3: We will check that out. Now, where were you at 1:00 p.m.?

Etc.

Slide 36: Pronunciation (5 m)

1. Have students go to page 85 in their books. Play the recording and have students first listen to the weak pronunciation of *was* and *were*.
2. Have student listen and repeat.

Slides 37-42: 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)
suddenly	When something happens and you do not expect it, when it surprises you, we say this happened suddenly . I was walking when suddenly a car splashed water on me. What has happened to you suddenly ?	I... suddenly
nightmare	A nightmare is a bad dream about something terrible or scary. In my last nightmare a man was killing me? What was your last nightmare about?	In my last nightmare XXX.
be frightened of	(Ask a female student.) Do you like rats? Why not? Girls are usually frightened of rats. (Teacher makes a frightened face.) I am frightened of spiders. What are you frightened of ?	I am frightened of XXX.
chase	To chase is to run after someone. If a thief takes your wallet, what do you do? Right, you run after him. You chase him. Do you ever chase your brothers or friends? Why do you chase them?	Yes. I chase them because XXX.
symbol	What does that mean? (Point to the slide.) Right that symbol means no smoking. A symbol is a figure, image or icon that represents something. (Teacher makes a "peace and love" symbol with his hand) What does this symbol mean?	That symbol means "peace and love".
wonder	Do you ever speculate or think about your future? Okay, so you wonder about your future. To wonder is to think about with curiosity. I wonder what comes after life. What do you wonder ?	I wonder ...

Slides 43: Sentence Ordering Activity (10 m)

Introduction: Are you good at telling stories?

Procedure:

Look at the sentences and put them in order. They should tell a logical story. (Have students work in teams and give them a few minutes to order the sentences.) Can you please give me the order? (Check the answers by clicking on the slide.)

For example:

T: I think the first sentence is "we were eating our popcorn and enjoying the movie."
What do you think?

S1: No I think the first sentence is...

Slide 44: Grammar Focus: Past Continuous (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. Elicit and point out certain patterns to students:
 - a. The **past continuous** along with the **simple past** is used to narrate events in the past.
 - b. The **past continuous** sentence and the **simple past** sentence are connected by expressions such as when, suddenly, all of a sudden.
 - c. The **simple past** sentence goes after the expressions and stand for the surprising element.

Slides 45-46: Controlled Practice Affirmative: Repeat/Complete (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.

Slide 47: Oral Activity (10 m)

1. **SC: Stimulus Response/Story Building Game-Past Continuous**

Introduction: Are you good at inventing stories? Now let's use some of the sentences we have been repeating as the beginning of our stories and continue them.

Procedure: Get into 2 teams. I give you the beginning of the story and members of each team have to continue the story. The team that cannot continue the story loses the point.

For example:

T: We were listening to her class when she suddenly fell. Team 1, continue the story.

Team 1: We immediately ran to get the doctor.

T: Team 2, continue.

Team 2: But the doctor was not available; he was eating a *torta*.

(Go on until one team can't continue, then start again with a new sentence.)

Slide 48: Oral Activity (10 m)

1. **FP Activity: Joined Student Presentation-Simple present, simple past and can**

Introduction: What do you know about dreams? Do dreams have messages for us?

Procedure: Look at the 4 questions on the slide and think about them. This is not a writing exercise, but if you want, you can write down some words that will help you explain your ideas. Work with a classmate and put your ideas together because in a few moments you will give a presentation together. (Give students a few minutes to prepare their presentations.)

For example:

T: My answer to question 1 is that people dream because in their minds they have pending things that they need to do. What's your answer for question 1?

S1: I think people dream because they are worried.

T: So what can we say for our presentation?

S1: We can say we think people dream because....

Follow up:

Which team would like to give their presentation? (Listen to 2 presentations and then ask:) Does any team have anything different? (If so listen to more presentations and at the end do free practice group correction.)

(Click on slide so the reading appears.) Look at the paragraph. Were your presentations similar to the ideas in the paragraph? (Get students input.)

Slide 49: 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.

Slides 50-52: Video Activity (15 m)

Introduction: Have you seen the movie *New Moon*? Did you like it? Do you remember the characters?

Procedure:

Look at the slide and tell me the names of the characters and something about them. (Have students relate the names with the pictures)

For example: T: The first person is Laurent. He is chasing after Bella to kill her.

Procedure:

1. In a minute, I will play some scenes from the movie. Please pay close attention to what was happening in each scene. (Click on the DVD symbol on the right hand, bottom corner.)
2. (Once the video is over go to slide the next slide.) Now, your job is to put the 6 scenes in order according to the video you just saw. Get into teams of 5-6 students. (Try to get 3 teams.)
3. Make sure you can say what happened before each scene and what is going to happen after. (Give students a few minutes to put the scenes in order. Go around the room to make sure students are following instructions and to supply them with any help they might need.)

For example:

T: I think scene number 3 is the first one. In that scene they were talking in front of the house and Edward kissed Bella. Next, they are going to go to the party.

Follow up:

(Elicit order from students and make sure they are giving you full sentences and following instructions) So team number 2, which is the second scene? Why? (Click on the slide to check answers; once students have finished.)

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 did you practice doing?
2. Do you have any questions about today's class?
3. For homework, do Unit 18, exercises 4, 5 and 6.

World View: Book 2B, Unit 19, Day 1 (118-127 m)

Slides 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board.

Slides 5-6: Warm up Activity (15 m)

1. **FP Activity: Discussion: Integration of tenses, vocabulary for shopping**

Introduction: Do you like to go shopping? What do you like to buy?

Procedure:

1. Look at the slide. What do you think “Bargain Hunters” means? (Let students speculate. After they have, tell them that a bargain hunter is a shopper that looks for sales; someone that is always looking for low prices.)
2. Let’s talk about shopping for a bit. Let’s look at the questions on the slide. (Ask each question and have different students give their opinions about the question. Make sure that you get all students to participate.)

For example:

T: What’s your favorite store to go shopping?

S3: My favorite store is (Suburbia) because they have nice clothes and the prices are okay.

T: Does everyone else agree? What do you think S5? Right. And if your classmate answers yes, can you write his/her name in your notebook?

S5: I disagree. I think that the prices in (Suburbia) are expensive. My favorite store is Mix up because I love to look at CDs, but I don’t buy a lot of CDs there. I download most of my music from the Internet.

T: Okay. What do the rest of you think? What’s your favorite store?

S9: My favorite store is Liverpool; I love to look at the clothes, but I don’t buy a lot because most of the clothes there are too expensive.

Etc.

Slides 7-12: 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)
convenience store	A convenience store is a small store that has basic things like milk, bread, etc. Oxxo and 7-Eleven are convenience stores . When was the last time you went to a convenience store ? What did you buy?	I went to a convenience store and I bought...XXX
newsstand	You can buy a newspaper or magazines at a newsstand . There is a newsstand on the corner of my street where I buy the newspaper every day. Where is the closest newsstand to the university?	The closest newsstand is ...
drugstore	A drugstore is a place where you can buy medicine, but you can also buy health and beauty care products. Last weekend I bought shampoo and deodorant at the drugstore near my house. When was the last time you went to a drugstore ? What did you buy?	I went to a drugstore ... and I bought XXX.

coffeehouse	A coffeehouse is a place where they sell coffee and maybe some sandwiches and desserts. My favorite coffeehouse is the Italian Coffee Company. What is another famous coffeehouse that you know?	XXX is a famous coffeehouse .
hair salon	A hair salon is a place that women go to have their hair cut and styled; they also can get a manicure or pedicure there. I went to the hair salon three weeks ago and had a manicure. When was the last time you went to a hair salon ? What did they do to you on that visit?	I went to a hair salon ... and they ...
clothing store	A clothing store is a store that sells only clothes; you can't buy food in these stores. Some clothing stores in Mexico are <i>Suburbia</i> , <i>Liverpool</i> , <i>Fabricas de Francia</i> , <i>Palacio de Hierro</i> , etc. What's your favorite clothing store ? Why?	My favorite clothing store is XXX because...

Getting Started (15 m)

1. Open your books to page 86, exercise 1. Work in pairs. Match the pictures to the place names. (Give them a couple of minutes.) Let's check your answers. (Check answers orally: 1. C, 2. A, 3. F, 4. D, 5. B, 6. E, 7. G.)
2. Let's look at exercise 2. You are going to work in pairs talk about the place you go to most often and least often.
3. Work in pairs and look at exercise 3. What place can you find these things in? There might be more than one answer for some. (Give students time to do this. When they have finished:) What places do you have for a cup of coffee? What about a hair cut? And a candy bar? Etc. (Go over their answers orally.)

Slides 13-14: Pronunciation (10-12 m)

1. (Click on the slide for compound nouns in English.) In English there are many words that are made up of two words; these are called compound words/nouns. Sometimes the two words are written together like classroom, briefcase, baseball and newspaper, and other times they are written as two separate words, cell phone, fax machine, beach towel and credit card, but they are always used to name one thing.
2. Open your books to page 87, exercise 5. (Click on the slide once.) First we are going to listen to the stress in these compound nouns. Listen to where the stress falls. (Play the audio.)
3. Now, listen again and repeat. (Play the audio again.)
4. Now, look at the words in exercise 7. Work in pairs and mark where you think the main stress will fall. (Click on the slide once to show the words. Give them a few minutes to do this.)
5. Let's listen to the audio so you can check your answers. (Play the audio.) So were your answers correct? Let's check. (Click on the slide to show where the stress falls. It always falls on the first word in the compound noun. If the noun has more than one syllable, the stress will fall on the stressed syllable of the noun; for example con VEN ience.)
6. Now, listen again and repeat after the audio. (Play the audio again.)

Slide 15: Vocabulary Game (10-15 m)

1. **SC Activity: Vocabulary Game: Compound nouns**

Introduction: Do you know some compound nouns? Let's see how many you know.

Procedure:

1. Look at the slide. What compound nouns can you think of that have ticket as part of the noun? For example, bus ticket is one. What are some other ones? (Let students tell you as many as they can think of. They don't need to come up with all the ones that you will show them on the slide; this is just to get them to start thinking about possible nouns.)
2. Let's see the nouns I came up with. (Click on the slide to show the nouns there.)

3. Now, you are going to work in trios and you will have exactly 5 minutes to come up with as many compound nouns as possible for the words I'm going to show you. Let's look at the first list of words. (Click to eliminate "ticket" nouns and bring up the next part.) All the compound nouns you are going to come up with will start with these words. (Click to show second list.) All of the compound nouns you come up with for these words will end with the word on the list.
4. Now, you have 5 minutes and the group that comes up with the most nouns that are correct in that time, wins. (Give them 5 minutes, when the time is up, have each group present their words. They get a point for each "real" word that they have come up with. If they say a word that doesn't exist, they don't get a point for that word.) (Walk around and help them if they get stuck.)

For example:

T: What are some words that you can make with "hair for example?

S3: hair color

T: Right. What else?

S6: hair brush

T: Good. What else?

S10: hair cut

T: Perfect. Now what about "room?"

S5: bedroom

Etc.

Possible Answers: (This list is not exhaustive, but is fairly complete.)

HAIR: hair color, hair brush, hair cut, hair style, hair stylist, hair care

HEAD: head gear, head lice, head injury, headache, head way

SWIMMING: swimming pool, swimming suit, swimming technique, swimming fitness, swimming trunks

EYE: eye brow, eye lashes, eye make up, eye shadow, eye glasses, eye sight, eye ball

ROOM: bedroom, living room, dining room, bathroom, conference room, party room, family room

BAG: handbag, plastic bag, garbage bag, air bag

BOARD: blackboard, whiteboard, Ouija board, cutting board, circuit board, chessboard, surfboard

PLAYER: baseball player, soccer player, football player, hockey player, tennis player, media player, flash player, guitar player, flute player, trumpet player, (almost any musical instrument + player will work)

Slide 16: Listening (15 m)

1. Open your books to page 87, exercise 9. Work in groups of 3. Look at the advertisement for the new TV game show Bargain Hunters on page 86 and discuss the questions. (Give them a couple of minutes to do this.)
2. So, what's a bargain hunter? Would you like to be on a show like this? Why or why not?
3. Now, Courtney was on this show. She is going to describe her shopping trip. Number the places in the photos from exercise 1 in the order that she visited them. (Play the audio. If necessary, play it a second time.)
4. Let's check your answers. (Click on the slide for the answers.)
5. (Click on the slide.) Now, you are going listen again and write in the prices of the things that she bought. (Play the audio again. If necessary, play it a second time.)
6. Let's check your answers. (Click on the slide for the answers.)

Slide 17: Grammar Focus (5 m)

1. (Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels.)
3. Elicit the patterns from students:
 - a. After **because** we use a complete clause: **subject + verb + noun**. The tense of the first verb determines the tense of the second verb; they will always be the same.
 - b. After **for** we use **a noun**.

Slides 18-20: Repeat/Complete/Change: Because and for (15 m)

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually.
3. **Change:** On the slide you will see a sentence with **because**. Change the sentence to use **for**.

For example:

I went to the doctor because I needed a checkup. → I went to the doctor **for a checkup**.

Oral Practice (12-15 m)

1. **SC Activity: Question & Answer-Because and for**

Introduction: What are reasons we do different things? Let's find out.

Procedure: I give you some information and you ask a classmate a question with "Why." Then, your classmate answers with a reason. You can use your imagination.

For example:

T: Why / buy a new computer

S2: Why did you buy a new computer?

S5: I bought a new computer because my old one didn't work.

T: Someone else?

S7: I bought a new computer because I wanted a laptop instead of my old desktop.

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

Why / not do your homework last night

Why / study for your last exam

Why / go to a party last weekend

Why / drink too much last weekend?

Why / not clean your room

Why / play soccer yesterday

Why / play video games every day

Why / go shopping last weekend

Why / buy new shoes

Why / go to the grocery store yesterday

Why / do exercise every day

Why / visit the doctor last week

Why / arrive late to class every day

Why / get up late yesterday

Why / go to Cancun on vacation

Why / not eat breakfast today

Why / take the bus to school

Why / not watch TV last night

Why / drink coffee this morning

Why / buy a new cell phone

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 exercises 1, 2 and 3 in unit 19.

World View: Book 2B, Unit 19, Day 2

(126-136 m)

Slide 23-24: Homework (5 m)

Slide 25: Objectives (3 m)

1. Write the objectives on the board.

Slide 26: Warm up activity (15 m)

1. **SC Activity: Information Gap-Because and for**

Introduction: Why do people do certain things? Are there always good reasons?

Procedure:

1. (Click on the slide.) Look at the slide. In a minute, you are going to stand up and ask different classmates their opinions about why they think that people do these different things. Write your classmates' answers because at the end, you will report what they said.
2. Let's look at the words, are there any you don't understand? (Explain any words that they don't know: lie is to not tell the truth, cheat is when you copy your classmate's exam, etc.)

For example:

T: What is the first question?

S6: Why do people cry?

T: And a possible answer?

S3: They cry because someone died.

T: Another possibility?

S9: They cry because they have a problem.

Etc.

Follow up: So, what did you find out? Why do people cry? Lie? Cheat? Etc. (Let some of them tell you what they found out from their classmates.)

Slides 27-28: Grammar Focus: Infinitives of purpose (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. When we want to give a reason or the purpose of something we can use a **verb in infinitive** or a **verb in infinitive + noun**.
4. Open your books to page 88, exercise 2. Complete the rules in the chart. (Give them a minute to do this.) Let's check your answers. (Check the answers orally: 1. for; 2. because; 3. an infinitive of purpose.)
5. Look at exercise 4. Work in pairs and complete the sentences with **for**, **because** or **to**. (Give them time to do this. When they finish, click on the slide for them to check their answers.)

Slides 29-31: Repeat/Complete/Change: Infinitives of purpose (15 m)

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually.
3. **Change:** On the slide you will see a sentence with **because**. Change the sentence to use **for**.

For example:

She went on vacation because she wanted to rest. → I went on vacation **to rest**.

Slide 32: 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. SC Activity: Stimulus-Response/Chain Game- Because, for, infinitives of purpose

Introduction: Can you find many things at a shopping center? Can you find different kinds of stores?

Procedure: I will say the name of a shopping center and you will say why you went there and what you got. You have to use for, because or an infinitive in your answer. When you finish, the next student has to say why you went to the shopping center and then add his/her sentence. (This is a chain activity. Don't let the chain go on for more than 8-10 students. Stop it and start again if you have a large group.)

For example:

T: (Plaza Satélite) I went to Plaza Satellite to buy a sweater.

S1: The teacher went to PS to buy a sweater and I went there because I needed to go to the bank.

S2: The teacher went to PS to buy a sweater and S1 went there because he needed to go to the bank, and I went to PS to see a movie.

Etc.

Slide 33: Oral Practice (15 m) Please note; you need copies for this activity.

1. FP Activity: Role-Play-Because, for, infinitives of purpose

Introduction: What are you studying at the university? Why are you studying that? Did your parents want you to study something else?

Procedure:

1. Work in pairs. I will give you each a card. You need to first find the other person with the same number card as the one you have. (Each card has a number; the 1's work together, the 2's work together, etc.)
2. One of you is going to be a parent and the other the son or daughter. The son or daughter is talking to his/her mother or father about what you want to study at the university, but your mother/father doesn't agree. The children are going to try to convince the parents that what they want to study is the best option, and the parents want to convince the children to study something else.
3. When you finish, we'll change cards, so that the students that were parents are now children and the children are now parents. (Have them switch cards with another pair; make sure both students in the pair have a chance to be the child and the parent. Walk around and monitor the group; do correction with the complete group at the end.)

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

Slides 34-35: Speaking (15-20 m)

1. FP Activity: Information Gap-Because, for, infinitives of purpose

Introduction: Where do you go in a typical week?

Procedure:

1. Look at the slide. Open your books to page 89, exercise 5. Write a list of the places you go and the reasons you go to each of those places. (Give them a few minutes to do this.)
2. Now, you are going to play a guessing game. Choose a place on your list and say a reason you go there. Your classmate has to guess the place. If the guess isn't correct, you have to give another reason to go to that place and your classmate guesses again. Continue this way until your classmate has correctly guesses the place. Each time your classmate guesses, he/she gets one point, and the person with the fewest points at the end, wins.

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

Follow up: Who has the lowest total?

Slide 36: Oral Activities (15-20 m)

1. FP Activity: Information Gap-Because, for, infinitives of purpose

Introduction: Do you have a favorite restaurant? What about a favorite store?

Procedure:

1. Look at the slide. On a piece of paper, I want you to write your favorite places, but don't write your name on the paper. (Click on the slide.)
2. Now, fold the paper up and give it to me. (Collect all the papers, and mix them up.) I'm going to give each person a paper. You have to ask your classmates questions to first find the person whose paper you have. Then you have to find out why those places are his/her favorites. Please take notes, so you can share the information with the class later. (Give them a few minutes to do this.)

For example:

T: What's your favorite restaurant?

S6: Chili's.

T: This isn't your paper. Let me ask someone else. What's your favorite restaurant?

S3: Italiannis.

T: Okay and what's your favorite store?

S3: Liverpool.

T: Great. I have your paper. Now, why is Italiannis your favorite restaurant?

S3: Because the food is really good, they serve large portions and the prices aren't very expensive.

T: Why is Liverpool your favorite store?

S3: I like to go to Liverpool because I always find what I need.

T: Isn't it expensive?

S3: Sometimes, but the quality is worth it.

Etc.

Slide 37: Wrap up & Homework (3 m)

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 19, exercises 4, 5, 6 and 7.

1. You want to study art ; your parents want you to study accounting .	1. Your son/daughter wants to study art ; you want him/her to study accounting .
2. You want to study psychology ; your parents want you to study architecture .	2. Your son/daughter wants to study psychology ; you want him/her to study architecture .
3. You want to study accounting ; your parents want you to study medicine .	3. Your son/daughter wants to study accounting ; you want him/her to study medicine .
4. You want to study business ; your parents want you to study psychology .	4. Your son/daughter wants to study business ; you want him/her to study psychology .
5. You want to study music ; your parents want you to study economics .	5. Your son/daughter wants to study music ; you want him/her to study economics .
6. You want to study computer science ; your parents want you to study law .	6. Your son/daughter wants to study computer science ; you want him/her to study law .
7. You want to study history ; your parents want you to study business .	7. Your son/daughter wants to study history ; you want him/her to study business .
8. You want to study literature ; your parents want you to study computer science .	8. Your son/daughter wants to study literature ; you want him/her to study computer science .
9. You want to study acting ; your parents want you to study biology .	9. Your son/daughter wants to study acting ; you want him/her to study biology .
10. You want to study linguistics ; your parents want you to study physics .	10. Your son/daughter wants to study linguistics ; you want him/her to study physics .

World View: Book 2B, Unit 20

(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. **FP Activity: Discussion – likes and dislikes**

Introduction: Let's talk about your perfect date.

Procedure:

1. In this unit we are going to talk about the theater. We use the expression “a long run” to say that a play, a movie, or TV has been shown or performed for a long time. Can you tell me a TV show that is has had a long run in Mexico? (*El Chavo del Ocho*, *Chabelo*, etc.)
2. Imagine you are going out on the perfect date. What would you like to do and why?
3. Get into trios. Each student in the group must say what he or she would like to do on his or her perfect date. Remember you must give a reason for each thing you say. Once you finish, decide whose “perfect date” is the best.
4. (Call on some groups and have them share what their perfect date is like and let the group chose the one that they think is the best.)

For example:

T: On my perfect date, I would like to go to the theater to see a musical. I love musicals because I think they are fun. I would also like to go out for dinner at an Italian restaurant, because it's my favorite food. I would order wine with dinner. After dinner, I would like to go out dancing, because I love to dance.

Slides 5-13: Vocabulary (15 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time. Write it 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)
audience / seats	The people who go to the theater to see a play is the audience . The audience sits in their assigned seats . What does each person in the audience need in order to get a seat in the theater?	Each person in the audience needs a ticket in order to get a seat .
theater	The theater is where you go to see a play. My favorite theater is (Teatro Insurgentes). Can you tell me the name of a theater in this city?	XXX is a theater in this city.
spectators	A spectator is a person who goes and sees a game or event. There were thousands of spectators watching the World Cup. When was the last time you were a spectator ? What were you watching?	I was a spectator at ...
playwright	A playwright , also known as a dramatist or dramaturge, is a person who writes dramatic literature or drama to be performed by actors. Shakespeare was a famous English playwright . Do you know any famous playwright ?	XXX is a famous playwright .
composer	A composer is a person that creates music. Andrew Lloyd Webber is a great composer . What other famous composer do you know?	XXX is a famous composer .

a play	A play is a type of theatrical production where live actors perform the work of a playwright. My favorite play is (Our Town). Do you know the name of any plays ?	XXX is a play .
an opera	Opera is an art form in which singer's and musicians perform a dramatic work combining text and music. Carmen is one of the most famous operas in the world. What operas do you know?	XXX is an opera .
a musical	A musical is a theatrical production where there is a combination of music, song, and spoken dialog. Actors also dance sometimes. High School Musical is my niece's favorite musical . What musical plays do you know?	XXX is a musical .
applaud	When a play or event is over the audience applauds . It is primarily the expression of approval by the act of clapping, or striking the palms of the hands together. Audiences are usually expected to applaud after a performance, such as a musical concert, speech, or play. What event have you gone to lately where you applauded ?	I went to XXX and applaud .

Slide 14: Getting Started (10 m)

- Now, open your books to page 90, exercise 1. Read the sentences. Do you have any questions? Underline the correct words to complete the sentences.
- Get into pairs and compare your answers. Come to an agreement. (Click on the slide and have students check their answers.)

Oral Activity: (10 m)

- FP Activity: Discussion – vocabulary**

Introduction: Let's see what you know about language arts.

Procedure:

- Open your books to page 90, exercise 2. Get into pairs. Read the questions. Do you have any questions? (Answer any questions they might have.) Discuss each question with your partner. Each student should give their point of view. (Give students time to complete the task. Walk around encourage the use of use at all times. Help them if needed.)
- (Once they finish, call on some students to share their ideas.)

For example:

T: I prefer to see musicals because they are so much fun. Also, watching live actors is the best.

S1: I disagree. I prefer a good movie. When you can see the special effects and all that is involved; I think it's better. Etc.

Slide 15: Reading Activity (15 m)

- Open your book to page 91, exercise 3. Do you know anything about these two plays? Which one do you think is a musical? Which one do you think is a mystery? (Elicit some answers from students.)
- Open your book to page 91, exercise 4. Look at the chart. What kind of information do you need to complete the chart? (Elicit some answers from students.) Read the article individually, as you read underline the information you need to complete the chart. (Give students time to complete the task. Walk around and help them if needed.)
- Get into pairs and compare your answers. (Click on the slide to check their answers.)

Slide 16-18: 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.
3. Point out certain patterns to students:
 - a. Use ***"a / an"*** the first time you talk about something.
 - b. Use ***"the"*** to talk about the same thing again.
 - c. Use ***"the"*** when there is only one example of something.
 - d. Use ***"the"*** with superlative adjectives.
 - e. Use ***"the"*** to talk about something specific.
 - f. Don't use ***"the"*** to talk about things in general.
4. Have students open their books to page 92 and have them do exercises 2 and 3 individually. (Give them time to do this. Monitor the group and help them with any questions they may have. When they finish, have them get into pairs and compare their answers.) (Click on the slide to check their answers.)

Slides 19-20: Repeat/Complete (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.

Slide 21: Pronunciation (10 m)

1. You are going to listen to some sentences. Notice the short weak pronunciation of the words ***a*** / ***an***, and ***the***. (Play the audio.)
2. 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.

Oral Activity: (15 m)

1. **FP Activity: Guessing game – a / an, and the**

Introduction: Let's talk about movies you know.

Procedure:

1. Open your books to page 93, exercise 6. Read the questions. Any questions? I want you to think of an interesting movie or play you have seen. Think of answers to each of the questions. You may take notes if necessary.
2. Get into trios. Each member of the team will take turns describing the play or movie. Make sure you don't say the name. The other team members have to guess what it is.
3. (After the activity is over call on some student to share their descriptions.)

For example:

T: This is a famous movie. It happens on a ship. It is a love story. Towards the end the ship sinks. He dies and she is saved. Later on when she is old, she goes back where the ship sunk. What movie is it? (Titanic.)

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 20, exercises 1, 2, 3 and 4.

World View: Book 2B, Unit 21, Day 1

(133 m)

Slides 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board.

Slide 5: Warm up activity: Find someone who...? (10 m)

1. **FP Activity: Find someone who...? Present perfect: ever**

Introduction: Let's find people in our class who have done different things.

Procedure: I am going to show you a chart on the slide. In your notebooks, I want you to write 1 to 6 and the title in the second and third column. In a minute I want you stand up and ask your classmates who has done these activities. When you find someone, then you write their name next to the number in your notebook and the when or where. The first person to have a name for each number is the winner.

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

Follow up:

T: Who has played tennis?

S4: Tere has played tennis. Etc.

Slides 6-11: 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)
a couple of months / days / weeks / years.	When you talk about two of something you say " a couple ". I bought a couple of liters of milk at the store yesterday. What year will it be in a couple of years ?	In a couple of years it will be XXX.
ages	When we use the expression " ages " it means a long time, or many years. Porfirio Diaz was Mexico's president for ages . Tell me something you have done for ages.	I have ... for ages .
noon	When the morning ends and the afternoon starts its 12 o'clock noon . What class do you have at noon ?	My XXX class is at noon .
New Year's Eve	The night of December 31 st is New Year Eve's . On New Year's Eve , I usually go to a party with my friends. What do you usually do on New Year's Eve ?	On New Year's Eve I usually XXX.
over ten days / weeks / months / years	When you say that something lasted over 10 days / weeks / months / years , means it lasted more than 10 days, weeks, months or years. I have been an English teacher for over 5 years . Tell me someone that you have known for over 7 years.	I have known my friend XXX for over 7 years .
the day before yesterday	(Point to the slide.) The day before yesterday from the 20 th is the 18 th . If today were Sunday, the day before yesterday would be Friday. What day was the day before yesterday ?	The day before yesterday was XXX.

Slide 12: Getting Started (10 m)

1. Now, open your books to page 98, exercise 1. Look at the pictures. Get into pairs and discuss the question. (Give students time to complete the task. Once they finish call on different students to hear what they thought. **For example:** T: How old do you think the lady in the first picture is? S7: She is more than 60 years old.)
2. Let's look at exercise 2. Read the expressions. What do all the expressions have in common? (They all relate to time.) Get into pairs. Match the expressions on the left with their synonyms on the right. (Go over the example. Give students time to complete the task. Monitor students and help them if needed.) Get into pairs and compare your answers. Come to an agreement. (Click on the slide and have students check their answers.)

Slide 13: Pronunciation (15 m)

1. Open your books to page 98, exercise 3. The "TH" in English has two pronunciations. You are going to listen to the voiced "TH" /ð/ and the voiceless "TH" /θ/. (Play the audio. Play the audio again if necessary. The two sounds are identical, except that when you say the voiced "TH" your vocal chords vibrate. Demonstrate the position of the tongue: the tip of the tongue is between the top and bottom teeth and lightly touches the top teeth.)
2. Did you hear the difference of the voiced and voiceless? Look at the voiceless TH words in the first row. (Say the words and have students them repeat them.) Now look at the voiced sound TH words of the second row. (Say the words and have students them repeat them.)
3. Now, listen again and repeat. (Have them repeat chorally and individually.)
4. You are going to listen to a question and the various ways to answer the question. (Play the audio. Play the audio again if necessary. Have students repeat chorally as well as individually.)

Slide 14-15: Reading Activity (15 m)

1. Open your books to page 99, and look at exercise 6. Read the names in the first column. Who do you think is a singer? A model? A tennis player? Make your predictions of which woman had or has which job.
2. Now, read the article and confirm if your predictions were correct. (Give students time to complete the task. Help them with any vocabulary words they might need. Click on the slide to check their answers.)
3. Let's look at exercise 7. Read the sentences. Do you have any questions? (Answer any vocabulary questions they might have.) Read the article again and complete the sentences with the correct information. Get into pairs and compare your answers. (Click on the slide and have them check their answers.)

Oral Activity: (10 m)

1. **FP Activity: Presentation - Present perfect**

Introduction: Let's talk about someone you know that has done something for a long time.

Procedure:

1. Think about an older person you know that has done something well for a long time. Make notes if you want.
2. Get into trios. Take turns telling each other about the person you thought about.
3. (Call on a few students to share their information with the group when they finish.)

For example:

T: My father has been a lawyer for 40 years. He got his law degree in 1970. He has worked in many companies. Right now he works for ABC Corporation and he has been there for more than 12 years. He loves sports and likes play tennis. He has played for 10 years. He also likes to collect beer cans from other countries. He has collected beer cans for over 15 years. He has some very unusual cans from different countries.

Slide 16-19: 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. Use the present perfect to talk about actions or states that started in the past and continue into the present.
 - b. Use **"How long"** with the present perfect to ask about length of time.
 - c. Use **"for"** to talk about length of time.
 - d. Use **"since"** to say when the action started.
4. Have students open their books to page 100 and have them do exercise 1 in pairs. (Give them time to do this. When they finish, click on the slide to check their answers.)
5. Have them do exercise 2. When they finish, click on the slide to check their answers.
6. Have them do exercise 3 in pairs. (Give them time to do this. When they finish, click on the slide to check their answers.)

Slides 20-22: Repeat/Complete/Change (12 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 "for" to "since" or vice versa. Do some chorally and some individually.

For example:

The slide says: "He has lived here **for 10 years.**"

The Ss say: "He has lived here **since 1990.**"

Or vice versa.

The slide says: "He has lived here **since 1990.**"

The Ss say: "He has lived here **for 10 years.**"

Slides 23-24: Repeat/Complete: Questions (10 m)

1. **Repeat:** Have students repeat the questions after you. Do each example first chorally and then individually.
2. **Complete and answer:**
 - Divide the students into 2 groups.
 - Have students in group 1 complete the question.
 - Have students in group 2 answer the question.
 - Have students in group 2 complete the next question.
 - Have students in group 1 answer the question.
 - Do first 5 chorally and second 5 individually.

(Note: the answer to the question is right next to the cue on slide.)

Example:

T: Side 1, complete the question.
 Side 1: "How long has he lived here?"
 T: Side 2, answer the question.
 Side 2: "He has lived here for 10 years."
 T: Side 2, complete the next question.
 Side 2: "How long have they studied English?"
 T: Side 1, answer the question.
 Side 1: "They've studied English since last year."

(Do the first 5 in this fashion and the rest with individual students.)

T: S1, complete the question.
 S1: "How long have you played tennis?"
 T: S2, complete the answer.
 S2: "I've played tennis for 6 months."
 T: S3, complete question.
 S3: "How long have they been married?"
 T: S4, complete the answer.
 S4: "They've been married for 20 years."

(Make sure all students ask and answer.)

Slide 25: Oral Activity (15 m)

1. **FP Activity: Find someone who...? For / since**

Introduction: Let's find people in our class who have done things for the same length of time as you have.

Procedure: I am going to show you a chart on the slide. In your notebooks, I want you to copy it. In a minute I want you stand up and ask your classmates how long they have done each of the things on the chart. When you find someone with the same information as you, then you write their name in the correct column. Make sure you write the answers using for and since.

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

Follow up:

T: How long has (say the name of a student from the class) owned a cell phone?
 S4: XXX has owned a cell phone for /since she / he was 16. Etc.

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 21, exercises 1, 2 and 3.

World View: Book 2B, Unit 21, Day 2 (116 -126 m)

Slides 28-29: Homework (5 m)

Slide 30: Objectives (3 m)

1. Write the objectives on the board.

Slide 31: Warm up Activity (15 m)

1. **FP Activity: Interview – for / since**

Introduction: Let's talk about your possessions.

Procedure:

1. What kind of information can you get about somebody by looking at their home or possessions? (Give students a couple of minutes to think of the answer. Listen to their ideas in open class and make a list on the board.)
2. Think about an important possession you have. (Give students time to think of a suitable possession.) Imagine you are holding it in your hands. Walk around the class "carrying" your treasured possession. Tell other students about what you have and why it is important. Ask other students about their possessions.

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

Slide 32: 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.

Speaking: (15 m)

1. **FP Activity: Question - Answer – How long, for / since**

Introduction: Have you done certain things for a long time? Let's interview each other.

Procedure: Open your book to page 101, exercise 4. Look at the chart and complete the first column with information about yourself. The question cues follow a pattern. One asks for some information, the next is a follow-up question that asks how long that information has been true. (Have them work individually. Give them time to complete the task. Monitor your students and help them if needed.)

For example: T: Where do you live? How long have you lived there?

Procedure: Get into pairs. Use the question cues to interview a partner and complete the last column of the chart. (Go over the example; ask two volunteers to read the questions and answers.)

For example: (See the book for the example.)

(T)Student B: Where do you live?

(S1) Student A: In Mexico City.

(T)Student B: How long have you lived there?

(S1) Student A: Since 1998.

Follow up: Tell the class one interesting thing about your partner.

Slide 33: Oral Activity (15-20 m)

1. **FP Activity: Question answer game – How long, for, since**

Introduction: Let's talk about how long you have done different things.

Procedure:

1. Each student is first going to say a letter: A, B, C, D, A, B, C, D, etc. until everyone has a letter. (Go around the class and give each student a letter: A, B, C or D.)
2. Now, look at the slide. If you are letter A, you are going to ask your classmates questions 1 and 2. If you are letter B, you are going to ask your classmates questions 3 and 4. Student C asks questions 5 and 6 and Student D asks questions 7 and 8.

- Now, you are going to stand up and ask your classmates your questions to find out if the statements are true or false. You need to ask questions with “How long?” Keep track of the people that say yes and the ones that say no, so in the end you will know if the statement is true or false.

For example:

T: How long have you lived in your house?

S7: I have lived in my house all my life.

T: So, now I have one yes. Let me ask someone else. How long have you lived in your house?

S3: I have lived in my house three years.

T: So, that’s a no. I have to ask more people to see if I can find 5 people that have lived in their house all their lives.

Slides 34-35: Oral Activity (30-35 m)

- FP Activity: Role-Play – How long, for, since, simple past, simple present (15-20 m)**

Introduction: Have you ever applied for a job? What questions do they ask you?

Procedure:

- Look at the slide. On a piece of paper, write the information that is required for the job application. If you haven’t worked before, invent the information. (Give them time to do this. Help them if needed.)
- Now, you are going to work in pairs. One student will be the person looking for a job, and the other will be the employer. The employer is going to ask the prospect questions to see if he/she is the person for the job. When you finish, you will switch roles. (Walk around and take notes of mistakes and do group correction at the end.)

For example:

T: Hi, I’m Pat Jones. Nice to meet you.

S3: Nice to meet you, too.

T: Take a seat. Now, let me ask you some questions about your previous jobs and experience.

S3: Of course.

T: I see you live near downtown. How long have you lived there?

S3: I’ve lived there for the last 10 years.

T: Where did you live before that?

S3: We lived in Chihuahua.

T: Okay. It says here that you are studying at the university right now, is that correct?

S3: Yes, it is. I’m finishing my studies in Accounting.

T: I see. And how long have you studied accounting?

S3: I’ve studied accounting for 3.5 years; I’m almost finished with my studies.

T: Great. It also says that you are working in an accounting firm now. How long have you been there?

S3: I’ve been there for 6 months, but I’m looking for something closer to home because this company is very far from where I live.

T: Okay. Tell me, do you have any hobbies? What do you like to do in your free time?

S3: I like to listen to music and I love to jog. I’ve been jogging for many years and have participated in a couple of marathons.

T: Very interesting. Now, do you have any questions for me?

S3: Yes, I’d like to know...

- FP Activity: Presentation – Present perfect, simple past, simple present, future (15 m)**

Introduction: Do you know a lot about some famous people? Who do you know a lot about?

Procedure:

- Think of a famous person that you know about. Don’t say the name of the person. Think about the things that person has done, where the person has gone, etc.

2. You are going to work in groups of 3-4. You will tell your classmates about the famous person you are thinking of, but you won't say the name of the person. Your classmates have to guess who the person is.

For example:

T: This person is a man and he is a very famous singer. He has lived in many different countries, but he was born in England. He has sung in groups and he's sung by himself. He's been a musician for over 50 years! He has been married twice, but his first wife died. His second wife divorced him a few years ago. In the future, he will produce a new record and he'll probably continue to tour and give concerts. He has come to Mexico on tour a few times and he's most famous because he was part of the Beatles.

S7: Paul McCartney.

T: Right.

Slide 36: Video Activity: (30 m): Please note you need copies for this activity.

Segment 11: Lots to do!

Step 1: Segment Introduction

1. Introduce the topic to the students. Tell them it is about two girls that are roommates. (Explain what roommates are if necessary.) They have a new roommate moving in. Both girls have lots to do.

Step 2: Previewing: Freeze Frame

2. Hand out the Video Activity Worksheet.
3. Play the video and pause it just after the line, "Oh, Ellen. Ana's moving in here tomorrow! We have to get this place ready!" Ask students to answer the four questions on the Video Activity Worksheet.
4. Have students work in pairs to compare answers. (DO NOT CLICK ON THE SLIDE.)
5. 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.

Slide 37: Step 3: Gist Viewing: Normal Viewing

6. Show the entire video segment. 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. (Click on the slide to check their answers.)

Slide 38: Step 4: In-Depth Viewing

8. Play the video again and have students answer the comprehension questions on the Video Activity Sheet.
9. Go over the answers with the class, or play the captioned version of the segment. (Click on the slide to check their answers.)

Slide 39: Step 5: Captioned Viewing

10. Have them get into pairs. Play the video segment again and ask them to make a list of things the girls have to do before Ana moves in. The pair with the most things wins.
11. Replay the video to check their answers.

Slide 40: Wrap up & Homework (3 m)

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 21, exercises 4, 5 and 6.

Video Activity Sheet

Lots to do!

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

1. Who are the people?
2. Where are they?
3. How does each person feel? Why do you think so?
4. What is going to happen next?

II. Read the statements below. Then watch the video segment again and circle the correct information to complete the statements.

1. Ellen and Betsy are having a **friend/roommate** come to their apartment **tomorrow/next week**.
2. Ellen didn't have time to buy the **food/cleaning supplies**.
3. Betsy is **nervous/happy** about Ana moving in.
4. Ellen is **helpful/unhelpful** with the chores.

III. What do they have to do?

World View: Book 2B, Midterm Review (131 m)

Slides 2-3: Homework: (5 m)

Slide 4: Objectives: (3 m)

1. Write the objectives on the board.

Warm up Activity (20 m)

1. **FP Activity: Information Gap-Infinitives of purpose, for and because**

Introduction: Can you draw well? Let's see.

Procedure:

1. (Draw a simple picture across the width of the board; a long road with a few buildings, a zebra crossing (*paso peatonal*) and some trees. Make sure you include some stick people, crossing the road, going into a building or walking down the street holding hands, etc.)
2. Now, I'm going to give each student the markers and you each have to add one or more things to the picture.
3. (When the picture is finished:) You are going to make sentences about what was happening in the picture. You can also imagine what happened before or after. Try to use because, for and infinitives of purpose in your sentences.
4. Let's do a few examples and then you are going to get into trios and you need to make 8 more sentences.

For example:

T: The man went into the drug store **for** some cold medicine. The boys were sitting down **because** they were playing basketball and were tired. The car stopped at the zebra crossing **to let** the man cross the street.

Slide 5: Grammar Practice (10 m)

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

Slide 6: Oral Practice (15 m)

1. **FP Activity: Discussion – verbs for likes / dislikes + nouns or verb + ing.**

Introduction: Let's plan our vacations

Procedure:

1. What do you usually do during your vacation? (Elicit some answers from students.) What do you consider when planning a vacation? (Elicit some answers from students.)
2. You are going to listen to a conversation between three people deciding which resort to visit. Listen to the sports they say they love doing. (Play the audio. Play the audio again if necessary.)
3. What sports do they love? (Skiing, aerobics, doing karate, playing golf.)
4. Open your books to page 77, exercise 11. Read the ads and discuss your likes and dislikes in terms of sports. You have to decide as a group which resort you will visit.
5. Get into trios. Decide who will take role A, B and C. Read your role in the book. Based on that discuss and come to an agreement.
6. (Once they finish, ask each group to share with the class where they will go and why.)

For example: (Click on the slide to see the example.)

T: Let's go to the Blue Mountain Club; I really like skiing and climbing.

S2: I don't like skiing so let's go to Paradise Island Resort because I love swimming.

S4: I like swimming, but I also like sports. Let's visit the Sport Plus Club.

Etc.

Slide 7: Oral Activity (15 m)

1. FP Activity: Role-Play – Quantifiers with countable and non – countable nouns

Introduction: We need food! Let's make a shopping list.

Procedure:

1. How much milk do you and your family drink each day? How much do you buy each week at the store?
2. You are going to listen to a conversation between two roommates. They are talking about what they need to shop for at the store. Listen to the amount of food they have. Make notes if you want. (Play the audio. Play it again if necessary.)
3. What amount of food do they have? (They have a lot of oranges, a few strawberries, some lettuce and tomatoes and a lot of onions. They don't have any apples or bananas.)
4. Open your books to page 77, exercise 13. You are going to role-play two roommates talking on the phone. One is at the supermarket, the other is at home telling the other what foods to buy.
5. Get into pairs and decide who will be A and who will be B. Student A will ask student B what to buy and will make a shopping list. Student B will look at page 142. Student B will tell student A what things you have at home.
6. When you finish switch roles student A will look at page 142.

For example: (Click on the slide to see the example.)

T: Hi! I'm at the supermarket; what should I buy?

S1: Well, we have some cookies but, buy some more; everyone loves cookies.

T: Okay, cookies. Do we have bananas?

S1: No, we don't have any bananas. We have a lot of yogurt so don't buy any.

T: Should I buy milk?

S1: Yes, buy milk and tea. We only have a few bags of tea and we don't have much milk.

Etc.

Slide 8: Oral Practice (15 m)

1. FP Activity: Role-Play – verbs for likes/dislikes + noun/verb + ing

Introduction: If you have a job interview, do they ask you questions?

Procedure:

1. What are some questions an interviewer might ask you when you apply for a job? (Elicit some answers from students.)
2. You are going to listen to a conversation between a job applicant and an interviewer. Listen for the information the interviewer asks the job applicant. (Play the audio. Play it again if necessary.) What information did the interviewer ask? (He / she wanted to know about the applicant's job experience.)
3. Open your book to page 94, exercise 2. Get into pairs. Look at the job advertisements and decide which job you will talk about.
4. You are going to role-play an interview for one of the jobs in the ads. Decide who will be A and who will be B. Remember that it is important that employees like their job. You must ask and tell your likes and dislikes in a job interview.

For example: (Click on the slide to see the example.)

T: What's your name?

S2: my name is Gaby.

T: What do you like about teaching English?

S2: I like working with children. I like to see how they learn.

T: Tell me what you don't like about teaching.

S2: I don't like the salary. I don't like working with chalkboards.

T: Oh, well we don't use chalk. We have whiteboards.

Etc.

Slide 9: Oral Activity (15 m)

1. FP Activity: Memory Game – because, for, and infinitives of purpose

Introduction: Let's practice explaining why we go to different places.

Procedure:

1. Why do you go to a newsstand? (Elicit from students some answers.) Great! (Repeat the process with a convenience store, a drugstore, a coffeehouse, a restaurant, a hair salon, a clothing store, and a department store.)
2. You are going to listen to a conversation that models the game you are going to play in a minute. Listen to the audio and answer the following questions. (Play the audio. Play the audio again if necessary. Click on the slide to check their answers.)
3. Open your books to page 95, exercise 10. Get into groups of 4. Decide who will be A, B, C and D. You are going to play the memory game. Student A says a place in the picture and gives a reason for going there. Student B repeats A's information and then says a new place and gives a new reason C and D continue. Go around the group two times but you can't repeat the places.

For example:

T: I am going to the house of coffee because I want a cup of coffee.

S2: She is going to the coffee house because she wants a cup of coffee. I am going to the hair salon because I have a party tonight. Etc.

Slide 10: Oral Activities (30 m)

1. SC Activity: Stimulus – Response-A, an, and the (15 m)

Introduction: Let's make a story with the pictures.

Procedure:

1. Open your books to page 95, exercise 12. Look at the pictures. What do you think is happening in each one? (Elicit some answers from students.)
2. You are going to listen to a conversation that models what you are going to do in exercise 12. Listen and try to figure out which picture the speakers are talking about. (Play the audio once. Play the audio again if necessary.) What picture did they talk about? (Picture 5.)
3. Get into trios. Work with your group and make up a story about the pictures in exercise 11. Use the vocabulary you learned in unit 20. You can use the pictures in any order. The most creative story wins.
4. (Once they finish have each group present their story. Each member of the team must speak. Have everyone vote on the most creative.)

For example:

T. Tom was very in love with Susan. He gave her a flower to show his love.

S1: That night Susan got a letter from Tom. Tom also said he loved her very much.
Etc.

2. FP Activity: Presentation – Present perfect: how long, for, and since (15 m)

Introduction: Let's talk about activities you have already done.

Procedure:

1. How long have you been a student? (Elicit some answers from students.) How long have you had a car? (Elicit some answers from students.)
2. Open your books to page 114, exercise 2. On a piece of paper write 6 sentences about activities you have already done using the present perfect tense. You must include 2 or 3 sentences that are not true.
3. Now, let's look at exercise 3. Get into trios. Each member of the team will take turns reading their sentences. After each sentence the rest of the team must say if the sentence is true or false. Each correct guess gets 1 point. The team member with the most points wins.

For example:

T: I had my first group of students when I was eighteen years old. (True sentence.)

S2: True! S3: False!

T: The sentence is true. S2 gets 1 point. Student 3 is wrong; he doesn't get a point.

Slide 11: 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.

World View: Book 2B, Unit 22, Day 1 (123-133 m)

Slide 2: Objectives (3 m)

1. Write the objectives on the board.

Slide 3: Warm up Activity (15 m)

1. **FP Activity: Presentation: Integration of tenses, have to**

Introduction: Are there many things to do in your house to keep it clean and nice? What are some of the activities that you have to do at home? (Ask students to mention some and write them on the board.)

Procedure:

1. Work in groups of 3-4 and tell your classmates about the things that you have to do at home and the things other family members have to do. Are there tasks that you share? Or does one person have to do everything?

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

Slides 4-13: Vocabulary (12 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)
send (a fax, an email)	To send is to transmit to a destination. I send many email messages every day. Who so you send email to? Why?	I send email to... because...
get (a fax, an email)	To get a fax or email is to receive a fax or email. Yesterday, I got an email from my best friend. Who do you usually get email from? How often?	I usually get email from... every (week, day, month, etc.)
leave (a message)	In the picture, the man is taking a message; someone is leaving a message. I called my sister yesterday, but she wasn't home, so I left a message on her answering machine. When you call someone who's not home, do you leave a message? If not, why not?	If I call someone who isn't home, I leave/don't leave ...
do (the copying, the homework)	When you make copies in an office, we say you do the copying. I hate to do the copying in my office; it's boring. Have you ever done the copying at work? What did you copy?	Yes/No, I have(n't) done the copying. I copied...
sign (your name, the document)	To make many documents legal, you have to sign them with your signature. I don't like to sign my name; it's very long. When was the last time you signed your name?	I signed my name (at the bank, at the store, etc.)
have (a meeting, a conversation)	When you arrange for and participate in a meeting or a conversation, you have a meeting or conversation. Last week we had a meeting with all of the English teachers. When was the last time you had a meeting or conversation? What was it about?	I had a conversation with my boyfriend / girlfriend / mother /etc. about...
arrange (a meeting, a party)	When you make the preparations for a meeting, we say you arrange a meeting. The coordinator arranged the meeting that we had last week. In offices, who usually arranges meetings?	XXX arranges meetings.

make (a call, a reservation [hotel, flight, restaurant])	When you place a call or reserve a hotel or table at a restaurant, we say you make a call or make a reservation. Last year when I went to Houston, I made a reservation via Internet. When was the last time you made a call or reservation? Who did you call or what did you reserve?	I made a reservation / call ... I called / reserved...
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Slide 14: Getting Started (15 m)

1. Open your books to page 102, exercise 1. Work in pairs and complete the sentences with the verbs from the box. (Give them time to complete the task.) Let's check your answers. (Click on slide to check student's answers.)
2. Now, work in pairs and discuss the question in exercise 2.
3. So, tell the class the tasks you've done? Who wants to share? (Ask different students to share the things they've done. Don't spend more than 2-3 minutes on this.)

Slide 15: Reading: Job Share (15-20 m)

1. What do you think "Job Share" means? (Let students speculate; accept anything they say.)
2. Look at exercise 4 on page 102. Read the ad and then answer the question. (Give students time to do this. When they are ready, get their answers orally. (See the article for the answers.)
3. Now, look at exercise 5 on page 103. Work in pairs. Look at the photos. Which of these jobs could two people share? Which would be difficult to share? Discuss these questions. (Give them a few minutes to do this, when they have finished, ask some of them what they decided and why. Try to get different people to participate with the opinions.)

Slides 16-18: Listening (15-20 m)

1. Look at the slide. What problems do you think there can be when two people share a job? (Let students give their ideas. Write the words and phrases on the board. If they don't mention certain things like maybe one person does more work than the other, mention it yourself. If they have a hard time relating to this, ask what kinds of problems there are when they have to do projects at the university in teams. Do all team members contribute equally to the work, or do some people do more than others?)
2. (Click on the slide.) Now, you are going to listen to a conversation between two people who share a job. First, read the questions on page 103, exercise 7. (Play the audio. Play it a second time if necessary.)
3. Now, answer the questions. (Give them a minute to do this. Click on the slide to check the answers.)
4. Now, look at exercise 8 on page 103. Read the list of tasks. You are going to listen again and check off the tasks that Marcy did. (Play the audio. Play it a second time if necessary. Click on the slide to check the answers.)

Slide 19: Grammar Focus (5 m)

1. (Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels.)
3. Elicit the patterns from students:
 - a. Use **can you** or **could you + BFV** to make requests.

Slides 20-21: Repeat/Complete (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.

Oral Practice (10 m)1. **CP Activity: Stimulus-Response-Commands and Can and Could for requests****Introduction:** Let's ask our classmates to do things politely.**Procedure:** One student will give a command, and the next student has to make the command into a request.**For example:**

T: the door

S6: Open the door.

S2: Could you open the door, please?

T to S2: A different command with "door."

S2: Close the door.

S9: Could you close the door?

Cues: (You can use the same cue for more than one student. Only give a cue if the students can't think of any command to give.)

your pen

your sweater

Some verbs:

your notebook

your book

give

open

your cell phone

the window

take

close

some money

the board

lend

erase

the homework

the markers

help

do

Slide 22: Oral Activity: (20 m) Please note: you need copies for this activity.1. **FP Activity: Role-Play-Can and Could for requests, integration of tenses****Introduction:** Are there times when it's important to be polite? For example?**Procedure:** You are going to work in pairs. You will each have a card that says where you are and what you need to do. Act out the situation with your partner. Remember to be polite when you ask for something. When you finish, you will get a new card, and you will switch roles.**For example:**

T: Good morning. Can you help me?

S6: Of course. What are you looking for?

T: Well, I'm looking for an apartment that has one bedroom, but that isn't very expensive.

S6: Okay. Can you tell me what part of the city you want to live in?

T: Well, someplace nice; I want to find a place that isn't dangerous. Oh, and I want a place that's near public transportation.

S6: All right. Could you give me an idea of the amount you can spend?

T: Well, I need to find an apartment that is less than 3,500 pesos a month.

S6: I have various apartments in that price range. For example, there is one...

Procedure: (Give out cards 1-5 to each student. The cards are repeated. One student takes card A and the other card B. They act out the situation. When they finish, change cards with another pair, so that each pair has a new number. Students do the role play again, but this time the student that was A now takes card B and the student that had card B takes card A. During the role play, walk around and take note of students' mistakes to do group corrections later.)**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 22, exercises 1, 2 and 3 in your workbooks.

World View: Book 2B, Unit 22, Day 2 (126-146 m)

Slide 25: Homework (5 m)

Slide 26: Objectives (3 m)

1. Write the objectives on the board.

Slide 27: Warm up Activity (10-15 m)

1. **SC Activity: Information Gap-Because and for**

Introduction: Do your classmates have some things that you don't have? For example?

Procedure:

1. On a piece of paper, write 5 things that your classmates have in class with them today that you would like to have. (Give them a few minutes to do this. Click on the slide to show your list.)
2. In a minute, you will stand up and ask your classmates for the things on your list. You have to ask politely using "Can you..." or "Could you..." If a classmate asks you for something and doesn't ask with "Can you..." or "Could you..." you have to say "NO." The first person to get all of the items on his/her list needs to come and tell me. I will check the list and the items and if they are all there, that person wins.

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

Slides 28-29: Grammar Focus: Offers (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 have three ways to make an offer. To make an offer, we can ask with **would you like me to + BFV**.
 - b. Or, we can ask with **should I + BFV**.
 - c. When we also make an offer by saying **I'll + BFV**.
4. Open your books to page 104, exercise 2. Complete the rules in the chart. (Give them a minute to do this.) Let's check your answers. (Check the answers orally: 1. Could or Can; 2. Would you like me to or Should I; 3. I'll.)
5. Look at exercise 3. Work in pairs and complete the conversations with requests or offers. (Give them time to do this. When they finish, click on the slide for them to check their answers.)

Slides 30-31: Repeat/Complete: Offers (10-15 m)

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

Slides 32: Pronunciation (10-15 m)

1. Open your books to page 105, exercise 4. Listen to the audio and notice the weak pronunciation of can, could, should and would and the way these words are linked to the next word. (Play the audio.)
2. Now, listen again and repeat. (Play the audio again.)
3. Now, in pairs, practice the conversations in exercise 3.

Slide 33: Model Conversation (10 m)

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

Slide 34: Oral Activity (15 m) **Please note: you need copies for this activity.**

1. **SC Activity: Request and Offer Game-Requests and Offers**

Introduction: Can you make requests and offers now? Let's practice.

Procedure: I will give each student a card. On the card it says what you want help with and what you can help someone with. In a minute you will stand up and ask your classmates questions to find someone to help you. You also have to help someone else. When you have helped someone else and have found someone to help you, you can sit down.

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

Slide 35: Speaking (15 m)

1. **FP Activity: Role-Play-Because, for, infinitives of purpose**

Introduction: Let's practice making requests and offers some more.

Procedure: Work in pairs. One of you will look at page 140 in your books, and the other student will look at page 141. You will take turns making requests and offers.

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

Slides 36-37: Oral Activity (20 m)

1. **FP Activity: Role Play-Request, offers, integration of tenses**

Introduction: Do you like parties? Is it sometimes difficult to plan a party? Why?

Procedure:

1. Let's divide the group into 4 teams. (Divide them into four groups of 4-5 students each. Give each team a number: 1, 2, 3 or 4. If you don't have a large group, you can do it with 3 groups.)
2. Each group is going to plan a party; but each party is different. You have to decide what you want to do and buy. You need to decide how many people to invite, where the party will be, etc. You need to plan all the details and you have to find different people to help you do things. Different people in the group will need to offer to do different things to plan the party. You can only spend 20,000 pesos on the party. (Click on the slide.)
3. Now, look at the slide and see what kind of party you are going to plan. You have 10 minutes to plan the party and then you will present your plans to the group. The group with the best plans wins. (Give them time to prepare, and help if needed. Go around and take note of mistakes to do group correction at the end.)

For example: (Go to the next slide to see the example.)

Procedure: Now, each group will present their party plans and we will vote on the best party at the end.

For example: T: We planned a *quinceaños* party for my sister. We will have the party in Miguel's house because he has a beautiful garden and a large house. That way we don't have to rent a place. We will have a DJ instead of a group. We will invite 60 people only. We...

Slide 38: Writing (10-15 m)

1. Open your books to page 105, exercise 8. You are going to choose a job. You can choose one from the book or a different one.
2. Now, make a list of 5-6 things you have to do in that job. (Click on the slide to show the example. Give them time to do this, help them if needed.)
3. Now, imagine that you share the job with someone, and you didn't finish all your work. You are going to write a note to your job share partner and ask him/her to do some things for you. You can also offer to do some things for him/her. Give reasons why you need help. (Click on the slide to show the example.)

Slide 39: Wrap up & Homework (3 m)

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 22, exercises 4, 5 and 6.

1. A: You are in a department store. You want to find the perfect gift for your boy/girl friend because it's his/her birthday. You have a lot of questions and have difficulty deciding what to buy.	1. B: You are a sales person. Your customer is looking for a gift, but can't decide what you buy for his/her boy/girl friend. You make many suggestions to help him/her decide.
2. A: You are in a restaurant and are going to order a meal. You want to know about all of the different options on the menu. You want the waiter /waitress to give you suggestions.	2. B: You are a waiter/waitress. Your customer wants to order a meal, but wants to know about all of the options on the menu. You need to explain each option and give him/her suggestions.
3. A: You are calling a travel agency because you want to take a vacation. You aren't sure where you want to go, so you have a lot of questions about the various options. You want the travel agent to explain all the different trips to you.	3. B: You are a travel agent and your customer wants to take a vacation, but s/he doesn't know where to go. S/he wants you to explain all the different options and suggest a place for his/her vacation.
4. A: You are calling a university because you want to study, but you don't know anything about the school. You want to know what programs they offer and about the installations and teachers. You are asking a lot of questions in order to decide where to study.	4. B: You work at a university. A prospective student is calling to ask you about the university. You need to tell him/her about the programs offered at your university and talk about the installations and teachers. You want to convince the person to study at your school.
5. A: You want to buy a new computer, but you have a lot of questions. You want to know about the price, the memory, the speed, and the programs it has. You don't know which brand to buy and want the sales person to help you decide.	5. B: You are a salesperson at a computer store. Your customer has a lot of questions about buying a new computer. Try to answer all of his/her questions and help him/her to decide which computer to buy.

6. A: You are in a department store. You want to find the perfect gift for your boy/girl friend because it's his/her birthday. You have a lot of questions and have difficulty deciding what to buy.	6. B: You are a sales person. Your customer is looking for a gift, but can't decide what you buy for his/her boy/girl friend. You make many suggestions to help him/her decide.
7. A: You are in a restaurant and are going to order a meal. You want to know about all of the different options on the menu. You want the waiter /waitress to give you suggestions.	7. B: You are a waiter/waitress. Your customer wants to order a meal, but wants to know about all of the options on the menu. You need to explain each option and give him/her suggestions.
8. A: You are calling a travel agency because you want to take a vacation. You aren't sure where you want to go, so you have a lot of questions about the various options. You want the travel agent to explain all the different trips to you.	8. B: You are a travel agent and your customer wants to take a vacation, but s/he doesn't know where to go. S/he wants you to explain all the different options and suggest a place for his/her vacation.
9. A: You are calling a university because you want to study, but you don't know anything about the school. You want to know what programs they offer and about the installations and teachers. You are asking a lot of questions in order to decide where to study.	9. B: You work at a university. A prospective student is calling to ask you about the university. You need to tell him/her about the programs offered at your university and talk about the installations and teachers. You want to convince the person to study at your school.
10. A: You want to by a new computer, but you have a lot of questions. You want to know about the price, the memory, the speed, and the programs it has. You don't know which brand to buy and want the sales person to help you decide.	10. B: You are a salesperson at a computer store. Your customer has a lot of questions about buying a new computer. Try to answer all of his/her questions and help him/her to decide which computer to buy.

<p>You want someone to arrange a meeting for you. <i>You can help someone with the homework.</i></p>	<p>You want someone to help you with your homework. <i>You can help someone with the copying.</i></p>
<p>You want someone to call the restaurant and make a reservation for you. <i>You can help someone with their banking.</i></p>	<p>You want someone to go to the bank for you. <i>You can help someone write an email.</i></p>
<p>You want someone to do the copying for you. <i>You can help someone by taking their clothes to the dry-cleaner.</i></p>	<p>You want someone to take your clothes to the dry-cleaner. <i>You can help someone make a reservation to a restaurant.</i></p>
<p>You want someone to help you write an email. <i>You can help someone with a presentation.</i></p>	<p>You want someone to finish the presentation for class tomorrow. <i>You can help someone with a report.</i></p>
<p>You want someone to take a message for you. <i>You can help someone with 100 pesos</i></p>	<p>You want someone to lend you 100 pesos. <i>You can help someone arrange a meeting.</i></p>
<p>You want someone to file the reports for you. <i>You can help someone by taking them to the movies.</i></p>	<p>You want someone to take you to the movies next weekend. <i>You can help someone file the reports.</i></p>
<p>You want someone to take notes at the meeting. <i>You can help someone give the dog a bath.</i></p>	<p>You want someone to give your dog a bath. <i>You can help someone get a taxi.</i></p>
<p>You want someone to make a plane reservation for you. <i>You can help someone by preparing a cup of coffee.</i></p>	<p>You want someone to prepare a cup of coffee for you. <i>You can help someone by taking notes at the meeting.</i></p>
<p>You want someone to get a taxi for you. <i>You can help someone by taking the dog for a walk.</i></p>	<p>You want someone to take your dog for a walk. <i>You can help someone by taking a message.</i></p>
<p>You want someone to prepare the report for you. <i>You can help someone with a cell phone.</i></p>	<p>You want someone to lend you a cell phone. <i>You can help someone with a plane reservation.</i></p>

World View: Book 2B, Unit 23

(111 to 120 m)

Slides 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board.

Slide 5: Warm up Activity (5 m)

1. **FP Activity: Talking about strange customs and traditions.**

Introduction: Do you remember this incident? (Play the video and have students comment on it.) Did you know that throwing shoes at people was not always considered to be aggressive? (Click on slide and have students read and comments on the text that appears.)

Procedure: Ask students to share strange customs or traditions that they have heard about.

For example:

T: Well, in Jewish weddings, the families of the bride and groom sign a contract before the marriage is held. Do you know any strange customs or traditions?

S: Well, in Oaxaca when

Follow up: T: Who would like to share a strange custom or tradition?

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)
have dinner	In the States people have their main meal at around 5/6 p.m. This is called dinner . I have dinner at 4. What time do you have dinner ? Do you have dinner with your family?	I have dinner at... Yes/No, I have/don't have dinner with my family.
do housework	To do housework is to clean the house, to wash the clothes, to cut the grass, etc. I do the housework on Saturdays. How often do you do the housework at home? Who does the housework at your home?	We do the housework ... XXX does the housework .
wear long skirts	When women have a formal party they usually wear long skirts . (Pointing at the slide.) My wife/mother wore a long skirt last Sunday; we went to a baptism ceremony. When was the last time you or your mother wore a long skirt ?	My mother wore a long skirt ...
shop for food	To shop for food is when we go to the supermarket or market to buy food. I shop for food at <i>la Comer</i> . Where do you shop for food ?	I shop for food at...
put on your shoes	When you place your shoes on your feet, we say you put on your shoes . In the morning after I take a shower and get dressed, I put on my shoes . (Pointing at slide.) What do you do first, do you put on your pants or do you put on your shoes ? Why?	I put on my pants and then I put on my shoes because...

slippers / high heels / tennis shoes	Here are different types of shoes. Please repeat. (Pointing at pertinent picture.) Slippers (3 times) I wear my slippers when I get home and I want to rest. High heels (3 times). My wife/mother also wore high heels to the baptism ceremony. Tennis shoes (3 times). I wear my tennis shoes when I jog in the park. When do women wear high heels ? Do you wear slippers to the office? Where? When do you wear tennis shoes ?	They wear high heels ... No, I don't wear slippers to the office. I wear slippers ... I wear tennis shoes ...
play games	<i>Turista</i> , backgammon, <i>escaleras y serpientes</i> are games. I like to play games with my friends and family on Saturday night. Do you play games with your family? What games do you play with your family?	Yes/No, I play/don't play games with my family. We play...

Slide 13: Getting Started (5 m)

1. Open your books to page 106, exercise 2. Complete the questions with the words from the box.
2. (Click on the slide.) Let's check the answers.

Slides 14-15: Reading (10 m)

1. (Go to slide 15, only the title will appear.) Look at the title of the reading on page 107. What do you think the reading will be about?
2. (Click on slide, some images will appear) Look at the 5 images. What can you see in each image? (Have students describe the images.)
3. Now, go to page 107 and read the article on shoes. Match the images with the paragraphs in the article.
4. (Once students have finished, click on slide to check answers.)
5. (Go to slide 16) Look at the sentences for a moment.
6. Read the article again and write true or false after each statement according to what you find in the article. You also have this exercise on page 107.
7. (Once students have finished, click on slide to check answers.)

Slide 16: Grammar Focus: Past tense questions (10 m)

4. Teacher says the sentence(s) and has students repeat as s/he writes it/them on the board.
5. Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels.)
6. Point out certain patterns to students:
 - a. We use the **used to** to talk about past habits or past situations that no longer exist in the present.
 - b. **Used to** always refers to past habitual actions; there is no present form.
 - c. Use **did + S + use to** in the base form for questions.
 - d. Use **didn't + use to** in the base form for negative sentences.
 - e. Use the **verb in the base form** after **use to** or **used to**.

Slides 17-18: Controlled Practice affirmative and negative: Repeat/Complete (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.

Slides 19-20: Controlled Practice Interrogative: Repeat/Complete/Answer (10 m)

1. **Repeat:** Have students repeat the questions after you. Do each example first chorally and then individually.
2. **Complete and answer:**
 - Divide the group in 2 groups.
 - Have students in group 1 complete the question.
 - Have students in group 2 answer the question.
 - Do first 5 chorally and second 8 individually.

Example:

T: Side 1, complete the question.

Side 1: "Did families use to be more united?"

T: Side 2, answer the question.

Side 2: "Yes, they used to be more united."

(Do the first 5 in this fashion and the rest with individual students.)

T: S1 (from side 1), complete the question.

S1 (from side 1): "Did men use to do housework?"

T: S2 (from side 2), complete the answer.

S2 (from side 2): "No, they didn't use to do housework."

Slide 21: Guided Practice (5 m)

1. Go to page 108 in your books. Fill in the blanks with the verbs in the box and the correct form of used to.
2. (Give students 4 minutes to do this and then click on the slide to check the answers.)

Slide 22: Pronunciation (5 m)

1. Have students go to page 109 in their books. Play the audio and have students first listen to the sound of used to.
2. Ask if they can tell you what **used to** sounds like. (useta)
3. Have student listen again and repeat.

(Note: Next, there are 2 activities: Student Presentations and Find someone who. If there is time for both fine, but if you are struggling for time, do one or the other. You decide what is most suitable for your group)

Slide 23: Oral Activity (20 m)

1. **SC Activity: Student Presentations-Used to (20 m)**

Introduction: Do you remember when you were 10 years old? Do you remember the thing you used to eat? Drink?

Procedure: Look at the slide. Please relate the things on the left with the verbs on the right.

For example:

T: What verb goes best with TV program?

S3: Watch

T: Now, match the rest.

(Click on slide to get answers.)

Procedure: Get into pairs. Your job now is to prepare a presentation about when you were 10 years old using the information on the slide.

For example:

When I was 10 years old I used to drink *chaparritas el naranjo*. I used to eat *cajeta* sandwiches. I used to watch *el auto incredible* and I used to play soccer with my friends after school. I used to have a lot of action figures; they were my favorite toys. My favorite place to go was my grandfather's ranch. We used to go there every vacation. Give this presentation to your classmate.

(Give students time to prepare and give presentations as you walk around to help and correct)

2. **SC Activity: Find someone who...?-Used to (15 m)**

Introduction: Now, let's see who can find someone who used to like the same things when they were 10 years old.

Procedure: Look at the slide. And think of what questions you need to ask. There is an example there for you. Now, you are going to stand up and ask your classmates the questions to find someone who used to do similar things. Raise your hand when you're finished.

Remember to use complete questions and complete answers.

For example:

T: What would the question be for similar games?

S3: What games did you used to play?

T: And for same toy?

S4: What toys did you used to have?

(Continue like this until all questions have been covered.)

Follow up: You finished first. Tell me what you found out. (Student reports what he/she found out.)

Slides 24-28: Oral Activity (10 m)

1. **FP Activity: Guessing Game-used to**

Introduction: Do you believe it is possible to travel in time? What era would you like to travel to?

Procedure:

1. Please make teams of 4. (Have students say 1, 2, 3 and 4 and remember their number.)
2. Look at the slide and look at the task. Imagine that you have done some time travel to a different era. Your classmates will try to guess what era you travelled to by asking questions with **used to**.

For example:

T: Look at the slide for the example. What other questions can you ask?

S1: What kind of music did people use to listen to?

Procedure:

3. Numbers 2s, 3s and 4s turn yours backs to the screen. Number 1s look at the screen to see the era you traveled to. 2s, 3s and 4s ask questions to guess the era.
(Students perform the task.)
4. Numbers 1s, 3s and 4s turn yours backs to the screen. Number 2s look at the screen to see the era you traveled to. 1s, 3s and 4s ask questions to guess the era.
(Students perform the task.)
5. Numbers 1s, 2s and 4s turn yours backs to the screen. Number 3s look at the screen to see the era you traveled to. 1s, 2s and 4s ask questions to guess the era.
(Students perform the task.)
6. Numbers 1s, 2s and 3s turn yours backs to the screen. Number 4s look at the screen to see the era you traveled to. 1s, 2s and 3s ask questions to guess the era.
(Students perform the task.)

Slide 29: Model Conversation (10 m) IF TIME PERMITS.

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

Slide 30: Wrap up & Homework (3 m)

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 23, exercises 2, 3, 4 and 5 in your workbooks.

World View: Book 2B, Unit 24, Day 1 (126-128 m)

Slides 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board.

Slide 5: Warm up Activity (15 m)

1. **SC Activity: Game: Sports vocabulary**

Introduction: Do you know a lot about sports? Let's see.

Procedure:

1. What does "take a risk" mean? Do you have any ideas? When you take a risk, it means that you do something that is probably dangerous, but you decide to do it anyway. For example, do you think you would like to jump out of an airplane with a parachute? It may be dangerous, but many people think that it's a great sport and they love the risk involved. Today we are going to talk about some sports that can be risky.
2. Look at the slide. You are going to work in groups of 4. Each team needs to make a list of as many sports as you can think of. The more unusual the sport, the better. You will have 5 minutes to make your lists. (Give them time to do this.)
3. Now, each team will come to the board and write the sports they have on their list, on the board. The team with the most sports that are NOT mentioned by the other teams, wins.

Slides 6-15: Vocabulary (12 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)
rock climbing	The sport where you climb cliffs with ropes is rock climbing . In Mexico City you can go rock climbing in the Ajusco. Has anyone here ever gone rock climbing , or do you know someone who has? Where did you or they go rock climbing ?	My friend / I have gone rock climbing in...
snowboarding	Snowboarding is like skiing but you use only one wide board. I watched the snowboarding competitions during the last Olympic games. Where is a place people go snowboarding ?	People go snowboarding in...
jet skiing	A jet ski is like a small boat that kind of looks like a motorcycle for the water. Jet skiing is a popular water sport. I went jet skiing the last time I went to the beach. Where do people usually go jet skiing in Mexico?	They go jet skiing in (Acapulco / Cancún / etc.)
parasailing	Parasailing is a sport where you have a parachute and a boat pulls you along so that you fly. I went parasailing many years ago in Acapulco. It was great. Who has gone parasailing ? When or where did you do that?	I have gone parasailing . I went parasailing in
snowmobiling	A snowmobile is looks like a jet ski, but for the snow. Snowmobiling is very popular in places that are very cold in the winter. I used to go snowmobiling when I lived in the US. Do you think you'd like to go snowmobiling ? Why (not)?	I would(n't) like to go snowmobiling because...

waterskiing	When you go waterskiing , you use one or two long boards on your feet and a boat pulls you. I used to go waterskiing when I went on vacation to the beach. Where can you go waterskiing in Mexico? Has anyone ever gone waterskiing ?	You can go waterskiing in...
scuba diving	When you go into the water with tanks of oxygen on your back, that's scuba diving . I tried scuba diving once in Acapulco; it was really fun. Where do people go scuba diving in Mexico?	People go scuba diving in ...
snorkeling	When you go to places like Xel-há, Cancún or Cozumel, you use a mask and an air tube to go snorkeling . When you go snorkeling , you can see the beautiful fish in the ocean. Has anyone ever gone snorkeling ? Where and When?	I have gone snorkeling . I went snorkeling ...
skateboarding	Skateboarding is a sport you do on a board with wheels. When I was a kid, I used to go skateboarding . Who here has tried skateboarding ? When was the last time you went skateboarding ?	I have tried skateboarding . The last time I went skateboarding was...
windsurfing	To go windsurfing , you need a small boat with a sail on it. Many people go windsurfing at the beaches in Mexico. Has anyone ever tried windsurfing or do you know someone who has? Is it easy or difficult?	(I / a friend) have/has tried windsurfing . It's very difficult.

Slide 16: Getting Started (5 m)

1. Open your books to page 110, exercise 1. Work in pairs and match the words to the pictures. (Give them time to complete the task.) Let's check your answers. (Click on slide to check student's answers.)

Slide 17: Pronunciation (18-20 m)

1. Open your books to page 110, exercise 2. Listen to the words from exercise 1, and notice the number of syllables they each have and the stress. Put each word in the correct group. (Play the audio; play it a second time if necessary.)
2. (Click on the slide.) Now, listen again and check your answers. (Play the audio again, then click on the slide to show the answers.)
3. Let's listen one more time; this time please repeat after the audio. (Play the audio again)
4. Now, look at exercise 4. Work in groups of 3 and discuss the questions. (Give students time to do this. When they finish, ask the group about any of the sports that they have tried. Find out a little about what sports they've tried and when. Don't spend more than 5 minutes on this.)

Slides 18-19: Listening (15 m)

1. Open your books to page 111, exercise 5. You are going to listen to the interviews with Andy and Paula. They have just arrived at Adventure Zone. First, read the two questions in exercise 5. Now, listen to the interviews. (Play the audio.)
2. Please answer the questions. (Give them a minute to do this.) Let's check your answers. (Click on the slide.)
3. Now, you are going to listen to the interview with Andy and check the sports he has tried in second column the box on page 111, exercise 6. Then, in the next column, you will write Y if he enjoyed the sport and N if he didn't. (Play the audio. Play it a second time if necessary.)
4. Now, let's check your answers. (Click on the slide to check the answers.)

Slides 20-21: 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 at an **unspecified time** in the past; but we don't know when they happened.
 - b. Use the auxiliary **have/has + S + VPP** to ask questions in present perfect.
 - c. Use the auxiliary **have/has + not + VPP** in negative or use **have/has + never + VPP**.
 - d. In affirmative, use **have/has + VPP** or the **S + Aux** for a short answer.
 - e. We use the **simple past** to talk about things that happened **at a specific time in the past**; we usually have a specific time expression.
 - f. For simple past, we use the auxiliary **did + S + BFV** in questions. In negative we use **didn't + BFV** and in affirmative, we use the **verb in past**.
4. Open your books to page 112, exercise 2. Circle the correct words to complete the rules. (Give them a minute to do this. Check their answers orally: 1. Simple past; 2. Present perfect.)
5. Now, work in pairs and complete the conversations in exercise 3. (Give them time to do this. Then, click on the slide to show the answers.)

Slides 22-29: Repeat/Complete/Change (20 m)

1. Let's look at the chart. These are the activities that Joe, Sandy, Bob and Ann have tried. Let's talk about them
2. **Repeat Affirmative:** Have students repeat the sentences after you. Do each example first chorally and then individually.
3. **Complete Affirmative:** Have students say the complete sentence with the correct answer; do some chorally and some individually.
4. **Repeat Negative:** Have students repeat the sentences after you. Do each example first chorally and then individually.
5. **Complete Negative:** Have students say the complete sentence with the correct answer; do some chorally and some individually.
6. **Change: From Negative with "no" to negative with "never":** Have students change the sentences from negative with "no" to negative with "never." Do some chorally and some individually. Joe **hasn't tried** waterskiing. ➔ Joe **has never tried** waterskiing.
7. **Repeat Questions:** Have students repeat the sentences after you. Do each example first chorally and then individually.
8. **Complete and answer:**
 - Divide the group in 2 groups.
 - Have students in group 1 complete the question.
 - Have students in group 2 answer the question.
 - Do first 6 chorally and second 6 individually.

Example:

If the answer is **negative**:

T: Side 1, complete the question.

Side 1: "Has Joe ever gone waterskiing?"

T: Side 2, answer the question.

Side 2: "No, he hasn't gone waterskiing."

If the answer is **affirmative**:

T: Side 2, complete the question.

Side 2: "Has Joe ever tried parasailing?"

T: Side 1, answer the question.

Side 1: "Yes, he has tried parasailing. He went parasailing on his last vacation."

(Do the first 6 in this fashion and the rest with individual students.)

T: S1 (from side 1), complete the question.

S1 (from side 1): "Have Bob and Ann ever gone rock climbing?"

T: S2 (from side 2), complete the answer.

S2 (from side 2): "No, they have never gone rock climbing."

Oral Practice (10 m)

1. **SC Activity: Stimulus-Response-Present perfect and simple past**

Introduction: Let's find out what activities our classmates have done.

Procedure: Work in pairs and ask each your partner if he/she has done these different sports. If your partner says yes, then you ask when he/she did that activity. You can use the list in your books on page 110.

For example:

T: Have you ever gone parasailing?

S6: No, I've never gone parasailing. Have you ever gone waterskiing?

T: Yes, I have.

S6: When did you go waterskiing?

T: I went waterskiing many years ago in Acapulco. Have you ever gone skateboarding?

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 24, exercises 1 and 3 in your workbooks.

World View: Book 2B, Unit 24, Day 2 (121-136 m)

Slide 32: Homework (5 m)

Slide 33: Objectives (3 m)

1. Write the objectives on the board.

Slide 34: Warm up Activity (15 m)

1. **SC Activity: Find someone who-Present perfect, never**

Introduction: Are there some things you've never done? For example?

Procedure:

1. Look at the slide. You are going to ask your classmates questions to find people that haven't done certain activities in their lives. In your notebooks write numbers 1-6.
2. In a minute you are going to stand up and ask your classmates questions to find people who haven't done these things. If you ask a question and your classmate answers "yes" can you write his/her name in your notebook? (No.) If you ask, and your classmate answers "no" can you write that person's name in your notebook? (Yes.)

For example: (Click on the slide to see the example.)

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.

Slide 36: Oral Activity: (15-20 m) Please note: you need copies for this activity.

1. **FP Activity: Presentation/Guessing Game-Present perfect, ever, never**

Introduction: Do people in different professions do different activities? For example?

Procedure:

1. I'm going to give each of you a card with a profession on it. This is your new profession; **don't show your card to anyone.** (Give out cards. Let students read them and answer any questions they have about the profession on the card.)
2. Think about the things that you have done in your new profession. You have to say three things you have done one thing you haven't done and one thing you did last week. (Give them a few minutes to prepare; help them if necessary.)
3. Work in groups of 4-5 students. You will tell your classmates the things you done and haven't done and they will guess your profession. If they can't guess the profession, they can ask more questions to discover your profession.

For example: (Click on the slide to see the example.)

Slide 37: Oral Activity (20-25 m)**1. FP Activity: Information Gap/Role-Play-Present perfect, simple past**

Introduction: Do you like to go on vacation? Where do you like to go? What do you like to do?

Procedure:

1. Imagine you just went on an incredible vacation; the vacation of a lifetime. On this vacation you visited the places you've always wanted to see and did all of the things you've always wanted to do. On a piece of paper, write 3 places you visited and 3 unusual things you did in each place. (Click on the slide for an example.)
2. Now, stand up and talk to other people about your vacation. Tell them about the places you visited and ask them if they've visited those places, too. You need to talk to at least 3 people. (Walk around and take note of students' mistakes so you can do group correction at the end.)

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

Procedure: Now, tell the group about some of the people you talked to and where they went. (Get some students to tell you a few of the things they found out.)

For example:

T: Martin went to France and he spent a week tasting wine and champagne. Carlos went to Las Vegas and spent a week seeing the shows and playing poker.

Slides 38-39: Speaking (20 m)**1. FP Activity: Role-Play-Present perfect, simple past**

Introduction: Let's talk about adventure sports some more.

Procedure:

1. Open your books to page 113, exercise 5. Choose four adventure sports and write four more questions beginning with "Have you ever..."
2. Now, look at exercise 6. You are going to stand up and interview three students using your questions. You need to take notes so you can report later. You also need to find out the information in exercise 6. (Go over the information with students.)

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

Procedure: Now, tell the class what you found out about one of your classmates' experience with sports.

For example:

T: I talked to Karina and she has gone waterskiing. She learned how to water ski when she was 15. She really likes it, but can't go very often.

Oral Activity (30-35 m) Please note: you need copies for this activity.**1. SC Activity: Have you ever game-Present perfect and simple past (20 m)**

Introduction: Do you like games? Let's play a game.

Procedure:

1. Let's divide the group into teams of 5 people each. I will give each team a game board. (You need to have enough copies of the game board so that there is one board for each team of 5 people; maximum of 4 copies for a group of 20 students.)
2. Each student needs to 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. When you land on a space, you have to ask the classmate whose turn is next, a question with the information on the space. If the question is correct, you can stay in that space. If the question is incorrect, you have to go back to where you were before. If your classmate answers the question correctly, he/she gets to move forward one space. If his/her answer is incorrect, he/she has to move back one space.
4. The person who gets to the "Finish" line first, wins.
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.)

2. **FP Activity: Discussion-Present perfect, simple past (10-15 m)**

Introduction: Let's talk about things you've done.

Procedure: Let's discuss some of the things that people in this group have and haven't done. (Ask the questions to the group in general; get different students to respond to the questions with their experience. Make sure that you get different people to talk about the questions; if you see someone hasn't said anything, ask him/her a specific question. You can add additional questions if you want.)

Cues:

- What's the most unusual thing you've ever done?
- Where the most unusual place you've ever gone?
- What's something you have never done, but you want to someday?
- What's something you would never do?
- Have you ever done something you thought would be fun, but it wasn't?
- Have you ever eaten something you thought would be horrible, but it was good?
- What is something you would never eat? Why?
- Have you ever done something embarrassing in public? What was it?
- Have you ever lied to someone and they found out later? What happened?
-
-
-
-
-
-

Slide 40: Wrap up & Homework (3 m)

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 24, exercises 4, 5, 6 and 7 in your workbooks.

sumo wrestler	drug dealer
orthodontist	hotel manager
limousine driver	king/queen
nurse	magician
race car driver	priest/nun
astrologer	police officer
biologist	spy
carpenter	referee
coach	politician
dictator	matador

BEGIN ↓ ↓ ↓ ↓ ↓				
buy a diamond ring →	visit Chichen Itzá →	give someone flowers →	go to the ballet →	win a trophy ↓
				eat sushi ↓
go ice skating ↓	← break a leg	← go to the theater	← study French	← go rock climbing
drive a truck ↓				
be on TV →	see a ghost →	meet a celebrity →	sleep in a cave →	ride a horse ↓
				win the lottery ↓
eat insects ↓	← sing Karoke	← have a hangover	← write a poem	← catch a fish
↓ ↓ ↓ ↓ ↓ FINISH				

World View: Book 2B, Unit 25, Day 1

(118 m)

Slides 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board and have students repeat while doing so.

Slide 5: Warm up Activity (10 m)

1. **FP Activity: For and Against (Women in Boxing)**

Introduction: Do you like boxing? (Play the video and have students comment on it.) What do you think? Is boxing a good sport for women? (Click on slide and have students read the 2 sentences above the video box.) So we are going to do a “for and against” activity. (Divide the group into 2 teams.)

Procedure:

1. Team one; you are in favor of women in boxing. Get together and share as many ideas as you can to support this idea. You have 3 minutes to do this.
2. Team two; you are against (not in favor) women in boxing. Get together and share as many ideas as you can to support this idea. You have 3 minutes to do this.
3. In a minute we will see which team defends its position better.

For example:

T: I really think that women should not box. Boxing is a sport for men and...
or Women should box; just because you are a girl doesn't mean you can't do sports like boxing and ...

Follow up: T: Okay, let's flip a coin to see what side begins. (Lead and get a discussion/debate going.)

Slides 6-11: 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)
boxer	A boxer is an athlete that fights in a ring. Julio César Chavez was a boxer . Mantequilla Nápoles was a great boxer . Who is or was a great boxer for you?	XXX is/was a great boxer for me
boxing	Boxing is the name of the sport where two boxers fight. Mexico has won some Olympic medals in boxing . Do you like boxing ? Why? /why not?	I like/don't like boxing because....
box	Is Julio César's son a good boxer? So he doesn't box well. To box is the verb. I can't box . Can you box ? Who can box?	Yes/no, I can/can't box well. XXX can box .
swimmer	Who is Michael Phelps? Right he is a famous swimmer . “El Tibio” Muñoz was a famous Mexican swimmer . Do you know any other famous swimmers ?	XXX is a famous swimmer .
runner	A runner is the person that practices running. Asafa Powel is a runner . He is considered the fastest man in the world. Is anyone here a runner ?	XX is a runner .
skier	A Skier is the person that practices skiing. There are many American skiers like Lindsey Vonn and Julia Mancusso. They are famous American skiers . Are there any famous Mexican skiers . Why (not)?	Yes/No, there are(n't) any famous Mexican skiers because...

ski	To ski is the action. I have never skied . Have you ever skied ? Where can people ski in Mexico?	No/Yes, I have (never) skied . People can ski in ...
diver	This is a diver (pointing at picture). Fernando Platas is a famous Mexican diver . He won a silver medal in the Olympic games in Sidney. Do you know any other famous Mexican divers ?	Yes, XX is a famous Mexican diver .
diving	Diving is the sport. Diving is a sport where many Mexicans have won Olympic medals. Does anyone here do diving ?	Yes, I practice diving .
dive	To dive is the action that divers do. I can dive from a 3 meter platform. Can you dive from a 3 meter platform?	Yes/No, I can/can't dive from a 3 meter platform.
skater	This is Evgeni Plushenka. He is a famous skater from Russia. He has won many medals. I am not a good skater . Are you a good skater ?	Yes/No, I am (not) a good skater .
skate	To skate is the action. I almost never skate , because I am not good at it. Where can people skate in México?	They can skate ...

Slide 12: Getting Started (2 m)

1. Open your books to page 116, exercise 1. Complete the chart with the words.
2. Let's check the answers. (Click on the slide.)

Slides 13-14: Reading (15 m)

1. (Go to slide 13.) Look at the two pictures and the two questions.
2. Now, go to page 117 and read the article.
3. Answer the questions on the slide.
4. (Once students have finished, click on slide to check answers.)
5. (Go to slide 14) Look at the different dates.
6. Look through the article to find the information to complete the task. Don't read the article again; only scan it to find the information you need. Then, write the different events that occurred in Ali's life under each date in your book. (Give them time to do this; monitor and help them if needed. This is a scanning activity, so they shouldn't read the complete article again.)
7. So, what happened to him in 1954? Please give me complete sentences.
8. (Once students have finished giving the events for each date, click on slide to check the answers.)

Slide 15: Read and Discuss (5 m)

1. Look at the slide. (Have students recognize unfamiliar words and clear them up.)
2. Read the poem that Ali wrote on page 116.
3. With a partner discuss what Ali meant and why he wrote this poem.

Slide 16: Grammar Focus: Could for past ability (10 m)

1. Teacher 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 and point out important patterns to students:
 - a. **Could** is used to express skills and abilities in the past.
 - b. **Could** goes before the subject in questions.
 - c. For negative sentences we use **could** plus not, and the contraction is **couldn't**
 - d. In all cases, affirmative, negative and interrogative; we use the base form of the verb.
 - e. We use the **adverbs of degree** at the **end of the sentence** to express how much a person had or didn't have an ability or skill.
 - f. We have different degrees from **not at all** (zero ability) to **really well** (wow, a great ability).

Slides 17-18: Controlled Practice affirmative and negative: Repeat/Complete (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.

Slides 19-20: Controlled Practice Interrogative: Repeat/Complete/Answer (15 m)

1. **Repeat:** Have students repeat the questions after you. Do each example first chorally and then individually.
2. **Complete and answer:**
 - Divide the group in 2 groups.
 - Have students in group 1 complete the question.
 - Have students in group 2 answer the question. With a short answer and then with a long answer using an adverb of degree.
 - Do first 7 chorally and second 8 individually.

Example:

T: Side 1, complete the question.

Side 1: "Could Martin Luther King Jr. give speeches?"

T: Side 2, answer the question with a short answer and then with an adverb of degree.

Side 2: "Yes, he could. He could give speeches really well."

(Do the first 5 in this fashion and the rest with individual students.)

T: S1 (from side 2), complete the question.

S1 (from side 2): "Could José Alfredo compose beautiful songs?"

T: S2 (from side 1), complete the answer.

S2 (from side 1): "Yes he could. He could compose beautiful songs really well."

Slide 21: Pronunciation (5 m)

1. Have students go to page 118 in their books. Play the audio and have students first listen to the sound of could and couldn't.
2. Ask if they can identify the soft/strong sound of could and the strong sound of couldn't.
3. Have student listen again and repeat.

Slide 22 Oral Activity (15 m)

1. **SC Activity: Short Dialog Practice/Free answer-Could**

Introduction: Look at the slide.

Procedure: Now let's work in pairs and practice this short dialog. On the left side we have different ages and on the left side we have different activities.

For example:

T: When you were 10, could you ride a bike?

T: S1, answer whatever is true for you.

S1: Yes, I could.

T: How well could you ride a bike?

T: Answer with a complete sentence and with an extra comment.

S1: I could ride my bike really well. I used to ride it every day.

T: Now S2, can you ask me the first question? Choose any age and activity you want.

S2: When you were four, could you read?

T: No, I couldn't. I used to look at the pictures and try to understand.

Please notice I answered with a short negative sentence and gave an extra comment. Do not limit yourselves to the activities on the slide think of others.

Slide 23: Oral Activity (10 m)

1. **SC Activity: Problem Solving/Presentation-Could**

Introduction: Do you know what a superhero is? Can you give me some names of superheroes? Who was your favorite?

Procedure: Look at the slide. Do you recognize these superheroes? (Go over each one to make sure they know the names: Spiderman, Batman, Hellboy, Wonder Woman, Superman, Ironman.) Well our job is to rate them in order of importance. One is the most important superhero, and six is the least important. We need to say who the superhero of the century is. Work in teams of 3 to do this.

For example:

T: I think that Spiderman was a greatest superhero because he could capture criminals with his web and not use violence. He should be number 1. What do you think?

S1: No. I think Batman was better because...

(Once students have worked in trios and rated the superheroes, they should get together with another trio and again they need to agree on the ranking. Then, have the whole group come back together and agree on the greatest superhero.)

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

World View: Book 2B, Unit 25, Day 2

(136 m)

Slides 26-27: Homework (5 m)

Slide 28: Objectives (3 m)

1. Write the objectives on the board and have students repeat while doing so.

Slide 29: Warm up Activity (10 m)

1. **FP Activity: Discussion: Myth or Reality**

Introduction: Do you know what a myth is? (Get students input.) A myth is a concept that most people think is true, but that isn't.

Procedure: Look at the slide. Work in pairs and decide if the statements on the slide are myths or reality and why.

For example:

T: I really don't think women are better at having conversations than men. I think women talk more, but there is no content. What do you think?

S1: Well I think women do know how to communicate and men don't.

Follow up: Okay, let's all work together and decide what is a myth and what is reality. (Work with the group as a whole and lead the discussion.)

Slides 30-34: 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)
make people laugh	Is <i>el compayito</i> funny? He makes people laugh . <i>Cantinflas'</i> movies make me laugh . Who or what makes you laugh ?	XXX makes me laugh .
encourage	When someone or something motivates you to do something we say it encourages you, it pushes you to do things. My family encourages me to do things. What encourages you to study English?	XXX encourages me to study English.
attract attention	When you want other people to look at you and you do something so they will look at you, you want to attract attention . When I want to attract a waiter's attention I raise my hand. What do women do to attract men's attention ? What do men do to attract women's attention ?	Women do XXX to attract men's attention . Men do YYY to attract women's attention .
deal with the media	Is it easy to be famous? Is it easy to deal with the paparazzi and to give interviews? It is difficult to deal with the media . To deal with the media is to deal with newspapers, radio, TV and magazines; the media. Obama is good at dealing with the media . Is Paulina Rubio good at dealing with the media ?	Yes /No, she is(n't) good at dealing with the media .
give a concert	When an artist sings in an auditorium, he gives a concert . Paul McCartney gave a concert in June, 2010. When was the last concert you went to? Who gave the concert ?	XXX gave the concert .

Slides 35-37: Reading (10 m)

1. Look at the slide. There are 6 statements. Please read them in silence. In a minute you will be seeing a reading on what some people said when Michael Jackson died. Write true or false in the space according to what you read on the slide. (Click on the next slide for reading to appear and give them some time to read.)
2. Okay, so now write T or F. (Click on the next slide for statements to appear.)
3. Let's look at number one. Who has the answer? Who said this? Where? (And so on.)

Slide 38: Grammar Focus: Was good at for past ability (10 m)

1. Teacher 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 and point out important patterns to students:
 - a. The expression **"be good at"** is used to express skills and abilities in the past.
 - b. **Be** goes before the subject in questions.
 - c. For negative sentences we use **be + not good at**
 - d. In all cases, affirmative, negative and interrogative; we use the **verb + ing** after **at**.
 - e. We use the **adjectives of degree** to express how much a person had or didn't have an ability or skill.
 - f. We have different degrees from **no good at** (zero ability) to **really good at** (wow, a great ability).
 - g. These **adjectives of degree** go before the **verb + ing**.

Slides 39-40: Controlled Practice affirmative and negative: Repeat/Complete (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.

Slide 41: Semi Controlled Practice-affirmative and negative: Complete and Add (10 m)

1. **Complete and Add:** Ask students if they remember the connectors: but, and, because and so. Have students say the complete sentence with the correct answer and add another comment using the connectors that appear on the slide.

For example:

T: S1, please give me a number and a connector.

S1: "5" and "because."

T: Sinatra was not very good at giving interviews because he was insecure and he used to insult reporters.

T: Now, S2, "1" and "so."

S2: Gandhi was really good at protesting without violence; so he defeated the British government.

T: Now S2, you say who and choose the connector.

Oral Activity (15 m)

1. SC Practice: Stimulus Response-Could and be good at

Introduction: Okay, so now let's play a game. The objective is to create sentences with could and was/were good at about people who have been important for the world.

Procedure: Please get into 2 teams. What are the names of the teams? Team number one will choose a certain personality in history and team number 2 must create as many sentences with *could* and *be good at* as possible. The number of correct sentences you give is the number of points you get for your team. Different people from each team must give sentences. You will have 3 minutes to get together and think of the different people from history.

For example:

T: Team X, can you give me a name?

Team 1: Napoleon.

T: Napoleon was very good at planning war strategies. He was also very good at encouraging his soldiers. Can you help me?

S1: He could see the weak spots of the enemy.

T: So we had 3 correct sentences, we get 3 points.

(Play the game; make sure all students participate and nominate a winner.)

Slides 42: Controlled Practice Interrogative: Repeat (5 m)

Repeat: Have students repeat the questions after you. Do each example first chorally and then individually.

Slide 43: Oral Activity (15 m)

1. SC Activity: Question and Free Answer-Could and be good at

Introduction: Do you know some famous people from history? Let's see.

Procedure: Look at the slide. You are going to work in pairs and practice asking questions about some famous people's abilities. There are some famous people and activities there, but you can talk about other people and use other activities. Make sure to answer with a short answer and add information to expand your answer

For example:

T: S1, ask me a question using a famous person and an activity.

S1: Was Elvis good at composing songs?

T: No, he wasn't. He never composed a song, but he could sing really well.

Slide 44: Guided Practice (5 m)

1. Please open your books to page 118, exercise 3. You have 3 minutes to complete the sentences with could or was/were good at. Look at the words in parenthesis. (Give them time to do this.)
2. Now, let's check your answers. (Click on the slide to show the answers.)

Slide 45: 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.

Oral Activity (15 m)

1. **FP Activity: Presentation-Could and be good at**

Introduction: Do you know what your parents were like when they were younger? What about your grandparents?

Procedure: Work in trios and tell your classmates about your grandfather, grandmother, mother or father and the things that they were good at or what they could do when he/she was young.

For example:

T: My grandfather was a carpenter and he was very good at making furniture. He could also swim very well. He was an excellent water skier. My grandmother was good at cooking. She used to make the most delicious desserts. She could also sew very well and she used to help my mother make her own clothes. My father used to own a Laundromat and he was very good at fixing washing machines. He wasn't very good at business; he never made a lot of money, but he enjoyed his work. When my mother was younger, she could dance very well. She was never very good at driving, though. She only drove the car times and had two accidents!

Slide 46: Wrap up & Homework (3 m)

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 25, exercises 4, 5, 6 and 7 in your workbooks.

World View: Book 2B, Unit 26

(133-143 m)

Slides 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board.

Warm up Activity (10 m)

2. **SC Activity: Chain drill**

Introduction: Let's talk about what you always take with you when you leave home.

Procedure: The name of this unit is "On the go." On the go is an expression that means you are very busy or moving all the time. Get into a circle. We are always on the go. What are the things you always take with you when you leave your home? Say what you always take with you when you leave home and then what your classmates' always take with them when they leave home. (This is a chain activity where the first student will say what they take with them when they leave home and, then say what their classmates' take with them. Don't let the chain go beyond 8-10 people because it gets too long; at that point, you should start another chain.)

For example:

T: I never leave home without my keys.

S1: The teacher never leaves home without her keys; I never leave home without my cell phone.

S2: The teacher never leaves home without her keys; she never leaves home without her cell phone; I never leave home without my lunch. Etc.

Slides 5-14: 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)
a pillow	This is a pillow . I like to have a soft pillow on my bed. What kind of pillow do you have on your bed?	I have a XXX pillow on my bed.
a teddy bear	This is a teddy bear . When I was a child, I had a teddy bear . When would you give a teddy bear as a gift?	I give a teddy bear to XXX as a XXX gift.
a tennis racket	This is a tennis racket . You use a tennis racket to play tennis. Do you know any brands of tennis rackets ?	XXX is a brand of tennis rackets .
a ticket	This is a plane ticket . To go on a plane you need a ticket . Where can you buy a ticket to go to New York?	
apply for a passport	To travel outside of Mexico you need a passport. To get it you need to apply for one . The last time I applied for a passport , they gave it to me in 2 days. Where do you apply for a Mexican passport ?	I apply for a passport at SRE (<i>Secretaria de Relaciones Exteriores</i>).
book a flight/room	To book a flight or a hotel is to make a reservation for a flight or a hotel room. When you book a flight , you have to pay for your ticket. Tell me a time you booked a flight or a hotel? Where did you go or stay?	I booked a hotel/flight ...
get a vaccination	When we are young we get vaccinations for tuberculosis and other illnesses. I got a vaccination for tetanus last month. How old were you when you got your last vaccination ?	I got my last vaccination when I was XXX.

pack a bag	When you go on a trip you have to pack a bag . When I travel, I pack my bag the night before I leave. Imagine you are going to the beach for the weekend what would you pack in your bag ?	I would pack in my bag XXX
rent a car	When you are on a trip and don't have your own car you rent a car . I rented a car when I went to Houston on vacation. What companies can you rent a car from?	You can rent a car from...
transfer money	People in the USA transfer money to their family here in Mexico. When my family transfers money to me, I get the money at <i>Electra</i> . Can you tell me the name of some companies transfer money ?	XXX transfers money . (Western Union, <i>Coppel</i> , <i>Electra</i> , etc.)

Slide 15: Getting Started (15 m)1. **SC Activity: Question – Answer – Vocabulary, prepositions****Introduction:** Let's talk about where the things are in the room.**Procedure:** Now, open your books to page 120, exercise 1. Look at the picture. Get into pairs. Student 1 is going to ask student two where a vocabulary word is. Student 2 has to answer in complete sentence. Take turns. Once you use each vocabulary word, circle it.**For example:** (Have a student come up to the front and model the example with you.)

T: Where is the suitcase?

S1: The suitcase is on the bed.

T: Correct! (Student 1 circles "suitcase.")

S1: Where is the teddy bear? Etc.

(Click on the slide for them to check their answers.)

2. **SC/FP Activity: Question – Answer, Presentation – Vocabulary****Introduction:** Let's talk about where the things are in the room.**Procedure:** Open your book to page 120, exercise 2. Get into pairs. Answer the questions in pairs.**For example:**

T: When I travel I take my slippers.

S1: I take my camera when I travel.

T: Do you take a teddy bear?

S1: No, I don't. Okay, what's the next question?

Follow up: Take turns saying one thing you can do with each of the things in the picture.

(Give students time to complete the task. When they finish call on some students to share what they said.)

Slide 16: Vocabulary Practice (10 m)

- Write the letter of the phrase next to the sentence it completes. (Go over the example with the class. Give students time to complete the task. Help them if needed.)
- Let's check your answers. Click on the slide to check their answers.)

Slides 17-18: Listening (10 m)

- Open your book to page 121, exercise 4. Read the sentences in exercise 4. Any questions? Good!
- You are going to listen to a conversation between Melissa and her friend. Circle the correct answer. (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 5. Please read Melissa's to do list. (Give them a minute to read.) These are the things Melissa has to do. Do you have any questions?
- Now, you are going to listen to the conversation again. Please check the travel preparations Melissa has completed. (Play the audio. If necessary, play it a second time. Click on the slide to check the answers.)

Slides 19-21: 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. Use **“yet”** with questions to ask if an action is complete; the expression goes at the end of the question.
 - b. Use **“already”** with questions with present perfect to express surprise that something has happened. The expression usually goes before the VPP.
 - c. Use **“not yet”** with negative sentences to emphasize that the action is not completed, but you think that it will happen. The expression goes at the end of the sentence.
 - d. Use **“already”** with affirmative sentences with present perfect to emphasize that the action is completed. The expression usually goes between the auxiliary and the VPP, but can also go at the end (Yes, I've gotten it already.)
4. Have students open their books to page 122 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 22-23: 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 24: 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 25: Oral Activities (30-40 m)

1. **FP Activity: Information Gap / Presentation – Already, yet (15-20 m)**

Introduction: Do you have busy lives? What are some things you have to do?

Procedure:

1. Look at the slide. I want you to make a list of things you have to do in the next week. Write your “To Do” lists in your notebooks. You must include seven activities that you have to do. (Click on the slide to show your example.) (Give students time to do this; help them if necessary.)
2. Now, imagine that a few days have passed. Which activities have you done? Which do you still have to do? Make an after the activity if you haven't done it yet, and put a check (✓), if you've already done it. (Click on the slide to show your example.) (Give students time to do this; help them if necessary.)
3. Work in groups of 3-4 students and tell your group the things you've already done and the things you haven't done yet. You have to tell your classmates why you haven't done the activities that you marked with an X.

For example:

T: Well, this week I have worked on and I have already finished an important presentation for school. I've already called my friend Daniel and I've already answered my email. I haven't finished my English homework yet, and I haven't studied for my exams because I was working on my presentation. I'll do my English homework tomorrow and tonight I will study for my exams. I haven't cleaned my room or washed and ironed my clothes yet. I haven't had time. I'll do those things next weekend.

2. **FP Activity: Discussion – yet, already (15-20 m)**

Introduction: Let's talk about the trip you and your co-workers are going to take.

Procedure:

1. Imagine you are going to take a business trip with two co-workers. Open your books to page 123, exercise 7. Read the "to do" lists. Do you have any questions? (Clarify any questions they might have.)
2. Get into trios. Each of the team members must choose a role: A, B or C. Once you have your role, individually check off two things you have already done. **DO NOT SHOW YOUR LIST.** (Give students time to complete the task.)
3. In your group you will discuss what things you have and haven't done from your list using already, yet and not yet.

For example: (See the book for the example.)

(T) Student A: Have you made the hotel reservation yet?

(S1) Student B: Yes, I have already made the reservation. Or, no, I haven't made the reservation yet. I'll do it tomorrow.

Follow up: Make a list of the things no one has done yet. Decide who will do those things and when.

For example:

(T) Student A: Are you going to get the visas or should I?

(S1) Student B: I'll do it.

If time permits: Choose a representative from each group to report on their discussions.

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 26, exercises 3, 4, 5 and 6 in your workbooks.

World View: Book 2B, Unit 27, Day 1

(116-126 m)

Slides 2-4: Homework (5 m)

Slide 5: Objectives (3 m)

1. Write the objectives on the board and have students repeat.

Slide 6: Warm up Activity (10 m)

1. **FP Activity: Presentations-Present real conditional**

Introduction: Do you get mad easily? Do people sometimes do things that make you mad?

Procedure: Please think of three things that people do that make you mad? Now, stand up and share these three things with at least four classmates.

For example:

T: When people talk during a movie, I get mad.

Follow up: Now, can someone please share some of the information that they heard?

Slides 7-12: 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)
borrow	When you need money, but you do not have any, what do you do? Do you sometimes ask a friend for money? That is to borrow money. When you ask someone for money and you promise to pay it back, you borrow money. I sometimes borrow money from my brother. Who do you borrow money from?	I borrow money from ...
lend	Okay, so I borrow money from my brother. He lends me money. He gives me money and I pay it back. The person who gives you the money is lending you money. Who lends you money?	My ... lends me money.
agree to	Does your mother sometimes ask you to do something you don't want to do? Do you say yes or no? If you say, then you agree to do what she wants. My brother asked me to help him paint his apartment and I agreed to do it. Tell me something you agreed to do and didn't enjoy?	I agreed to ... and I didn't enjoy it.
refuse to	If I say hit your classmate, do you say yes or no? So you refuse to hit your classmate. You say no. Yesterday, I refused to give policeman money. Have you refused to do something recently? What?	Yes/No. I refused to ...
lose	Look at the slide. What happened to the cat? Yes, the owners lost it. To lose is when you can't find something. I lost my keys last week. What have you lost recently?	I lost ...
push	Look at the slide. (Point to the first picture.) The person is pushing the white button. What do you do if your car stops on a busy street and you can't get it to start? You push it to the side. Children sometimes push each other when playing. Do people sometimes push each other at rock concerts?	Yes, sometimes people push each other at concerts
pull	The opposite of push is pull . A dentist sometimes pulls out teeth. How do you open a bottle of wine?	You pull the ...

remember	When you look at pictures from the past you remember precious moments To remember is to have present in your mind. I always remember my wife's birthday. Do you always remember your friends' birthdays?	Yes / No, I (don't) always remember my friends' birthdays.
schedule	Do you think busy people can remember all their meeting and appointments? (Click on slide for meeting to appear.) They need to plan or to schedule meetings and write them in their agenda. To schedule is to plan ahead of time and decide the hour, day and place. I scheduled a visit to the dentist next Friday. Have you scheduled anything for next week?	Yes, I scheduled a ...

Slide 13: Vocabulary Activity (5 m)

1. Go to exercise 2 on page 124. Fill in the blanks with the words we have just learned. You have 3 minutes.
2. Now compare your answers with the person next to you. (Give them one minute to do so.)
3. Let's check your answers. (Click on slide to check answers.)

Slide 14: Pronunciation (5 m)

1. Open your books to page 125. In a minute we will be doing a listening, please notice the different vowel sounds in the words **forgive** and **forget**. (Play the listening once.)
2. Were you able to distinguish the difference? (Get students' input.)
3. Now, listen again and repeat. (Play the listening and have students repeat.)

Slide 15: Grammar Focus: Present Real Conditional (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 and Point out important patterns to students:
 - a. There are **two clauses** in a Present Real Conditional sentence.
 - b. Both clauses are in **Simple present tense**.
 - c. We use the Present Real Conditional to express two connected actions. **One is the usual result of the other (action-reaction).**
 - d. We connect these two ideas with **If** or **When**
 - e. The "If clause" is the cause of a second action, the result clause.
 - f. The result clause always depends on the "**If clause**."
 - g. We eliminate the comma when we use the result clause at the beginning of the sentence. The comma always goes after the "If clause" when it is at the beginning of the conditional sentence.

Slides 16-18: Controlled Practice Affirmative: Repeat/Complete/Change (15 m)

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

Slide 19: Grammar Focus 2: Present Real Conditional Interrogative (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. Elicit from and Point out important patterns to students:
 - a. Since Present Real Conditional is formed with two Simple Present sentences; we use do/does in questions.
 - b. The question is about the result; so here is where we use the auxiliary do/does.
 - c. Again, we can change the order of the clauses and the coma will always go after the If clause.

Slide 20: Controlled Practice interrogative: Repeat (5 m)

1. **Repeat:** Have students repeat the questions after you. Do each example first chorally and then individually.

Slide 21: SC Practice: Interrogative: Complete Question and Free Answer (15 m)

1. **Complete Question and Free Answer:**
 1. Have student A complete the question with something logical
 2. Have student B answer the question with his/her own information.
 3. Do all of them individually and then have them work in pairs taking turns asking and answering the questions.

For example:

T: S1, complete the question with something logical.
 S1: "If you forget a friend's birthday, do you call him to apologize?"
 T: S2, complete the answer with your own information.
 S2: "No, I don't call him up to apologize. I invite him out for lunch"
 T: S3, complete question.
 S3: "If someone is rude, do you answer back?"
 T: S4, complete the answer.
 S4: "No, I don't answer back. I try to ignore him or her."

(After all cues have been done individually; have them work in pairs, taking turns asking and answering.)

Slide 22: Speaking (10 m)

1. Open your books to page 127. Look at exercise 4.
2. In pairs, think about different things that happen in restaurants, while shopping, when you are at home or with friends. Think of 3 possible results for these things that happen.

For example:

T: Look at the slide. Do waiters sometimes bring you the wrong food? So that is your first situation. (Click on the slide to show example) Now what do people usually do in these situations? (Get student's input.) So these are your possible results. (Again, click on slide to get examples). Now you do the other 3 in pairs. (Give them some time to come up with this and go around checking that everything is OK.)

Follow up:

Now that you have the questions ready, stand up and ask your classmates these questions until you find two people that give you the same answer for each situation. Remember to ask complete questions and give complete answers.

For example:

T: If the waiter brings you the wrong food, do you refuse to eat anything?
 S1: No, I don't. I say something to the waiter.
 T: If the waiter brings you the wrong food, do you refuse to eat anything?
 S5: No, I don't. I just eat what he brought me.
 T: If the waiter brings you the wrong food, do you refuse to eat anything?
 S9: Yes. I refuse to eat anything and don't go back to the restaurant. Etc.

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

1. SC Activity: Game-Present Real Conditional

Introduction: What happens if you mix the colors blue and yellow? (You get green.) Let's see how much you know about science and nature.

Procedure:

1. Let's divide the group into teams of 5 people each. I will give each team a game board. (You need to have enough copies of the game board so that there is one board for each team of 5 people; maximum of 4 copies for a group of 20 students.)
2. Each student needs to 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. When you land on a space, you have to make a complete correct sentence with the information on the space. If the sentence is correct, you can stay in that space. If the sentence is incorrect, you have to go back to where you were before.
4. The person who gets to the "Finish" line first, wins.
5. (Demonstrate the game with one group of students. Help them with any new vocabulary. Monitor students as they play, and make a list of common mistakes. When they finish do error correction.)

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 did you practice doing?
2. Do you have any questions about today's class?
3. For homework, do Unit 28, exercises 1, 2 and 3 in your workbooks.

World View: Book 2B, Unit 27, Day 2 (113-118 m)

Slides 25-26: Homework (5 m)

Slide 27: Objectives (3 m)

1. Write the objectives on the board and have students repeat.

Slide 28: Warm up Activity (10 m)

1. **SC Activity: Quiz: How do you behave?-Present Real Conditional**

Introduction: Do you have good manners? How do you react under certain conditions?

Procedure:

1. Please look at the screen and tell me what you see. As you can see there are five questions for you to answer in order to see if you have good manners. You have this same quiz in your books. (Go over just the questions with the students to see if there are no problems referring vocabulary.)
2. Open your books to page 124 and 125 and answer the quiz in silence. (Give them two minutes to do this.)
3. Now work in pairs and each one of you must first ask and then answer the questions. (Give them 3 minutes to do so.)
4. Now look at the Key below the quiz, turn your books and tell each other the results.

For example:

T: You have mainly Bs in your answers; so you behave very well and you have very good manners.

Follow up: Now, who can tell me about their classmate?

Slides 29-36: Vocabulary (12 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)
get upset /mad	How do you feel when a teacher gives you a 6 and you deserved a 10? Right, you get mad or upset . I get upset when I lose something, like my wallet. When do you get upset or mad ?	I get mad when ...
feel happy	When something good happens to you, you feel happy . I feel happy when all my students do their homework and learn. When do you feel happy ?	I feel happy when ...
feel sad	The opposite of feeling happy is to feel sad . I feel sad when someone in my family gets sick or dies. When do you feel sad ?	I feel sad when ...
get nervous	When you feel insecure and you have to give a presentation you get nervous . Your voice doesn't come out and you're your hands tremble. (Use mimicry.) I get nervous when I fly. When do you get nervous ?	I get nervous when ...
go crazy/have a fit	When the stress is too much or people get too mad and do crazy things we say they have a fit or go crazy . Some drivers in Mexico City have fits ; they go crazy and become aggressive. Have you ever had a fit ? Why? What did you do?	I had a fit when I ...
see eye to eye	When you agree with someone, you see eye to eye with that person. I see eye to eye with my best friend on most things. Do you see eye to eye with your parents?	Yes/No, I (don't) see eye to eye with my parents

cut in line	(Pointing to slide.) What are they doing? When someone comes late and suddenly stands in front of someone in a good place, we say that person cut in line . I hate people who cut in line because they don't respect others. Have you ever cut in line ? Why?	Yes, I have/ No I haven't cut in line , because...
cheat on someone	When your boyfriend begins a relationship with another person and is still with you, he is cheating on you . It's common for actors and actresses to cheat on their partner . Niurka cheated on Juan Osorio. Who else has cheated on someone?	XXX cheated on YYY.
make fun of	When we ridicule a person because of a physical defect or character defect, we make fun of someone . Derbez makes fun of people in his shows. Do you like it when someone makes fun of you ? What do you do?	No, I don't like it when someone makes fun me . I ...

Slide 37: Grammar Focus: Present Real Conditional (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. Elicit and Point out certain patterns to students:
 - a. Since present real conditional is formed with 2 Simple present sentences; we use do/does in questions.
 - b. The question is about the result; so here is where we use the auxiliary do/does.
 - c. We can use question words like **What** and **How** before do/does in order to find the reaction to some situations.
 - d. The questions word goes in the result clause.

Slides 38-39: Controlled Practice QW: Repeat/Complete (5 m)

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

Slide 40: Oral Activity (20 m)

1. **SC Practice Controlled Question Free Answer-Present real conditional**

Introduction: Now let's see how you react to these situations.

Procedure: Look at the question on the slide. We will be asking each other about these situations and asking why people react this way to these circumstances.

For example:

T: S1, look at number one, complete the question and ask S2.

S1: "What do you do if a teacher constantly makes fun of you?"

T: S2, answer whatever is true for you.

S2: "If a teacher constantly makes fun of me I tell the coordinator."

T: S1 ask why?

S1: "Why do you tell the coordinator?"

S2: "Because the teacher is here to teach not to make fun of students."

(Do the first 5 individually to make sure students know how to ask and answer; then have them work in pairs and get ready to report the information.)

Follow up: Now let's report on what you found out.

For example:

T: Let me let you about the person I interviewed. When XX feels sad she usually goes to the gym. Because that way she says she feels better. When she wants to be alone, she usually walks in the park. When she doesn't see eye to eye with someone she tries to put herself in the other person's shoes.

Slide 41: Oral Activity (15 m)

1. **FP Activity: Interview designing-Simple Present Real Conditional.**

Introduction: Are you good at interviewing people? Do you think you would be good at designing questions to select employees?

Procedure: Look at the slide. What can you see here? Right, here we have a description of three types of workers. Who can tell me about the different types? Okay, so imagine that you work for a large company and you have been asked to design an interview to place new employees in these categories. Work in teams of three and think of 6 questions to ask new employees. (Give them a couple of minutes to do this.)

For example:

T: Let me give you an example. S1, what do you do if you see a workmate stealing folders and paper from the office?

S1: If I see a workmate stealing things from the office first I...

T: S3, can you come up with another question for S1?

S3: What do you do if a boss yells at you in front of everybody?

T S1, answer please.

S1: If a boss yells at me in front of everybody, I leave the office and ignore him/her.

Follow up: Okay so now let's all get back together and decide on the best questions; we want to have 10 good questions. (Get students input and together with them come up with the best 10 questions.) Now work in teams of four, three will interview and one student will be the interviewee. Be ready to tell the class about the person you interviewed.

For example:

T: What do you do if you have a problem with another employee?

S3: If I have a problem, first I talk to the person and try to solve the problem.

T: And if that doesn't work, what do you do?

S3: Well, in that case, I talk to my boss to see if he can help me.

T: Okay, and what do you do when...

Slide 42: Oral Activity (20 m)

1. SC Activity: Mixer -Simple Present Real Conditional

Introduction: How well do you know your classmates?

Procedure:

1. Take out a clean sheet of paper. Next, copy the questions from the slide on the paper; leave space for the answers. (Show the questions on the slide.)
2. Now, take everything off the desk and just leave the paper with the questions on the desk and a pen or pencil.
3. In a minute you will stand up and move to another desk. There you will complete just the first sentence and then leave the card on the desk.
4. Stand up and move to another place and complete the second sentence. (Make sure students don't move to the next desk; they should move randomly to a different desk each time.)
5. Put the card on the desk and move to another place.
6. Complete the third sentence; leave the card on the desk and move to another desk.
7. Complete the fourth sentence; leave the card on the desk and move to another desk.
8. Complete the fifth sentence; leave the card on the desk and move to another desk.
9. Complete the sixth sentence; leave the card on the desk and move to another desk.
10. Now your job is to find out who said what on the card you have in front of you. To do this you will need to ask complete questions. The first person to find who said each statement wins.

For example:

T: (Teacher takes one of the cards.) What do you do if you drink too much?

T: S5, please answer the question according to what you put on the card.

S5: I cry if I drink too much.

Follow up: Okay, tell the group what you found out.

For example:

T: When David drinks too much, he falls asleep. And when Gaby is happy, she sings.

Slide 43: Oral Activity (15 m)

1. FP Activity: Discussion-Simple Present Real Conditional

Introduction: Please look at the slide. What do we have here?

Procedure: Please work in teams of four and discuss each statement. Tell your teammates if you agree with the statement and why.

For example:

T: I really don't think the opposite sex is more interested if you ignore them. I think that if you like someone it is important to show it.

Follow up: (Give students 5 minutes to discuss the statements and then turn it into an open discussion with the whole group.)

Slide 44: Wrap up & Homework (3 m)

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What did you practice doing?
2. Do you have any questions about today's class?
3. For homework, do Unit 28, exercises 4 and 5 in your workbooks.

What happens if/when ?				
BEGIN ↓↓↓↓↓				
you put oil and water in a glass →	you fail an exam →	you add 27 and 18 →	you mix yellow and red →	you heat water to 100°C ↓
				you put salt on ice ↓
you cheat on your girl / boyfriend ↓	you arrive home very late ←	you eat too much ←	you mix red and blue ←	← you divide 81 by 9
you multiply 6 times 7 ↓				
you drink 10 beers →	get up late for work or school →	you cool water to 0°C →	you mix red and white →	you subtract 17 from 89 ↓
				you have extra money at the end of the month↓
you forget your umbrella and it rains ↓	you heat ice ←	you drink 10 cups of coffee ←	you stay in the sun too long ←	← you miss 5 classes
↓↓↓↓↓ FINISH				

Worldview: Book 2B, Unit 28, Day 1

(123-128 m)

Slides 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board and have students repeat as you get the info on board.

Warm up Activity (10 m)

1. **FP Activity: Opinion Gap – like and don't like**

Introduction: Let's talk about sports you like and don't like.

Procedure:

1. What are some sports you know? (Elicit some answers from students and write a list on the board. Try to get them to say some seen in unit 24.)
2. (Divide the class into groups of 4 or 5 students depending on the number of students.) You are going to tell each other 2 sports you like and 2 sports you don't like but, you must say why. Once everyone has presented decide as a group which sport is the best and which sport is the worst.

For example:

T: I like playing volleyball because it was the first team sport I learned how to play. I also like skiing; when you're on the slopes the view is incredible. I don't like rock climbing because it's very dangerous and I don't like scuba diving because it's very scary.

S1: I like...

Slides 5-14: 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)
be active	An employee in a fast food restaurant has to be active in his job. During the week I'm very active , but on weekends I like to relax. What other companies their employees to be active?	A XXX needs employees to be active .
be creative	When you have a lot of ideas you are creative . Good English teachers are creative in class, so that students don't get bored. In what jobs do you have to be creative ?	You have to be creative in XXX.
earn a good salary	When you make a lot of money in your job you earn a good salary ? The senators in Mexico earn a good salary . Who earns a good salary in a company?	XXX earns a good salary .
have a lot of responsibility	When you have a lot of responsibilities , you are responsible for many things. A manager in a hotel has a lot of responsibilities . Who has a lot of responsibilities at home? What are your responsibilities?	I have a lot of responsibilities . I have to...
travel a lot	Flight attendants travel a lot . I don't like to travel a lot for work. What other job requires you to travel a lot ?	A XXX has to travel a lot .
work alone	When you work without other people, you work alone . People that do research usually work alone ; they don't work as a team. In what other jobs do you work alone ?	A XXX usually works alone .
work inside	To work inside is to work in a building or office. Secretaries work inside a building. What other job requires you to work inside ?	A XXX has to work inside .

work outside	To work outside is when you do your job out of an office or building. A soccer coach works outside . What other job requires you to work outside ?	A XXX has to work outside .
work with animals	Some people don't like to work with people, they prefer to work with animals . A vet works with animals . What other job requires you to work with animals ?	A XXX works with animals .
work with his / her hands	To work with your hands is to use your hands to perform some kind of job. A chef has to work with his hands . What other job requires you to work with your hands ?	A XXX works with his hands .

Slide 15: Getting Started (10 m)

1. Open your books to page 128, exercise 1.
2. Look at the pictures. Get into pairs and take turns describing each job in the photos. Each one will say one sentence about each job using the phrases in exercise 1. (Go over the example in the book. Monitor students and help them if needed.)
3. (After they are done call on different students to describe each the jobs in the photos.)

Slide 16-17: Pronunciation (10 m)

1. Open your books to page 129, exercise 2. You are going to listen to the audio. Make sure you notice the pronunciation of the words.
2. (Play the audio).
3. I am going to play the audio again. This time I want you to repeat. Make sure you stress each word correctly. (Play the audio. Play the audio again if necessary.)
4. Now, look at exercise 4. You are going to listen to the audio. Make sure you notice the pronunciation of the words.
5. I am going to play the audio again. This time I want you to repeat. Make sure you say the /er/ sound correctly. (Play the audio. Play the audio again if necessary.)

Slide 18: Reading activity (10 m)

1. Open your book to page 129, exercise 6. What type of text or reading material are these? (They're newspaper want ads.)
2. Read the ads and match them with the jobs on page 128.
3. Get into pairs and compare your answers. (Click on the slide to check their answers.)

Oral Activity (15 m)

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

Introduction: Let's talk about different jobs.

Procedure:

1. Open your books to page 129, exercise 7. Get into trios. Look at the ads again and each member of the group has to decide which job he / she wants to do and which job he doesn't want to do. Once everyone has presented discuss which one of the jobs is the best and which one is the worst.

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

T: I want to be a chef because I love cooking. I don't want to be a mechanic because I hate getting dirty.

S1: I want to be...

Follow up example:

T: I think the worst job is a mechanic because...

S3: I disagree I think the worst job is....

Slides 19-20: Grammar Focus: Like + verb + ing, Would like + infinitive (7-10 m)

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation.
3. Elicit certain patterns from students:
 - d. We use **like + verb + ing** to talk about your **present likes** and **dislikes**.
 - e. We use **Would like + Verb in infinitive** to imagine **future possibilities**.
4. Have students open their books to page 130 and have them do exercise 2 and 3 individually.
5. (Click on the slide to check their answers. Answer any questions they might have.)

Slides 21-22: Repeat/Complete: affirmative and negative (7 m)

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

Oral Activities: (25 m)

1. **FP Activity: Question & Answer- would like**

Introduction: Let's talk about jobs you would and wouldn't like to do.

Procedure:

1. Open your books to page 131, exercise 5. Write down in the chart three jobs you would like to do and three jobs you wouldn't like to do. (Give them two minutes to complete the task.)
2. Imagine you are a career counselor who helps you decide on new careers based on peoples' likes and dislikes. Write down three questions to ask your classmates seeking career advice. Make sure to use would you like + infinitive, do you like + verb + ing. (Go over the example on the chart.)
3. Get into pairs. You are going to take turns asking and answering the questions you wrote previously. Listen carefully to what your partner says because you will need the information later. You may take notes if you want. (Give time for students to complete the task. Help them if needed.)
4. Now, based on what your partner told you write down three possible jobs you think your partner would like and three jobs your partner wouldn't like. (Give students time to complete the task.)
5. Get back together with your previous partner and tell them what three jobs you think they would like and the three they wouldn't like. Make sure you give them a reason for each choice.

For example:

T: I think you would like to be a chef because you like cooking. You wouldn't like to be a waiter because you don't like working with people.

S1: I agree about the chef, but I don't agree on the waiter job.

Slide 23: Model Conversation (10 m)

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

Slide 24: Wrap up & Homework (3 m)

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 28, exercises 1, 2 and 3 in your workbooks.

Worldview: Book 2B, Unit 28, Day 2

(128-133 m)

Slide 26: Homework (5 m)

Slide 27: Objectives (3 m)

1. Write the objectives on the board and have students repeat as you get the info on board.

Slide 28: Warm up activity (15 m)

1. **FP Activity: Interviews–Dream Jobs**

Introduction: What is your dream job like?

Procedure:

1. Look at the questions on the slide and think of what your dream job would be like. (Give students 2 minutes to do so.)
2. Now work in pairs. Use the questions on the slide to interview each other about your dream jobs and take some notes. (Give students 5 minutes to do this.)
3. Now prepare a presentation on your classmates' dream job and compare it to your dream job. (Give them 2-3 minutes to do this.)
4. Who would like to begin with the presentations? (Try to make the weakest students from each pair to give their presentation and do free practice correction, write mistakes at the end of the presentations and have students identify mistakes.)

For example:

T: S4 would like to work in a hotel. She would love to take care of tourists and show them the many different and beautiful places in México. She would like to have an open schedule depending on the needs of the hotel and tourists. My dream job is very different; I would prefer to have a fixed schedule and work as a video editor for a production company. I would like to work with different types of

Slides 29-36: 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)
take risks	(Point to the slide) Is his job safe? It is very dangerous. When you know that something is dangerous and you do it anyway, you take risks . I take risks when I am playing cards. When do you take risks ?	I take risks when...
journalist	A journalist is a person that reports on news on TV, on the radio or in newspapers and magazines. Loret de Mola is a famous journalist . Do you know any other famous journalists ?	XXX is a famous journalist .
available	Is it easy to get tickets for Cold Play concerts? Sometimes you just can't get them; they are not available . When you can buy or get something, it is available . Are rooms available in Acapulco in <i>Semana Santa</i> ? When are they available ?	No, they aren't available . They are available ...
veterinarian	A veterinarian is a doctor for animals. We take dogs to veterinarians when they get sick. Who has a dog or a pet here? How often do you take your pet to the veterinarian ?	I take my dog to the veterinarian ...
sewer	A sewer is where all the dirty water goes to. The sewer is usually under the city. Does Mexico have a problem with the sewer system?	Yes, Mexico has a problem with the sewer system.

crew	Crew is another way to say team. We usually use it for airplanes, ships or some engineering jobs. The crew of an airplane is the pilot, co-pilot and flight attendants. Have you ever been the leader of a crew ? Who is the crew on a ship?	Yes/No, I have(n't) been the crew leader. The sailor and officers are the crew on a ship.
trapeze artist	(Point to the picture.) She is a trapeze artist . Trapeze artists work in the circus. Do you get nervous when the trapeze artists are performing?	Yes/No, I (don't) get nervous when trapeze artists are performing.
skyscraper	A skyscraper is a very tall building. <i>La Torre Mayor</i> is a skyscraper . What is another skyscraper you know?	XXX is a skyscraper .

Slide 37-38: Grammar Focus: Like + verb + ing, Would like + infinitive (10-15 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.
- Elicit certain patterns from students:
 - We use **like + verb + ing** to talk about your present likes and dislikes.
 - We use **Would like + infinitive** to imagine future possibilities.
 - We use **Do/does** for questions with **like + Ving**
 - For questions, we put **would** before the subject.
- Teacher labels the sentence(s) with students' participation.
- Have students open their books to page 130 and have them do exercise 3 individually.
- Get into pairs and compare your answers. (Click on the slide to check their answers. Answer any questions they might have.)
- Now, get into pairs and practice the conversation.

Slides 39-40: 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 41: Oral Activity (15 m)

- SC Practice: Question & Answer-Do you like& Would you like**

Introduction: Now let's see what your answers to these questions are and find someone with similar answers.

Procedure: First, answer these questions in your notebook as fast as possible. Just write short answers. Once you have answered all the questions, go around the room to see who has similar answers to yours. Ask complete questions and give complete answer.

For example:

T: S1, would you like to live in another country?

S1: Yes, I would like to live in another country.

T: So, I write S1's name beside my answer and ask him another question.

Slide 42: Pre-reading Activity (5 m)

- In a few moments we will be looking at an ad for a job, but before that, please look at the questions on the slide and tell me if you understand everything. (Give them a few moments to do this and clear up any doubts.)

Slides 43-45: Reading Activity (10 m)

- Read the slide and be ready to answer the questions
- (Click to get the next slide.) Now answer the questions.
- (Have students discuss if this job is attractive for them and why.)
- Okay, so how many of you would like to work for this company? Raise your hand.
- (Click on slide and get students input on what the job really is.) So what do you think? Do you still want the job? Are there ads like these in the newspaper that try to fool people into working for certain companies? How can you avoid falling into these traps? (Conduct discussion.)

Slide 46: Writing/Speaking Activity (15 m) Please note; you need copies for this activity.

1. FP Activity: Information Gap-Like to and would like

Introduction: Imagine that you work for a company in the recruiting department and that the company needs employees desperately. The Director of the company has asked you to lead a campaign to get workers, starting off with an ad in the local newspaper.

Procedure:

1. Work in teams of 4-5 and together write the most attractive ad possible to get workers. I will give you a card with the company and the job you need to get workers for.
2. Don't forget to use phrases like:
 - Do you like ...?
 - Would you like to ...?
 - If you would like to...then...
 - Are you tired of...?
 - Do you enjoy...?
3. (Have students read their ads and the group votes on which ad is the best and why.

Slide 47: Oral Activity (15 m)

1. FP Activity: Ordering and Discussion-Like and would like

Introduction: Imagine that jobs are so hard to find that you need to take any job that comes your way. There are just no jobs except jobs that no one wants to do. What job would you never consider doing?

Procedure:

1. Look at the slide. Here are the 5 jobs that were mentioned in our previous activity.
2. Order the jobs from least attractive to not so bad. Number one is the least attractive for you. Give reasons for your decisions. (Give students time to do this.)
3. What team would like to begin? (Have different teams present their ideas and correct mistakes at the end of all presentations.)

For example:

T: I say sewer cleaner is number one because I would never consider working in the sewers. There are rats. I wouldn't like a job that is so dirty.

Slide 48: Oral Activity (15 m)

1. Student Presentations-Would like

Introduction: Have you dreamed about your life 20 years from now? Where will you live? Will you have a family? What kind of job will you have? What kind of car will you drive?

Procedure: Think about these questions and prepare a presentation answering the two questions that are on the slide. Do not write your complete presentation, but if you want to write some words to help you remember your idea, that's okay.

For example:

T: I would like my life to be peaceful and with no problems. I won't have a family, so all the money I make will be just for me. I would like to work as a freelance photographer and not have a fixed schedule. If I want this to happen, I have to study and become an expert in photography software and cameras. I have to study the work of famous painters and photographers all over the world.

Slide 49: Wrap up & Homework (3 m)

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 28, exercises 4, 5 and 6 in your workbooks.



Company:
Smiling Kittens

Job:
Lion
Vet/keeper



Company:
Crystal Clear

Job:
skyscraper
window cleaner



Company:
Altitude

Job:
Trapeze
artist



Company:
Peace Affairs

Job:
War Journalist

World View: Book 2B, Final Review (141-146 m)

Slides 2-3: Homework: (5 m)

Slide 4: Objectives: (3m)

1. Write the objectives on the board and have students repeat as you get the info on board.

Slide 5: Grammar Practice (10 m)

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

Slide 6: Oral Practice (15 m)

1. **FP Activity: Role play – modals for request**

Introduction: Let's talk about helping each other.

Procedure:

1. Open your books to page 114, exercise 4. Listen to the conversation and identify three tasks that the two employees have to do. (Play the audio. Play it again if necessary.) What are the tasks they have to do? (Make copies, make coffee, return a phone call, send emails, make lunch reservation, do some filling.)
2. Look at exercise 5. Read the instructions. Any questions? Write three things you like to do and three things you don't like to do.
3. Get into pairs. You will role-play the role of administrative assistants who share tasks. You will divide your tasks. (Play the audio again if needed.)
4. (As pairs choose tasks encourage them to explain why they want to do those tasks rather than others. Once they finish have the pairs report to the class how they divided the tasks.)

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

T: Let's look at our thing's to do list, how should we divide the work?

S1: Well, I can make the copies.

T: Great! Would you like to make the coffee?

S1: Mmm, I don't really like to make coffee, but I can send the faxes. Etc.

Slide 7: Oral Practice (15 m)

1. **SC Activity: Game – used to / didn't used to**

Introduction: Let's talk about things you used to do.

Procedure:

1. Tell me some things you used to do, but that you no longer do. For example: I used to play video games. (Elicit from students some answers.)
2. Open your books to page 115, exercise 8. You are going to listen to a conversation that models what you have to do in exercise 9. Listen to the audio and decide if these sentences are true or false. (Play the audio once. Play the audio again if necessary. Click on the slide to check their answers.)
3. Get into pairs. Each pair will play the game. Each pair needs a coin. "Aguila" is worth 1 point and "Sol" is worth 2 points. Toss the coin. Make a sentence with a verb from the chart. Use used to + the verb to talk about something you used to do as a child, and say how it is different now. Keep score, the person with the most points wins.

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

T: I used to go to the playground to play. Now, I take my children to the playground to play.

Slide 8: Oral Activity (20 m)**1. SC Activity: Find someone who... - present perfect vs. simple past****Introduction:** Let's talk about activities you have done.**Procedure:**

1. Look at these activities. Who has gone scuba diving? Who has gone mountain climbing? Who has gone skateboarding? (Invite those who have done it share their experiences.)
2. Open your books to page 115, exercise 10. You are going to listen to people take a survey. The audio models what you are going to do in exercise 12. Listen and tell me what activity Mina has done. (Play the audio once. Play the audio again if necessary.) What has Mina done? (Windsurfing.)
3. Now, let's look at activity 11. Look at the list of adventure sports in the chart. Choose four sports and pretend that you have done those activities. Put check marks next to the sports you choose. (Give students time to complete the task. Help them if needed.)
4. (Click on the slide.) Look at the chart in exercise 12. You have to go around the room and find out which sports your classmates have tried. Ask yes/no questions. When someone answers, "Yes, I have", write his or her name in the chart. Ask one question each turn and you have to find one person for each sport.

For example:

T: Have you gone rock climbing?

S2: No I haven't

T: Have you gone rock climbing?

S5: Yes, I have.

T: What's your name?

S5: Tom. (T. writes Tom next to rock climbing.)

Slide 9: Oral Activity (20 m)**1. SC Activity: Information gap – could and be good at for past ability****Introduction:** Let's describe some people's abilities.**Procedure:**

1. You are going to listen to a conversation describing the abilities of a woman named Lise. Look at the slide. Listen for the answers to these questions. (Play the audio once. Play the audio again if necessary. Click on the slide for the answers.)
2. Open your books to page 132, exercise 2. You are going to work into pairs. Each pair will have charts with different information about the abilities of the people in the picture. You are going to ask each other questions to complete your charts.
3. Get into pairs. Decide who will be student A and who will be student B. Student A will look at page 138 and student B will look at page 141. Look at your charts. (Model the example with a student.)
4. Compare your charts. Are they the same? Who is the best athlete?

For example:

T: Ho-Jin couldn't run very well. (Student A fills in the chart with the information.)

S1: Flavia couldn't box at all. (Student B fills in the chart with the information.)

Slide 10: Oral Activity (15-20 m)**1. SC Activity: Prove it!–Present perfect with yet and already****Introduction:** Have you done many things in your life? Are there things you still want to do?**Procedure:**

1. Look at the slide. These are some theories I have about this group of students. You are to going see what your classmates have done so far in their lives. In a minute, you will stand up and ask your classmates questions to see if my theories are correct or not.
2. Write numbers 1 to 6 in your notebooks. Now, let's look at the first sentence. What does it say? (One person has already gotten married.) So, you need to ask your classmates questions to see if this is true. What will you ask? (Have you gotten married yet?) And if they say "no" can you put their name on your list? (No.)
3. Let's look at the second question. What does it say? (No one has had a baby yet.) For this, what is the question? (Have you had a baby yet?) And if your classmate answers "yes" did I prove my theory? (No... because I said that **no one** has had a baby yet!)

For example:

T: What's the question for number 3?

Ss: Have you flown in an airplane yet?

T: And number 4?

Ss: Have you learned to drive a car yet?

T: And number 5?

Ss: Have you ridden on a motorcycle yet?

T: And number 6?

Ss: Have you traveled to Paris yet?

Follow up: What did you find out? Is my first theory correct or not? Why (not)? (Ask students to report on each of the theories.)**Oral Activities (35 m)****1. SC Activity: Game–present perfect with yet and already (20 m)****Introduction:** Can you remember what Rafael already did?**Procedure:**

1. Open your books to page 132, exercise 4. Get into groups of 4. Look at the picture about what Rafael has already done and hasn't done yet to prepare for his trip to Costa Rica. You only have one minute to remember everything. (Once one minute is up tell them to close their books.)
2. As a group write a list of all the things that Rafael has done and the things his hasn't done. You have five minutes. You must write complete sentences. (Give students 5 minutes to complete the task. Monitor students encourage discussion and use if English at all times.)
3. Once time is up have each group say their sentences. Assign 1 point for each correct sentence. The group with the most correct sentences wins.

For example:

T: Rafael hasn't booked a hotel

2. FP Activity: Discussion – Present real conditional (If clause) (15 m)

Introduction: Let's discuss what you should do in different situations.

Procedure:

1. (Books closed.) What do you do if you are sick and can't come to class? (Elicit some answers from students.)
2. Open your books to page 133, exercise 6. Get into groups of 4. Read each situation in the chart. Have you been in any of these situations? (Elicit some answers from students.)
3. In your groups, discuss a possible problem for each situation. Write the problem in the second column of the chart.
4. Read through the list of situations. Discuss the best thing to do in each situation. (Encourage them to try to convince one another that their idea is the best thing to do. Have them write the agreed situation on a piece of paper. Give students time to complete the task. Monitor students and help them if needed.)
5. Each group must choose a situation and report their suggestion to the class. You must explain why.

For example:

T: Imagine you lend your friend \$100. The problem is he won't pay you. Solution: Well you could give him two days to pay you and if he doesn't pay you, you ask for something of his and sell it to get your money.

Slide 11: 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.