

Lesson Plans World View

4A & 4B

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AGUSTIN GERARDO URIBE CEDILLO**

Red Tercer Milenio

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Datos para catalogación bibliográfica

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Lesson Plans World View 4A&4B

ISBN 978-607-733-142-1

Primera edición: 2012

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WorldView: Book 4, Unit 1, Day 1
(118-125 m)

Slide 2: Objectives (3 m)

1. Write the objectives on the board and have students repeat.

Slide 3: Warm up Activity (8 m)

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

Introduction: Do people have a lot of stress nowadays?

Procedure: Get into pairs and discuss what kind of stress you have and how you deal with it. Make a list of things you do to reduce stress.

For example:

T: I have a lot of stress because I have my own business and I have to pay my workers every month. To deal with stress I do Tai Chi, which is a meditation exercise with movement.

Follow up: Who can share their ideas? (Have 2 or 3 pairs share their list of trends.)

Slides 4-14: 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)
clutter	When a desk is not organized and has a lot of things we say it is cluttered . With all the clutter in my closet, it is sometimes difficult to find things. Is there a lot of clutter in your closet?	Yes, there is/ No, there isn't a lot of clutter in my closet.
good health	When you are physically well, you have good health . I do not have good health ; I get tired very easily. Do you have good health ? How do you know?	Yes, I have good health . I can ...
productivity	When a company is effective and produces a lot with little money; we say that it has good productivity . To increase productivity , many companies use computerized processes. Do you feel that <i>Petroleos de México</i> has good productivity ?	Yes, It has/No, it doesn't have good productivity .
tension	When you have a lot of homework you feel nervous and irritable. You have a lot of tension . I have a lot of tension when I have too much work. What do you do to alleviate the tension ?	To alleviate tension I ...
contentment	To feel contentment is to feel happy and without worries, satisfied with life. I feel contentment when I have no problems and my relationship with others is good. When do you feel contentment ?	I feel contentment when ...
good luck	When fortune smiles at you. We say we have good luck . I have very good luck ; I have won the lottery 2 times. Do you have good luck ? How do you know?	Yes, I have / No I don't have good luck . I have ...
tranquility	San Juan del Río is a very quiet and peaceful town. It is full of tranquility , no noise, no traffic, no crowds. I like tranquility because you can read, rest, and communicate with people. Do you like tranquility ? Why? Why not?	Yes, I like tranquility / No, I don't like tranquility because ...
happiness	When your life is good and everything is going the way you want it, you feel happiness . I feel happiness when everything	Yes, you need/ No, you don't need money to

	is going well at work and at home. Do you feel you need to have money in order to have happiness ?	have happiness .
success	When you reach a goal you have success . The last course I gave was a success ; all of the students passed their exams. How do people usually obtain success ?	People usually obtain success with ...
wealth	When you accumulate money and properties, you accumulate wealth . Carlos Slim has accumulated a huge amount of wealth . Do you prefer wealth over health or health over wealth ?	I prefer...

Slides 14-15: Vocabulary Activity (10 m)

1. Open your books to page 2, exercise 1. Look at the words in the box and put a check next to the elements you have in your life at this point. (Give them a minute to do this.)
2. Now look at exercise 2. Work in pairs and discuss the questions that are there. (Give them some time to do this.)
3. Who would like to share some ideas? (Try to get a discussion going on which of these elements are the most important ones.)

Slides 16-17: Vocabulary Activity 2 and Listening (5 m)

1. Go to exercise 3; in pairs write the adjective form for the words we worked with in exercise 1. (Give them some moments to do this.)
2. Now, listen and check your answers. (Play the recording.)

Slide 18: Pre-Reading Activity (10 m)

1. Look at the slide; work with 2 classmates to answer these 2 questions. (Give them a couple of minutes to answer the questions and then elicit answers from students.)
2. (Click on slide for explanation to appear.) Look at the information. Where your guesses correct? (Have students tell you if they were close with their assumptions.)

Slides 19-20: Reading Activity (5 m)

1. Go to page 3, exercise 6. Look at the two questions that are there.
2. Read the article and answer the questions. (Give them some minutes to do this.)
3. Let's check your answer. (Click the slide for answers to appear.)
4. (Click to go to slide 20.) Think of these questions for a moment. Who would like to answer the questions? (Try to get students to participate and discuss the questions.)

Slide 21: Listening Activity 1 (10 m)

1. Go to page 3, exercise 8. In a minute you will hear an interview about Feng Shui (pronounced FUNG SHWAY), but before listening to the interview, look at the advice in the reading. As you listen, you will need to put a check next to the things that Bill Costa has already tried. Are there any questions? (Play the recording.)
2. Let's check your answers. (Click on slide for answers to appear.)

Slide 22: Listening Activity 2 (5 m)

1. Go to page 3, exercise 9. Listen to the recording again and write T for true or F for false after each sentence according to what you hear.
2. Let's check your answers. (Click on slide for answers to appear.)

Slide 23: Grammar Focus/Present Perfect with Yet, Already and Just (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 important patterns to students; ask:
 - a. What expression do we use when something has happened sooner than expected? (already)
 - b. Is "already" used in negative sentences? (No.) What is "already" used for? (Affirmative.)
 - c. What expression do we use when something has happened very recently? (Just.)
 - d. When we expect something to happen, but it hasn't happened, what expression do we use? (Yet.)
 - e. Which expression do we use for questions? (Yet.)
 - f. "Already" is placed between the auxiliary have and the verb or...? (At the end of the clause.)
 - g. Where is "yet" placed? (At the end of the clause.)

Slides 24-25: Controlled Practice all forms: 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 26: Pronunciation (5 m)

1. Have students go to page 5 in their books. Play the audio and have students first listen to the intonation changes.
2. Ask if they can tell you what the difference in intonation is between **wh** questions and **yes/no** questions?
3. Have student listen again and repeat.

Slide 27: Oral Practice (15 m)

1. **CP Practice: Question Answer: Present perfect with yet, already and just.**
Introduction: Is it easy to be a sales assistant? What things are sales assistants responsible for? (Brainstorm some activities.)
Procedure: Let's ask and answer questions about the activities this sales assistant has or hasn't completed. Ask and answer questions according to the information you see on the slide
For example:
 - T: We can see "file the documents" so I ask S1, *Has she filed the documents yet?* S1, answer according to what you see on the slide.
 - S1: No she hasn't filed the documents yet.
 - T1: When will she file the documents?
 - S1. She will file the documents tomorrow.
 (Do two more cues as a group and then have students work in pairs, taking turns asking 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 1: Exercises 1, 2 and 3.

WorldView: Book 4A, Unit 1, Day 2
(118-125 m)

Slide 31: Homework (5 m)

Slide 32: Objectives (3 m)

1. Write the objectives on the board and have students repeat.

Slide 33: Warm up Activity (10 m)

1. **FP Activity: Discussion- Do you believe in good luck?**

Introduction: Look at the image. What do you have there? These are good luck charms. Are you superstitious? (Get some ideas from students.)

Procedure: Work together with 2 classmates and answer the two questions on the slide. (Give them 5 minutes to do this.)

For example:

T: I'm superstitious. I think that some people have good luck and don't have to do anything to be happy and have things.

Follow up: Would someone like to share their ideas? (Have one or two students share.)

Slides 34-38: 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)
mindset	Your attitude and disposition towards life is your mindset . It is difficult to change your mindset , because it's based on all your prior experience. What do people do to change their mindset ?	Some people ... to change their mindset .
count your blessings	When you count your blessings , you think about all the good things you have in life. I count my blessings every day when I wake up. When do you count your blessings ?	I count my blessings when ...
shape	When you give something form and meaning, you shape it. Education shapes people's future. What things shape our mindset?	XXX shape(s) our mindset.
attempt	Another way to say try is attempt . I have attempted to open my own business several times. What have you attempted to do?	I have attempted to ...
achieve	When you attempt something and you have success, you achieve your goal. Some people give up if they don't achieve a goal. What do you do when you don't achieve a goal?	When I don't achieve a goal I ...

Slide 39: Pre-reading Activity (10 m)

1. Look at the slide. In a few moments, you will have a reading activity. On the slide you have the title and subtitles for the reading. Take a minute and think about what each part of the reading will be about. (Give them a moment to do this.)
2. Now share your thoughts with two classmates. (Give them 5 minutes to do this.)
3. (Elicit students' ideas.)

Slides 40-42: Reading Activity (10 m)

1. Now read the article on the slide. You have 5 minutes. Raise your hand when you are finished with the first slide. There are two.
2. Were your predictions on the reading correct?
3. (Click on slide 43.) Tell me what the reading was about. (Ask students to retell what they have just read; use each subtitle as a prompt. Remember to get complete sentences, not one word answers.)

Slide 43: Oral Practice (15 m)

1. **FP Activity: Presentation: Future tenses, would**

Introduction: Do you have goals for the future? What are some things that you want to do in the next few years?

Procedure: Think of four things you haven't done yet, but you would like to achieve in the next few years? Stand up and share your goals with your classmates and take notes of their goals. (Give them time to do this.)

For example:

T: Something that that I want to do in the next few years is to finish my major and I would like to study a Master's. Another thing I would like to do is travel to Rome and visit the Coliseum. I also want to get married and have children. I want to buy a house away from the city.

Slide 44: Oral Practice (10 m)

1. **SC Activity: Question and Free Answer- yet, already and just with Present Perfect**

Introduction: Do you remember your classmates' goals? Let's imagine that 5 years have gone by and you are curious to see if your classmates achieved their goals.

Procedure: Stand up and ask your classmates if they have done what they wanted to do yet. Answer whatever you think is true. Remember 5 years have gone by.

For example:

T: S1, ask me about the goal I talked about in the example a little while ago.

S1: Have you done your Master's yet?

T: No, I haven't done my Master's yet.

T: S2, ask me another question.

S2: Have you traveled to Rome yet?

T: Yes, I have. I've just come back from that trip.

Slide 45: Oral Practice (12 m)

1. **SC Activity: Find Someone Who-Present Perfect with yet, already and just**

Introduction: Look at the screen. We are going to do a find someone who activity.

Procedure: Stand up and ask as many people as you need until you find someone for each of these activities. What is the question for the first sentence? (Have you read all the Harry Potter books yet?) When you have already found a person that has done each activity, raise your hand. Remember, ask complete questions and give complete answers.

For example:

T: S1, have you read all the Harry Potter books yet?

S1: Yes, I have already read all the Harry Potter books.

Slide 46: Oral Practice (10 m)

1. **SC/FP Activity: Role Play-Present Perfect with yet, already and just**

Introduction: Is it complicated to get married? Why? Do some people hire a wedding coordinator? What do these coordinators do? What things do they take care of? (Get students' ideas.)

Procedure: Imagine that you are getting married in a couple of weeks; and you are with the wedding coordinator asking him/her about all the things that have to be taken care of. The slide gives you some ideas, but you also have to come up with your questions. Make sure to ask follow up questions. Work in pairs and switch roles.

For example:

T: S1, Have you hired the musicians yet?

S1: Yes, I have already hired them.

T: When did you hire them?

S1: I hired them last Tuesday.

T: Have you hired the photographer yet?

S1: No, I haven't hired him yet.

T: When will you hire him?

S1: I've just made appointment with three photographers that will show me their work. They will meet me this afternoon.

Slide 47: Oral Practice (10 m)

1. **SC/FP Activity: Role Play-Present Perfect with yet, already and just**

Introduction: Do you have friends that you haven't seen in a long time? What do you think you would talk about if you saw them? (Get their answers.)

Procedure: Imagine that you haven't seen your friend for 7 years. Ask him/her about some goals he/she had in life. On the slide are some goals you knew she/he had, but also add some questions of your own.

For example:

T: S1, Have you got married yet?

S1: Yes I have. I've just gotten married. The wedding was a couple of months ago.

T: Did you get married to X?

S1: No, I met another person.

T: You wanted to travel around the world, have you done that yet?

S1: No I haven't. Traveling is very expensive and things got complicated.

T: You wanted to buy a boat, have you bought it yet?

S1: I just bought one 5 months ago.

Follow up: Have some students perform the role play for the whole class.

Slide 48: Oral Practice (10 m)

1. **FP Activity: Role Play-Present Perfect with yet, already and just**

Introduction: Have you ever had an important presentation? Do people get nervous about presentations?

Procedure: Imagine that you have a very important meeting in two days. Ask your assistant if everything is ready. Work in pairs and switch roles. You need to invent the things that have to be done.

For example:

T: S1, Have you confirmed the meeting room yet?

S1: Yes I have. I've just gotten an email saying we are all set.

Follow up: Have some students perform the role play for the whole class.

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 did you practice doing?
2. Do you have any questions about today's class?
3. For homework, do Unit 1: Exercises 4, 5 and 6.

WorldView: Book 4A, Unit 2, Day 1
(121-125 m)

Slide 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board and have students repeat.

Slide 5: Warm up Activity (10 m)

1. **FP Activity: Presentation-Traveling**

Introduction: Do you like to travel?

Procedure: First, think of a place you have never been to that you would like to travel to.

Then, work with a partner and tell him the place and why you would like to go there; switch roles.

For example:

T: I would really love to go to Chile. I have always wanted to go there because you can taste great wines, and the vineyards are very beautiful. Chile has all the different seasons of the year in one country. The people are very friendly and it is really cheap. Chile has wonderful fruit and it exports it to the entire world. Chile is one of the main food suppliers of the world in spite of being a very small country.

Follow up: Who can share information about their partner’s place? (Have 2 or 3 pairs share their information.)

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)
first-aid kit	A container that has alcohol, aspirin, bandages, and things in case of an accident is called a first-aid kit . All work places should have first-aid kits in case there is an accident. Do you have a first-aid kit where you work/live? What is in that first-aid kit ?	Yes, we have a first-aid kit at work. It has bandages and aspirin.
hiking boots	These are hiking boots . (Pointing at the picture.) People use hiking boots to walk in the woods. Do you have hiking boots ? Do you wear your hiking boots to a wedding? When do you wear them?	No, I don’t wear my hiking boots to a wedding. I wear my hiking boots to ...
insect repellent	When you go to the woods or forest, do mosquitoes attack you? Well, if that is the case, you need insect repellent . (Point at the slide.) When I go camping, I take insect repellent . Do you ever use insect repellent ? When do you use insect repellent ?	Yes, I use insect repellent . I use insect repellent ...
money belt	(Pointing at the slide.) This is a money belt . We usually wear a money belt and put our money in it if we don’t want thieves to steal it. Have you ever used a money belt to secure your money? When would you wear a money belt ?	I have never worn a money belt . I would wear a money belt if I ...
rain gear	A raincoat, an umbrella, rain boots: all of these things are part of the things you use when it rains. They are called rain gear . I am not prepared for the rainy season. I don’t really have any rain gear . Do you have rain gear ? During what months do you use your rain gear ?	Yes, I have some rain gear . I use my rain gear in ...

sleeping bag	When you go camping, you sleep in a sleeping bag . My sleeping bag is very old, so it is heavy. Are sleeping bags heavy nowadays? What are sleeping bags made of? Have you ever slept in a sleeping bag ? When?	Sleeping bags are made of ... Yes, I have slept in a sleeping bag . I slept in a sleeping bag ...
travel guide	When you travel to a city that you do not know well, you need a travel guide . A travel guide is a book that tells you the important streets, sights, monuments and places of interest. I used a travel guide when I went to Nairobi. Have you ever used a travel guide ? When did you use a travel guide ?	Yes, I have used a travel guide . I used a travel guide when I went to ...

Slides 13-14: Vocabulary Activity 1 and Listening (10 m)

1. Open your books to page 6, exercise 1. Look at the words in the box. First think of the things you might take on a camping trip and why. Then, match the words on the left to the words on the right to make compound nouns. (Give them a minute to do this.)
2. What words did you come up with? (Have students answer and then click on slide for answers to appear.)
3. Now look at exercise 2. Match the words you created with the pictures at the top. (Give them some time to do this.)
4. Let's check your answers. (Click on slide for answers to appear.)

Slides 15-16: Pronunciation (5 m)

1. Go to exercise 3. Listen to the words and decide which syllable is stronger. (Play the listening.) Which syllable is stressed? (Have students answer and then click on slide for answer to appear.)
2. Now, listen and repeat. (Play the recording.)
3. Now go to exercise 5; in pairs please decide which items to take and why you would take them on the following trips:
 - A two week vacation at the beach
 - A trip to mountains
 - A weekend visit in a big city

Slide 17: Listening Activity (5 m)

1. Okay, now we are going to listen to a conversation. One of the persons here is planning a trip. Listen and put a check next to the pictures of the things he is going to take. (Play the recording.)
2. So, what things is he going to take? (Have students give you their answers, then click on the slide for answers to appear.)

Slide 18: Pre Reading Activity (10 m)

1. Look at the pictures on the slide. What place are we talking about? (Have students guess the place. Then, click on slide for answer to appear.)
2. Okay, in pairs I want you to come up with as many things as you know about Australia.
3. So, what can you tell me about Australia? (Brainstorm ideas.)
4. Individually, write down one thing that you would like to know about Australia. (After a moment ask students what they would like to know about Australia.)

Slide 19: Reading Activity 1 (10 m)

1. Before reading, please go to page 7, exercise 8. Read the questions that you will be looking for in the reading and have them in mind when you read. (Give them a minute.)
2. Let's begin the reading, it should take you about 4 minutes to read this. I'll let you know when your time is up. Begin. (Time the reading and let them know when 2 minutes have gone by that they should be halfway through.)
3. Finished? Go back to exercise 8; what are the answers? (Elicit answers from students.) Let's check your answers. (Click on slide for answers to appear.)

Slide 20: Grammar Focus: Conditional to warn, advise and talk about future possibilities (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 important patterns from students; ask:
 - a. Are these conditional sentences? (Yes.)
 - b. What are the two parts that make up a conditional sentence? (Condition and result.)
 - c. What tense do we use in the condition clause? (Simple Present.)
 - d. What can we use in the result clause? (Future.)
 - e. Can we use *going to*? (Yes.)
 - f. Can we use *can*? (Yes.)
 - g. Can we use *should*? (Yes.)
 - h. Can we use *imperative sentences* like *don't forget*? (Yes.)
 - i. Look at the language functions below. When do we use *should*? (For suggestions.)
 - j. When do we use *can*? (For possibilities.)
 - k. When do we use *imperative sentences*? (To warn.)

Slides 21-23: Controlled Practice: Repeat/Change/Complete (10 m)

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Change:** Have students change the order of the clauses. Give an example first and then do some chorally and some individually.
3. **Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually.

Slide 24: Grammar Focus/Conditional sentences with unless (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 important patterns from students; ask:
 - a. Which of the sentences below do you think has the same meaning as the first sentence? (Click on slide for this to appear. If you don't like hot weather ...)
 - b. So what does **UNLESS** mean? Does it mean **IF NOT**? (Yes.)

Slides 25-27: Controlled Practice: Repeat/Complete/Change (10 m)

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually.
3. **Change:** Have students change the sentence from *unless* to *if not* or from *if not* to *unless*. Give an example first and then do some chorally and some individually.

Slide 28: Oral Practice (15 m)

1. **SC Practice: Stimulus Response: Conditionals with unless**

Introduction: Let's see how good you are at completing sentences logically.

Procedure: You see part of a sentence appear on the screen and you complete the sentence with something logical.

For example:

T: You see "Never say 'I love you' unless..." and you complete the sentence. S1, can you give me the complete sentence?

S1: Never say 'I love you' unless you really mean it.

T: S2, Give me another complete sentence with that beginning.

S2: Never say 'I love you' unless you feel that way about the person.

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 2: Exercises 1 and 2.

WorldView: Book 4A, Unit 2, Day 2 (124-130 m)

Slide 31: Homework (5 m)

Slide 32: Objectives (3 m)

1. Write the objectives on the board and have students repeat.

Slide 33: Warm up Activity (10 m)

1. **FP Activity: Role Play-Conditional sentences**

Introduction: Do you think it's easy to be a travel agent? What kinds of activities are done at a travel agency? Is it easy to design someone's trip? Do travel agents have to ask the customer a lot of questions?

Procedure: Work in pairs and look at the slide. One of you is going to be the travel agent and the other is interested in a trip to Canada. The travel agent has to ask questions in order to design the trip. There are some things in the box to help you. (Have students do the role play and then switch roles.)

For example:

T: I'm the travel agent. S1, would you like to go skiing in Canada?

S1: Yes, I would.

T: Well then if you want to ski, you should go to Canada in the winter. That's when there is a lot of snow and the ski slopes are great.

Follow up: Who would like to do your dialog in front of the class? (Have one pair do it.)

Slide 34: Warm up for vocabulary (10 m)

1. **FP Activity: Opinion Gap-Great Communicators-descriptions, simple present tense**

Introduction: Are you good communicators? How important is it to be a good communicator? (Have students share ideas.)

Procedure: Individually, think of 3 people that are great communicators. Think of things that these great communicators have in common. (Give them a minute to do this.) Now, share your ideas with a classmate. (Let them interact.)

For example:

T: I think Vicente Fox, Obama and Ferris de Con are all good communicators. They all are great actors and know how to act in front of the cameras. They are good at responding to questions and sound convincing even if they don't know what they are saying. They are good at telling stories and are funny sometimes.

Follow up: Who would like to share? (Have students share.)

Slides 35-38: 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)
maintain eye contact	To maintain eye contact is to look at a person's eyes when you talk to him/her. When people lie it is difficult for them to maintain eye contact . Do you always maintain eye contact with people? When don't you maintain eye contact ?	No, I don't always maintain eye contact with people. I don't maintain eye contact when ...
give feedback	When your boss talks to you about your work and gives you suggestions, he gives you feedback . When you speak English in class, I give you feedback on your mistakes. Do you ever give your teachers feedback ? Who gives you feedback ?	Yes, I give/ No, I don't give my teachers feedback . XXX gives me feedback .

strive for something/to do something	To strive for something is to make an effort to do something; you fight to get it. You are all striving to become professionals. What do actors strive for ? What do athletes strive for ?	Actors strive to become famous. Athletes strive for medals...
get the message across	When you say something and people understand what you wanted them to understand, you got the message across . I sometimes don't get the message across because I am not clear and concise. What is the best way to get the message across ?	The best way to get the message across is to ...

Slide 39: Grammar Focus: Conditional to warn, advise and talk about future possibilities (8 m)

1. Please look at the slide. There are four sentences and at the bottom there are four language functions. Please match the functions with the sentences.
2. Let's check your answers. (Click on slide for answers to appear.)

Slides 40-42: Pre Video Activity (10 m)

1. Look at the slide. Who are the people in the pictures? (Get their answers.)
2. There are two questions there. Talk to a classmate and discuss them for a moment.
3. So, what are your ideas on this? (Elicit students' ideas.)
4. Now look at this next slide. (Go to slide 42.) In a moment you will be watching an instructional video. What are three things that are important to become a good communicator?

Slides 43-44: Video Activity (10 m)

1. Watch the instructional video and concentrate on those 3 things people need to become good communicators. (Play the video.)
2. What are your answers? (Elicit from students: maintain eye contact, be clear and concise and ask for feedback.)
3. (Click on slide 43.) Now we are going to watch the video again. Before doing this, look at the slide and read the statements. After the video you will need to decide which statements are true and which are false. (Give them a moment to read the statements and clear up any doubts.)
4. Watch again. (Click on box below to play the video.)
5. Which statements are true and which statements are false? (Elicit answers orally.)
6. Let's check your answers. (Click on **statements** box for answers to appear and have them check. Then, click on **next slide** box to continue with oral practice.)

Slide 45: Oral Practice part one (15 m)

1. **FP Activity: Presentation-Future Conditional for warning, advising and possibilities**

Introduction: As you can see, this video that we just watched was a "how to" film; an instructional video on how to become a good communicator. Now let's imagine that we are producing "how to" films on different topics. The first topic is: *How to survive in a big city.*

Procedure: Think of advice and warnings that we are going to give the audience. Work in teams of 4 to write the script for the film. (Give them some time to do this and then help them put this first presentation together.)

For example:

T: If you want to survive in the big city, you will need to learn to use the subway. The subway is the fastest and cheapest way to travel all around the city. If you are going to travel on the subway, don't carry a lot of money. There are pickpockets hoping to get your money. S1, can you continue?

S1: If you want to survive in the big city, you have to learn how to walk in the streets. You should always be attentive to what's happening around you.

Slide 46: Oral Practice part two (15 m)

1. **FP Activity: Presentation-Future Conditionals for warning, advising and possibilities**

Introduction: Now that we have done the first one together. You are going to do another one your own about a different topic.

Procedure: Get together in teams of 3-5 and I will give you a topic and you will develop the script. (Assign the different topics, there are four, and make sure that people are not working with the same classmates they worked with in the previous activity.)

Example: (Already given before.)

Follow up: (Have different teams give their presentations.)

Slide 47: Oral Practice (25 m)

1. **FP Activity: Discussion-Conditional Sentences**

Introduction: Do you like to give your opinion on different topics? Let's discuss some topics and find out what our classmates think.

Procedure: Look at the slide. There are 7 topics for you to discuss. Work in teams of three and discuss each of the topics. Remember we don't have much time, so be concise and clear to get your message across. The objective is for you to discuss all 7 topics. (Give them time to discuss and then open each topic up to group discussion.)

For example:

T: I agree with the first statement. I think that one good spanking at the beginning of our childhood will make a difference in your future. S1, what do you think?

S1: I agree/ don't agree. I think ...

Slide 48: 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 2: Exercises 3, 4 and 5.

WorldView: Book 4A, Unit 3
(111-138 m)

Slide 2: Homework (5 m)

Slide 3: Objectives (3 m)

1. Write the objectives on the board.

Slide 4: Warm up Activity (10-15 m)

1. **FP Activity: Presentation: Should, review of tenses**

Introduction: Do you like to cook? Who in this class can cook well? Who only likes to eat?

Procedure: Work in groups of 3-4 students and talk about what food you can cook or what you like to cook. If you don't like to cook talk about what your favorite foods are to eat. (Click on slide to show example.)

For example:

T: I like to cook and my favorite things to cook are desserts. I love to make cookies, cakes and pies. My favorite pie is apple pie. My favorite food to eat is pasta with shrimp. My mother makes it, and it's delicious, but I don't know how to make it.

Follow up: Who knows how to cook? What are some things your classmates can cook? What are some of your classmates' favorite things to eat? (Get a few students to comment on what they found out.)

Slides 5-16: 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)
add	When you add something, you include it to another ingredient. My mother always adds milk to her coffee. When they serve you <i>pozole</i> , what do you add to it?	I add onion, oregano, chili, etc.
pour	When you pour something, you send liquid flowing from one container to another. Last night I poured some milk into a glass to drink with my sandwich. What do they pour into cups at Starbucks?	They pour coffee into cups there.
(bring to a) boil	When you bring a liquid to a boil , you heat it until bubbles appear. When I make tea, I first boil the water. Tell me something you can boil ?	You can boil soup, water, milk, etc.
sauté	When you cook something in a small amount of oil or fat, you sauté it. I sautéed onions and garlic when I made mushroom soup. Who knows how to make <i>tinga</i> ? What do you have to do to the onion to make <i>tinga</i> ?	You have to sauté the onion.
broil	When you cook something over or under direct heat, you broil it. I like my hamburgers broiled ; they taste better. What is something you like to eat broiled ?	I like to eat XXX broiled .
serve	When you distribute food to someone you serve it. The waitress at VIPs served me quickly. At home, does someone serve you dinner, or do you serve yourself?	My mother serves me dinner / I serve myself dinner.
chop	When you cut up something into pieces with a knife you chop it. My sister always chops up meat into very small pieces for her daughter to eat. What vegetables do you have to chop in order to make vegetable soup?	I have to chop carrots, potatoes, onions, etc.

simmer	When you boil something slowly, you simmer it. In order to make <i>arroz con leche</i> , I have to simmer the rice for about an hour. What is something you have to simmer for a long time in order to cook it?	You have to simmer XXX for a long time to cook it.
melt	When you make something solid into a liquid by applying heat, you melt it. I like to melt butter on my waffles before I put on maple syrup. What happens when you leave a chocolate bar in the sun?	It melts .
soak	When you put something in water for some time in order to make it softer, you soak it. My mother always soaks the beans before she cooks them. How long should you soak beans before cooking?	You should soak them...
mix	When you combine various ingredients together, you mix them. When I make a cake, I mix flour, sugar, eggs, butter, vanilla, salt, baking powder and baking soda. What ingredients do you have to mix together to make <i>mole</i> ?	You have to mix ...
stir	When you move something with a spoon, you stir it. After I put sugar in my coffee, I stir it. What is something you have to stir when you cook it?	You have to stir XXX when you cook it.

Slide 17: Vocabulary: Getting Started (10-12 m)

1. Open your books to page 10, exercise 1. Work in pairs and discuss the questions. (Give them a few minutes to do this.)
2. Now, look at exercise 2. In pairs, match the words in the box to their definitions. (Give them time to do this.)
3. Let's check your answers. (Click on the slide to show the answers.)

Slides 18-19: Listening (10-15 m)

1. Open your books to page 10, exercise 3. Listen to the cooking show, *Now We're Cooking*, and look at the pictures. Decide which group of ingredients is for the first recipe that they talk about. (Play the audio.)
2. Which picture is for the first recipe? (Click on the slide to show the answer.)
3. Now, look at the recipe cards on page 11, exercise 4. Listen to the chef's recipes and complete the sentence with the vocabulary words you hear. (Play the audio once; if students need to hear it a second time, play it again.)
4. Let's check your answers. (Click on the slide to show the answers.)

Slides 20-21: Reading (15-20 m)

1. Look at the slide. What can you see in the pictures? Do you think these things are healthy?
2. (Click on the slide.) Who has heard of the "Mediterranean diet"? What do you think people eat in that area of the world? (Let students speculate; accept any answers that they give you.)
3. (Go to slide 21.) Look at the chart in your book (or on the slide). Read the article and then complete the chart to describe what people eat on the Mediterranean diet. (Give students time to read and complete the chart.)
4. In pairs, compare your answers. (Give them a couple of minutes.) Let's check your answers. (Click on the slide to show the answers.)
5. **Discussion:** (Ask the questions to different students in the group.)
 - Is your diet similar to the Mediterranean diet or is it very different?
 - Do you think you'd like the Mediterranean diet? Why (not)?
 - Do you think the Mexican diet is healthy? Why (not)?
 - What things make it healthy/ unhealthy?
 - Do you eat healthy meals, or do you prefer fast food?
 - Is there anything you'd like to change about your diet? If so, what?

Slides 22: Grammar Focus (10-15 m)

1. Open your books to page 12, exercise 1. What kind of noun is “oil”, count or non-count? (Non-count.) What is the quantifier before the noun? (A little.)
2. Look at the second sentence. What kind of noun is “onions”? (Count.) And what is the quantifier? (Several.)
3. Work in pairs or trios and put the quantifiers in the correct place in the chart in exercise 2. (Give them time to do it. While they do the activity, put a chart on the board and when they have finished, have different students come up and fill in the sections of the board with the quantifiers.)
4. Let’s check the chart on the board. Do you all have the same answers? (Go over any discrepancies; click on the slide to show the correct answers.)

Slide 23: Pronunciation (5 m)

1. Open your books to page 13, exercise 4. Listen to the words, *a*, *and*, *of*, *in* and *some*. Are they stressed or unstressed? Why? (Play the audio for them.)
2. Let’s listen again and repeat after the audio. (Play it for them to repeat.)

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 25-26: Speaking: (15-20 m)

1. **FP Activity: Presentation-Quantifiers, simple present**

Introduction: Do you know how to cook? Think about a dish that you know how to make. (Give them a minute to think about this.)

Procedure:

1. Open your books to page 13, exercise 6. Make notes in your book or in a notebook of the ingredients and procedure for cooking your dish. (Give students time to do this.)

For example: (See slide 26 for the example.)

2. Now, work in pairs and take turns explaining how to make your dish. Ask and answer questions about the ingredients and procedures. Take notes on your partner’s recipe because later you will tell the class about your partner’s dish. (Walk around and take note of student mistakes and correct at the end of the activity.)

For example: (See slide 27 for the example.)

Follow up: Who can tell us about his/her partner’s dish? Would you like to try it? Why (not)? (Try to get a couple of students to tell you about their partner’s dish and encourage the group to ask questions.)

Slide 27: Wrap up & Homework (3 m)

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

WorldView: Book 4A, Unit 4 (106-130 m)

Slides 2-4: Homework (5 m)

Slide 5: Objectives (3 m)

1. Write the objectives on the board.

Slide 6: Warm up Activity (10 m)

1. **SC Activity: Information Gap: think / don't think, simple present**

Introduction: What toys or games did you like when you were children? What was your favorite toy or game? Do boys and girls like different toys and games?

Procedure: Look at the slide. Work in trios and make a list of toys that are for boys, a list for girls, and a list of toys that both boys and girls would like.

For example:

T: I think that dolls are only for girls; for example Barbie dolls. I think that both boys and girls like to play with Lego blocks.

Follow up: What toys or games do you have for boys? For girls? For both? (Get the groups to share what they wrote on their lists.)

Slides 7-16: Vocabulary (10 m)

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

Word	Usage (teacher)	Usage (student)
action figure	An action figure is a doll that represents a real or fictional character; they are usually for boys. My brother has many action figures from the Star Wars movies. (Ask a male:) Did you have any action figures when you were growing up? Which one(s) did you have?	Yes, I had / No, I didn't have action figures . I had action figures of...
a board game	A board game is something you play with various people usually while sitting at a table. My favorite board game when I was a child was Monopoly. What was your favorite board game ?	My favorite board game was...
(deck / pack of) cards	(Point to the image.) This is a deck or pack of cards ; there are 52 cards in a deck. When you play Canasta, you need to use two decks of cards . What other game can you play with cards ?	You can play XXX with cards .
dolls	A doll is a small figure representing a baby or other human being, usually used by girls to play with. My sister's favorite doll when she was growing up was Barbie. (Ask a girl:) Did you have a doll when you were a child? What was your favorite doll ?	Yes, I had / No, I didn't have doll . My favorite doll was...
erector set (truck)	An erector set is a collection of metal pieces that you put together to construct things like cars, trucks, buildings, etc. An erector set truck is a truck made from an erector set. My brother had an erector set when he was younger and he used to make buildings. Who has seen an erector set ? Who has made something with an erector set ? What did you make?	I have seen an erector set . I made XXX from an erector set .

handheld video game	A handheld video game is an electronic game that you can carry with you and play anytime you want. A Game Boy is a handheld video game . Who has a handheld video game ? What brand is it and what do you play on your device?	My handheld video game is a XXX. I play XXX on it.
jigsaw puzzle	A jigsaw puzzle is an image on cardboard that has been cut into pieces; you have to put the pieces together to make the image. I once put together a jigsaw puzzle that had 3000 pieces. Who has put a jigsaw puzzle together? What was the image?	I put together a jigsaw puzzle of XXX.
remote controlled car	A car that you can move using a control is a remote controlled car . Most children love remote controlled cars because they can make them go anywhere. Who has a remote controlled car ? Where or when did you get it?	I have a remote controlled car . I got it...
skateboard	This is a skateboard . Once when I was using my friend's skateboard , I fell and broke my arm! Who here can ride a skateboard well? Where do you practice?	I can ride a skateboard well. I practice...
stuffed animal	A stuffed animal is a toy that is soft to touch and is like a pillow. My little sister has many stuffed animals . Who normally has stuffed animals? Who do people give stuffed animals to?	Young girls/babies have stuffed animals . People usually give stuffed animals to babies or boys give stuffed animals to their girlfriends.

Slides 17-18: Vocabulary: Getting Started (10-12 m)

1. Open your books to page 14, exercise 1. Work in pairs and match the words in the box with the pictures. (Give them a few minutes to do this.)
2. Let's check your answers. (Click on the slide to show the answers.)
3. (Click to the next slide.) Now, look at exercise 2. In pairs, discuss the questions. (Give them time to do this.)
4. What did you discuss with your partner? Did you play with the same toys or games? What toys or games do you think will be popular in the future? (Let a few students share what they discussed in pairs.)

Slides 19-20: Listening (10 m)

1. Open your books to page 14, exercise 3. Listen to the radio interview. Circle the letter of the things that they discussed in the interview. (Play the audio.)
2. Which things did they discuss? (Click on the slide to show the answers.)
3. Look at exercise 4. Listen to the interview again and answer the questions using the choices from the previous exercise. (Play the audio again.)
4. What answers do you have? (Click on the slide to show the answers.)

Slides 21-22: Reading (15 m)

1. **Close your books** and look at the slide. We are going to talk about toys of the future. This is a list of "Tomorrow's Toys" from your book. Look at the list of toys and guess what the toys will be like. Talk about what you think each of these toys will be like with a partner. (Give them a few minutes to do this; don't let them look at their books.)
2. Now, open your books to page 15, exercise 7. Read the article quickly to see if your guesses were correct. (Give them a few minutes to read.)
3. Look at exercise 8. Read the article again and then answer the questions True or False. (Give them time to read and answer the questions.)
4. Let's check your answers. (Click on the slide to show the answers.)

Slide 23: Grammar Focus (10 m)

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation.
3. Elicit important patterns from students; ask:
 - a. In the first sentence are we sure or not sure? (Sure.)
 - b. What auxiliary do we use when we're sure? (Will.)
 - c. In the other sentences are we sure or not sure? (Not sure.)
 - d. Right, these are possible, but not sure. What auxiliaries do we use when we aren't sure or if it's a possibility? (May, might or could.)
 - e. What form of the verb do we use after all these auxiliaries? (BFV.)
 - f. (Click on the slide to show the rules.)

Slides 24-25: 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 26: Pronunciation (if time)

1. Open your books to page 17, exercise 5. Long sentences in English are often divided into thought groups. Listen to the sentences and notice the way the focus word in each sentence or thought group stands out. The voice goes up or down on this word and the vowel sound is long and clear. (Play the audio for them.)
2. Let's listen again and repeat after the audio. (Play it for them to repeat.)

Slide 27: 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 28-29: Speaking: (15-20 m)

2. **FP Activity: Presentation-Quantifiers, simple present**

Introduction: What do you think toys will be like in the future? What about other things like computers, cell phones, etc?

Procedure:

1. Open your books to page 17, exercise 7. Think about the kinds of products that you can see on the list in your book (or on the slide). What do you think they'll be like in the future? Make notes about your predictions. (Give students time to do this.)

For example: (See slide 28 for the example.)

2. Now, work in pairs and take turns asking and answering questions about your predictions. Use the expressions in exercise 8 in your answers. (Walk around and take note of student mistakes and do correction at the end of the activity.)

For example: (See slide 29 for the example.)

Follow up: Who can tell us about his/her partner's predictions? What were some crazy ideas you heard? What were some ideas that you think will really happen? (Try to get a couple of students to tell you about their partner's predictions and encourage the group to ask questions.)

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

WorldView: Book 4A, TOEIC Practice 1: Listening
(114-147 m)

Slide 2: Objectives: (2 m)

1. Go over each the objective; don't write it on the board.

Slide 3: General Information: (3 m)

1. Go over the information on the slide and answer any questions they may have.

Slide 4: Part 1: Photos (3-5 m)

1. Go over the information on the slide. Tell students to pay attention to the tips; they will help them in the section with the photos.

Slide 5: Examples of Photos (12-15 m)

1. Look at the photo for a few seconds.
2. (Click to show the first instruction.) Look at the photo and think about what is happening. Tell the person next to you 2-3 things that you can see that are happening in the picture.
3. (Click to show the second instruction.) Now, think about any vocabulary that is related to the picture. Tell the person next to you at least 5 vocabulary words related to what you see in the picture.
4. (Click to show the third instruction.) It's important to listen carefully; often they will use similar sounding words. (Play audio 1 and let students choose the correct answers.) What was the correct answer for the first one? The second one? What words did they use that sounded similar?
5. (Click to show the fourth instruction.) Often they'll say things that are partially correct. (Play audio 2 and let students choose the correct answers.) What was the correct answer for the first one? The second one? What information was partially correct? What was incorrect?
6. (Click to show the last instruction.) You should try to make predictions based on what you can see in the slide. (Play audio 3 and let students choose the correct answers.) What was the correct answer for the first one? The second one?

Slide 6: Examples of Photos (3-4 m)

1. Look at the photo for a few seconds.
2. Look at the photo and think about what is happening. Think about vocabulary related to the picture.
3. Now, listen to the audio and choose the correct sentence.
4. Which answer did you choose? Why?

Slide 7: Examples of Photos (3-4 m)

1. Look at the photo for a few seconds.
2. Look at the photo and think about what is happening. Think about vocabulary related to the picture.
3. Now, listen to the audio and choose the correct sentence.
4. Which answer did you choose? Why?

Slide 8: Part 2: Question/Answer (3-5 m)

1. Go over the information on the slide. Tell students to pay attention to the tips; they will help them in the section with the question/answer section of the test.

Slide 9: Examples of Question/Answer (12-15 m)

1. Look at the first question on the slide. What kind of question is it? (A wh-question.) So, what kind of information is the speaker looking for? (A place.)
2. Now, look at the answers. Are there any words that sound similar or that are homophones? (They use go and going a lot in the answer options.)
3. Are there any negative words in the answers? (No.)
4. Now, let's look at the second question. Work in pairs and analyze the rest of the questions by answering the questions in blue. (Give them a few minutes to do this.)
5. Go over the answers to the questions with the group for numbers 2 to 6.
6. Now, listen to the audio while you read the questions and answers. Choose the correct answer as you listen. (Play the audio.)
7. Let's check your answers. (Check the answers orally: 1-B, 2-C, 3-B, 4-A, 5-C.)

Slide 10: Practice of Question/Answer (5 m)

1. Look at the slide. In your notebooks write numbers 6 to 10. (Give them a minute to do this.)
2. Now, listen to the questions and write the answers in your notebooks. (Play the audio.)
3. Let's check your answers. (Check the answers orally: 6-B, 7-A, 8-A, 9-A, 10-B.)

Slide 11: Part 3: Short Conversations (3-5 m)

1. Go over the information on the slide. Tell students to pay attention to the tips; they will help them in the section with the short conversation section of the test.

Slides 12-14: Examples of Short Conversations (12-15 m)

1. Read the dialog on the slide. Now, look at the questions in the yellow box. What is the main idea of the dialog? (There are numerous projects and not enough people to do them.) What is the scene? (An office/work.) Did you hear any question words? (No.) Did you hear any modals? (Will be able to manage, will have to do that.)
2. (Click on the slide.) Look at the question and answer it. What is the correct answer? (1-C)
3. (Go to slide 13.) Work in pairs and answer the questions in the yellow box regarding the dialog. (Give them a few minutes to do that.)
4. (Click on the slide.) Look at the question and answer it. What is the correct answer? (2-B)
5. (Go to slide 14.) Work in pairs and answer the questions in the yellow box regarding the dialog. (Give them a few minutes to do that.)
6. (Click on the slide.) Look at the question and answer it. What is the correct answer? (3-C)

Slide 15: Practice of Short Conversations (7 m)

1. Look at the slide. Listen to the audios and think about the answers to the questions in the yellow box. Write down anything you want to remember. (Play the audio.)
2. What did you hear in the first dialog? (Let them say anything they remember.)
3. What about the second dialog? The third? The last?

Slide 16: Practice of Short Conversations (7 m)

1. Look at the slide. Now, before listening to the audio, try to read the question so that you have an idea what the conversation will be about.
2. In your notebooks, write numbers 55-58. In a minute I will play the audio, and you should answer the questions in your notebook. (Play the audio.)
3. What was the answer for number 55? And 56? Etc. (Check the answers orally. 55-C, 56-D, 57-A, 58-A.)

Slide 17: Part 4: Short Talks (3-5 m)

1. Go over the information on the slide. Tell students to pay attention to the tips; they will help them in the section with the short conversation section of the test.

Slides 18-19: Examples of Short Talks (10 m)

1. Look at the slide. Read the questions first. (Give them a minute to read the questions.)
2. Now, read the talk and answer the questions. (Click on the slide to show the talk.)
3. What is the answer to question 1? (B) Question 2? (C) And question 3? (B)
4. Look at the slide. Read the questions first. (Give them a minute to read the questions.)
5. Now, read the talk and answer the questions. (Click on the slide to show the talk.)
6. What is the answer to question 1? (A) Question 2? (B) And question 3? (D)

Slide 20: Practice of Short Talks (7 m)

1. Look at the slide. Listen to the audios and think about the answers to the questions in the yellow box. Write down anything you want to remember. (Play the audio.)
2. What did you hear in the first talk? (Let them say anything they remember.)
3. What about the second talk? The third?

Slide 21: Practice of Short Talks (7-10 m)

1. Look at the slide. Now, before listening to the audio, try to read the questions so that you have an idea what the talk will be about.
2. In your notebooks, write numbers 92-98. In a minute I will play the audio, and you should answer the questions in your notebook. (Play the audio.)
3. What was the answer for number 92? And 93? Etc. (Check the answers orally. 92-C, 93-C, 94-C, 95-B, 96-A, 97-A, 98-B.)

Slides 22-34: Practice Exam (10-15 m)

1. Play the audios and advance the slides to allow students to take the practice exam.
2. Slides 22-27: Photos
3. Slides 28-29: Question / Answer
4. Slides 30-31: Short Conversations
5. Slides 32-34: Short Talks

Slide 35: Answers (3-5 m)

1. Check your answers.

WorldView: Book 4A, Unit 5
(121-125 m)

Slide 2-5: Homework (5 m)

Slide 6: Objectives (3 m)

1. Write the objectives on the board and have students repeat.

Slide 7: Warm up Activity (10 m)

1. **FP Activity: Presentation-It happened to me**

Introduction: Have you ever been somewhere when someone was very impolite? How did you feel? What did you do?

Procedure: Think of a time when someone was very impolite. Think of how you felt and what you did. Now, tell one of your classmates about this experience.

For example:

T: I was about to sit down on a bus when a man pushed ahead of me and took the seat without saying anything. I felt very angry and I told him that he was rude, but he paid no attention to me.

Follow up: Who can share information about their partner? (Have 2 or 3 pairs share their information.)

Slides 8-15: 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)
snap your fingers	When people do this with their fingers (snap your fingers), we say they snap their fingers . Some people snap their fingers at waiters. Do you like it when someone snaps his or her fingers at you?	No, I don't like when someone snaps his or her fingers at me.
put your elbows on the table	(Pointing at the slide.) This is to put your elbows on the table . When I was a child I was not allowed to put my elbows on the table when eating. Do you put your elbows on the table when eating? Is that good or bad?	Yes/No, I (don't) put my elbows on the table . It's good /bad because ...
slurp while eating	When you make noises while absorbing your food we say you slurp while eating . I never slurp while eating ; it's bad manners. Do you like to eat with people who slurp while eating ? Why?	No, I don't like to eat with people who slurp while eating . Because...
reach across the table	When you put your arm across the table to get the salt or something you reach across the table . I prefer to ask someone to pass me things than to reach across the table . When do you reach across the table ?	I reach across the table if ...
point at someone	(Point at a student.) This is to point at someone . You point at someone when you accuse. For what other circumstances do you point at someone ?	You point at someone when ...
eat with your fingers	When you eat popcorn, you eat with your fingers . (Point at the slide.) I don't like to eat with my fingers because they get greasy. What other foods do you eat with your fingers ?	I eat XXX with my fingers ...
blow your nose	When you have a cold, you (pointing at the picture.) blow your nose . I don't like to blow my nose in public. Do you make a lot of noise when you blow your nose ?	Yes/No, I (don't) make a lot of noise when I blow my nose .

put your feet on the chair	(Point at the slide.) This boy has put his feet on the chair. Sometimes, when I walk long distances and my feet hurt, I put my feet on the chair. When do you put your feet on the chair?	I put my feet on the chair when ...
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Slides 16-17: Vocabulary Activity (10 m)

1. Open your books to page 22, exercise 1. Look at the images. Then, answer the questions. (Give them a minute to do this.)
2. Let's check your answers. (Click on slide for answers to appear.)
3. (Change slide.) Now, look at exercise 2; with a partner discuss which behavior is considered rude in your country. (Give them some time to do this.)
4. Okay, which behavior is considered rude? Do you agree? (Open up the topic to a small group discussion.)

Slide 18: Reading Activity (5 m)

1. In a moment you are going to fill out a quiz on good manners in the United States. But before, please go to page 23, exercise 3. Look at the information in the yellow box and read it.
2. Now, read the statements and write T if you think the information is true or F if you think the information is false. (Give them some time to do this.)
3. Discuss your answers with a classmate. (Give them some time to do this.)
4. So, let's check your answers. (Click on slide for answers to appear.)

Slide 19: Listening Activity 1 (10 m)

1. Look at exercise 5. In a minute you will be hearing some conversations. Your job is to match the conversations with the statements that you read in the quiz. The first one is already done for you. (Play the listening.)
2. Can you give me the answers? (Have students give you the answers.) Now let's check them. (Click on slide for answers to appear.)

Slide 20: Grammar Focus: Asking for permission with modals and expressions (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 important patterns from students; ask:
 - a. Look at the first three sentences. What are we using to ask for permission? (Modals: **may, can** and **could**.)
 - b. What do we use after these modals? (A subject and BFV.)
 - c. Look at the second three sentences; are we using modals or expressions to ask for permission? (Expressions.)
 - d. Look at the verb form in the sentences with expressions. Is it the same in all? (No.)
 - e. Which one is different? (Would you mind if...)
 - f. What is the verb form? (Past form.)
 - g. What is the verb form for the other expressions? (Simple present.)

Slides 21-22: Controlled Practice: Repeat /Complete (15 m)

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

Slide 23: Pronunciation (only if time permits)

1. Look at the slide. In a minute you will listen to these sentences. Please pay attention to the rising intonation for these polite questions. (Play the recording.)
2. What did you notice about the pronunciation of the questions? (Get students' input.)
3. Now listen again and repeat. (Play the recording once more.)

Slide 24: Listening Activity 2 (10 m)

1. Look at page 25, exercise 5. In a minute you will be hearing some questions. You will hear each question 2 times. Your job is to say which of the 2 versions sounds more polite, a or b. (Play the listening.)
2. Can you give me the answers? (Have students give you the answers.) Now, let's check them. (Click on slide for answers to appear.)
3. Now, listen again and repeat. (Play the recording again.)

Slide 25: Grammar Focus 2: responses for permission with modals and expressions (10 m)

1. Teacher shows the slide; says the sentence(s) and has students repeat (**no writing on the board this time**).
2. Teacher has students look at the slide for a minute to see the different ways to respond when someone asks a polite question.
3. Elicit important patterns from students; ask:
 - a. Look at the requests with the expressions and modals when we want to refuse, do we begin with a polite statement? (Yes.)
 - b. What expression can we use? (Well, you see/actually .../ I'm sorry but...)
 - c. Look at expressions for giving permission, are they different in modals and in expressions? (Yes.)
 - d. How are they different? (With modals we begin with an affirmative idea and with expressions we begin with a negative idea.)
 - e. When we refuse a request, do we usually give an excuse? (Yes.)

Slide 26: Grammar Practice: Permission with modals and expressions (10 m)

1. Look at the slide. On the left side you have requests. What do you have on the right side?
2. Okay, so your job is to find the logical answer to the requests on the left. The first one is already done for you. Work in pairs to do this. (Give them some time to complete the task.)
3. Who can do number two? (Choose a pair to give you the answer and click on slide for answer to appear.) Number 3? Number 4? (And so on.)
4. (Once all have been answered) Okay, you're going to practice asking and answering polite requests. One student requests permission using the sentences on the left and another student answers, using the logical answer from the right, then switch.

Slide 27: Oral Practice (15 m)

1. **SC Practice: Stimulus Response: Permission with modals and expressions**
Introduction: Do you consider yourself to be polite? How good are you at saying "no" politely?
Procedure: In a moment, you will see some indications on the screen. Follow the indications that will appear on the screen and try to add something like an excuse or further explanation. (Click on slide for indications to appear.)
For example:
 - T: S1, look at the screen and follow the instructions.
 - S1: Do you mind if I use your telephone?
 - T: Not at all. Go right ahead and take as long as you need.

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: Speaking (10 m)

1. Please work in pairs. (Number students one, two, one, two, one, two ...) We are going to do the Speaking section on page 25.
2. Student one is going to look at the situations on page 139. All number one's go to page 139.
3. Student two is going to look at page 141 and respond.
4. Once you finish, switch.

For example:

T: I will go to page 141 and look at the situation. Can I use your computer? S1, please answer according to page 139.

S1: I'm sorry, but I have to do my homework.

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 did you practice doing?
2. Do you have any questions about today's class?
3. For homework, do Unit 5: Exercises 1, 2, 3 and 4.

WorldView: Book 4A, Unit 6, Day 1
(121-125 m)

Slide 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: Presentation-Who do you admire? Simple Present, Simple past and Present Perfect.**

Introduction: Are there people who are important in your life? Are there people who you admire because of their actions? Who do you admire?

Procedure: Think about someone you admire and be prepared to tell your classmates about this person. Make sure you include why you admire this person. Now work in trios and find out about who your classmates admire and why.

For example:

T: I really admire Clint Eastwood. I think he is one of the best film directors that has existed. He has won 5 Oscars and several other awards. He has made great movies that deal with our feelings and our world today. He has been working in the movie industry since 1953. He is also a jazz fanatic and is really into sports.

Follow up: Who can share their information? (Have 2 or 3 students share their information.)

Slides 7-15: 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)
achieve	When you have the intention of doing something and you try and you do it; you succeed; you achieve your goal. Last year I wanted to buy a camera, so I saved money and at the end of the year I bought it. I achieved my goal. What is something you achieved recently? Do you always achieve your goals?	Last month I . . . , so I achieved my goal. No I don't always achieve my goals.
come up with	When you have a problem and you think about it and then you finally find a solution, you come up with a solution. To come up with is to imagine or create an idea in order to do something. Last week I came up with an idea to save money. Do advertisers come up with creative ideas to sell products?	Yes, advertisers come up with creative ideas to sell products.
develop	When you come up with a good idea, the next step is to develop it; that is, to make it happen. Gonzalez Camarena developed his idea for a color TV. Do you always develop all your projects or ideas?	Yes, I do/No, I don't always develop my projects.
invent	To invent is to come up with, create and develop machinery or a device. Look at the picture. What is that? Who came up with and developed the first printing press? Right, Gutenberg invented the first printing press. Have you ever invented anything?	Yes, I have/ No, I have never invented anything.

overcome	To overcome is to keep on going and trying even when there are problems or difficulties. You overcome problems, sickness and difficulties. When inventors have problems when they are developing their products, do they just give up? No, they overcome their problems and difficulties. Do you always overcome your problems? Tell me a problem you overcame .	No I don't always overcome my problems. I overcame ...
pass	When you get over 70 on the English exam, you pass the exam. I always passed all my exams when I was a student. Do you always pass all your exams?	Yes I always/ No, I don't always pass all my exams.
receive	To receive is to get or obtain. Every 15 days I receive my pay because I give you classes. When you finish all your studies at the University, what will you receive ?	I will receive ...
solve	To solve is to come up with a resolution. When you have a problem, you try to solve it. Do married couples always solve their problems? What happens when they don't solve their problems?	No, they don't always solve their problems. If they don't solve their problems, they get a divorce.
win	When you are in a competition, the objective is to win , to triumph. When I play tennis, I almost never win . Does the national soccer team always win ?	No they don't always win

Slide 16: Vocabulary Activity 1 (5 m)

1. Open your books to page 26, exercise 1. There are two columns, one with verbs and the other with nouns. Match the verbs with the logical nouns. (Give them a minute to do this.)
2. Let's check your answers. (Click on slide for answers to appear.)

Slides 17-18: Vocabulary Activity 2 (10 m)

1. Now look at the slide. There are three people. Stand up and share as much information about these three people with at least four classmates.
2. Let's check your information. (Click on slide for information to appear.)
3. Now, look at exercise two; with a partner fill in the spaces with the correct form of the verb. The verbs appear in exercise one and you will not need all of them. (Give them some time to do this.)
4. Okay, let's check your answers. (Click on slide 18 for answers to appear.)

Slide 19: Vocabulary practice-Rally (10 m)

1. **FP/SC Practice: Information Gap/ Find someone who: Rally –Simple Present Tense, Simple Present tense and Can**

Introduction: Do you know what a rally is? Right; like a race. Well we are going to have a rally to see who can follow instructions and get information faster.

Procedure: Look at the slide. Here you have 4 instructions to follow. In a minute we are going to stand up and ask for or share information according to the slide. Raise your hand as soon as you have completed all the tasks.

For example:

T: What would be the question for the first instruction?

S1: Have you achieved something important in the last year?

T: What is the question for the second instruction?

S2: What can you do to overcome breaking up with someone?

T: And what can we say for the third instruction?

S3: A project that I want to develop is to What is a project that you want to develop?

T: And for the fourth?

S4: Yesterday I came up with a great idea to save water. My idea is to ... Have you come up with any good ideas lately?

Follow Up: Who completed the task first? What information did you get about overcoming breaking up with someone? What idea did someone come up with? What project does someone want to develop?

Slides 20-21: Listening Activity (10 m)

1. Look at the pictures on page 27. What are these pictures? Are they inventions? Look at the 3 radios at the top of the page. In a minute you will be hearing an interview. Put a check mark next to the radio they are talking about. (Play the recording.)
2. Let's check your answer. (Click on slide for answer to appear.)
3. (Go to slide 21.) Now look at the questions in exercise 5. (Give them a moment to do this.) We are going to listen again and your job is to answer the questions. (Play the recording again.)
4. Let's check your answers. (Click on slide for answers to appear.)

Slides 22-23: Reading Activity (10 m)

1. Look at the slide. This invention is called the IBOT. What is it? What will it be able to do?
2. Think about this for a minute and then share your information with the person next to you. (Give them some time to do this.)
3. Now, individually, read the article. (Give them 3 minutes to read.)
4. Were your ideas correct or close? (Give students the opportunity to share their ideas.)
5. (Go to slide 23.) Now look at these questions. Are they clear? (Clear up doubts.)
6. Read the article again and answer these questions. They are on page 27, exercise 8.
7. Let's check your answers. (Click on slide for answers to appear.)

Slide 24: Grammar Focus: Present Perfect and Present Perfect Continuous. (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 important patterns from students; ask:
 - a. Are these 2 sentences dealing with the present, past or future? (Past.)
 - b. Which sentence implied a terminated or completed action? (The first.)
 - c. Which sentence implied that the action is not completed, that it is ongoing? (The second.)
 - d. Do you see **definite** time expressions like: last night, 2 years ago or yesterday in the sentences? (No.)
 - e. Are the verb forms the same in the 2 sentences? (No. The first has the verb in the past participle and the second has the verb in the "ing" form.)
 - f. What other difference can you see? (The first sentence uses the auxiliary have or has and the second has the auxiliary have/has been.)
 - g. So does has/have been + V+ ing indicate ongoing action? (Yes.)
 - h. And does have/has indicated completed action at an indefinite time in the past? (Yes.)

Slides 25-27: Controlled Practice: 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 on the slide to sentences with Present Perfect or Present Perfect Continuous that convey the same meaning; do some chorally and some individually.

Slide 28: Pronunciation (only if time permits)

1. Look at the slide. In a minute you will listen to these sentences. Please pay attention to the weak and contracted forms of **has** and **have**. (Play the recording.)
2. What did you notice about the pronunciation of has and have? (Get students' input.)
3. Now listen again and repeat. (Play the recording once more.)

Slide 29: 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 30-31: Speaking (10 m)

1. Look at the slide. Here you see a table. What do you have on the left side? (Achievements) Yes, completed achievements. And on the right? (Ongoing activities.) Yes.
2. Fill in the right side with 3 ongoing activities and the left side with 3 completed achievements. (Give students some time to do this.)
3. (Go to slide 31.) Now, stand up and talk about the information you wrote in the table.

For example:

T: S1, tell me about something you've achieved.

S1: I've ...

T: And what have you been working on recently?

S1: Well, I've been working on ...

Follow up: Who would like to share some information you found out? (Have some students share what they found out.)

Slide 32: Wrap up & Homework (3 m)

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

WorldView: Book 4A, Unit 6 Day 2
(116-120 m)

Slide 34-35: Homework (5 m)

Slide 36: Objectives (3 m)

1. Write the objectives on the board and have students repeat.

Slide 37: Warm up Activity (10 m)

1. **SC Practice: Find someone who-Present Perfect**

Introduction: Let's see who can find information about other people's past the fastest.

Procedure: Look at the slide. On a piece of paper write numbers 1 to 6. Here you have 6 questions to ask. In a minute we are going to stand up and ask for or share information according to the slide until you have found someone for each action. Raise your hand as soon as you have completed all the tasks.

For example:

T: What is the question for number 1?

Ss: Have you done something crazy at the university?

T: And for number two?

Ss: Have you been eating too much lately?

(Continue asking students for questions until all are covered and start the activity.)

Follow Up: So, who found someone for each statement? Can you share your information?

(Have one or two people share information.)

Slides 38-43: 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 grant	When someone receives money from the government or some institution in order to complete a project, this financial help is called a grant . Many investigators receive grants for scientific projects. Would you like to receive a grant ? What project would you develop?	If I received a grant I would
disease	Another way of saying sickness is disease . Diabetes is a disease . What other diseases do you know about? What disease are you afraid of the most?	XXX is a disease . I am most afraid of ...
combat	When you combat something you fight it. There are drugs that combat certain diseases. What can we do to combat hunger?	To combat hunger we can...
eradicate	To eradicate is to eliminate to discard. In some countries some diseases have been eradicated . Has tuberculosis been eradicated in Mexico?	No, tuberculosis has not been eradicated in Mexico.
vehicle	A car, a bus, a motorcycle, anything used to get from one place to another is a vehicle . A car is the vehicle I use to get to school. What vehicle do you use to get to school? What vehicle is the best for the environment?	The vehicle I use is a ... A ____ is the best vehicle for the environment.
run on	To run on is to use. A bike is a good vehicle because it is not necessary to put fuel in it. It doesn't run on or use gasoline. Are there cars that don't run on gas in Mexico?	Yes, there are some cars that run on electricity.

Slides 44-45: Reading Activity (10 m)

1. Look at the slide. Take a look at the title. Very quickly, scan the article and look for the words we just learned. What do you think this article is going to be about? (Have students give some ideas.)
2. Now read the article and tell me if your prediction is correct.
3. Now look at the statements (Click on the next slide.) Are there any questions?
4. Now, read the article again and write True or False next to the statement. If the statement is false, explain why. Do this with a classmate. (Give them some time to do this.)
5. Let's check your answers. (Click on slide for answers to appear.)

Slides 46-47: Grammar Reminder: Present Perfect and Present Perfect Continuous. (10 m)

1. Look at the slide. What do we have here? Right there are concepts in red and sentences in blue.
2. Your job is to match the concept in red with the statements in blue. Do this in teams of three. (Give students some time to do this.)
3. Let's check your answers. (Go to the next slide for answers to appear.)
4. Elicit important **concepts** from students; ask:
 - a. What tense do we use for actions in the past at a definite time? (Simple Past.)
 - b. What time expressions do we use with the simple past? (Last... ago ...)
 - c. And if we know that an action happened, but we don't really know exactly when, what tense do we use. (Present perfect.)
 - d. What if the action started in the past and is still going on? (Present Perfect Continuous.)
 - e. When we are talking about a progressive or continuous action that happened in the past at a certain time or when another action happened, what tense do we use? (Past Continuous.)
 - f. Are there any questions? (...)

Slides 48-49: Video Activity/Information Exchange/chain drill (20 m)

1. Look at the slide. In a moment, you will be watching a video. The question is how much do you know about this person. Share the information you know with as many classmates as you can. (Play the video; once the video has played for about a minute, ask students to stand up and share the information they know about the person.)
2. (On the BB, write: history, important moments, achievements, ongoing projects.) So, what information do you have about this singer? (Refer students to the categories you have written on board and have students come up with the information.)
3. Now let's verify your information. (Click on next slide for information to appear.)
4. Did you have all the information?
5. So, together let's create Beyoncé's biography.

For example:

T: I begin the biography and S1, you continue. "Beyoncé was born in Texas." Include my information and continue, S1.

S1: Beyoncé was born in Texas. She was born in 1981.

T: S2, include the information given and continue.

S2: Beyoncé was born in Texas, she was born in 1981. She appeared in her first talent show when she was only 11 years old.

(Continue until all information has been included.)

6. Now in groups of four, practice creating Beyoncé's biography. (Go around and do semi controlled activity correction where needed.)

Slides 50-51: Oral Practice (15 m)

1. **FP: Student Presentations/Role Plays-Present Perfect**

Introduction: So, now that we practiced doing Beyoncé’s biography, are you ready to do one alone?

Procedure:

1. Think of an actor, singer, writer or entertainer that you really like and know about and prepare a biography. Make sure you include what you see on the slide. If you really don’t know all the information, use your imagination and invent. (Give them some time to prepare.)

For example:

T: Robert De Niro, one of the greatest actors of our time, was born in New York in 1943. He became interested in acting at the age of 10 when he starred in a school play. He was the Lion in the Wizard of Oz. After that he became a fervent reader of plays. De Niro was studying acting at the American Workshop when he got his first important role in the movie “Bang the Drum Slowly”. This was in 1973. After that movie, Martin Scorsese saw him and gave him roles in many important movies. De Niro has won two Oscars and has been nominated on several occasions. He has been working with his own production company, Tribeca Film Center, these last years.

Procedure:

2. (Click on next slide) Now I want you to work in pairs. I want you to imagine that one of you is a reporter and one of you is the famous entertainer you wrote the biography about. Interview each other and get all the information you can about the star. What are some questions that we can ask? (Get students ideas and write cues for the questions on board.)

For example:

T: Who wants to interview me? I’m Robert De Niro? Go ahead ask me?

S1: Where were you born?

T: I was born in ...

S2: How did you decide to become an actor?

T: It was when I participated in a school play.

S3: How many awards have you won?

T: Well, I’ve won ...

Follow up: I need some volunteers to do the interview in front of the class. (Have 2 interviews done in front of the class.)

Slides 52-55: Oral Practice (20 m) Please note: You will need copies for this activity.

1. **FP: Problem Solving-Present Perfect, Should. I think I don’t think**

Introduction: Do you think it’s easy to get a grant? What does getting a grant depend on?

Procedure: Let’s imagine that you work for the government. You are in charge of analyzing and deciding on which projects and people should get grants and which ones shouldn’t. Please get into teams of four, and in a minute you will be given a worksheet with four different people and projects. Your task is to decide which of these people should get the grant. You can only choose one.

For example:

T: I think Arturo Lara Sánchez should get the grant because he has developed several techniques to grow food faster and he has been looking for ways to combat hunger. The experiments he has been working on could save the world. Imagine, if he is successful, all the hungry people in the world will be helped and many social problems will be eradicated. The other projects do not seem as important as this one. Feeding all the hungry people of the world can change world history.

Follow up: So, did you decide who gets the grant? (Open the activity up as a whole group discussion.)

Slide 56: Oral Practice (10 m)

1. **FP Activity: Student Presentations/Role Plays-Pres. Perf., Simple Pres. & Simple Past**

Introduction: Are all heroes well known or famous? Are there some anonymous heroes that do not get into the news? People who do things to make this world better, but are not celebrities?

Procedure: Think of someone you know that is an unknown hero. Be prepared to talk about this person. Remember to talk about his achievements and projects.

For example:

T: My unknown hero is my cousin Tino. This guy has a heart of gold. He has helped so many people in his life without asking anything in return. He used to have a taxi, but since he would never charge old ladies or people in need, he went broke. Once, when he was driving his taxi, he saw this man in the street; he was homeless and in need.

Tino got out of the car and tried to help him. Suddenly, the man pulled out a gun and stole his taxi. Tino did not go to the police, because he said that the man needed the taxi more than he did. This is my unknown hero.

Follow up: (Have different students share their heroes.)

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

Who should get the grant and why?

Decide who gets the grant and be prepared to defend your decision.

Name: Juan Toledo Domínguez

Profession: Mechanic

Achievements: Invented several devices to save gas in cars.

Current project: Developing an engine that will run on water. The most economical vehicle ever invented.

Ambition: To get the 3 million peso grant to be able to continue the project.

Name: Samantha Reyes Zárate

Profession: Biochemist

Achievements: Discovered several plants to combat all types of viral diseases.

Current project: Working on extracting elements from plants that will stop obesity in children and eradicate diabetes.

Ambition: To get the 3 million peso grant to be able to continue the project.

Name: Arturo Lara Sánchez

Profession: Agronomist

Achievements: Developed several genetic plant adaptations that have increased size and growth in fruits and vegetables.

Current project: Working on project to speed up the growth of fruit and vegetable crops by 1000%. This would solve hunger in many places in the world.

Ambition: To get the 3 million peso grant to be able to continue the project.

Name: Laura Bilchis Monroy

Profession: Brain surgeon

Achievements: Developed several surgical techniques to remove brain tumors.

Current project: Working on surgical technique to completely eliminate any dependency or character defect.

Ambition: To get the 3 million peso grant to be able to continue the project.

WorldView: Book 4A, Unit 7, Day 1
(103-108 m)

Slides 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board.

Slide 5: Warm up Activity (10 m)

1. **FP Activity: Discussion: think / don't think, simple present**

Introduction: This unit is called Corporate Spying. What does that title mean to you? (Get a couple of students to give you their ideas.)

Procedure: Look at the slide. What can you see in the pictures? (Give them a few minutes to look at and tell you about the pictures.) We are going to talk a little about cooperate spying. (Ask different students the questions and have others react to what the students have said. Don't talk about this for more than 10 minutes.)

Questions:

- Do you think it's all right that companies spy on their employees? Why or why not?
- Have you ever heard of a company that spied on its employees? How did they do it?
- What are some ways that companies can spy on their employees?
- If you had a company, would you want to know if employees were making personal phone calls, if they were playing games on the computer or surfing the Internet?
- How would you feel if your company watched you and listened to your conversations?
-
-
-

For example:

T: Do you think it's all right that companies spy on their employees?

S4: No, I don't think it's okay. They shouldn't do that.

T: Why not?

S4: Because people should have some privacy.

T: S2, what do you think? Do you agree with S4?

S2: Yes and no. I understand that companies need to protect themselves and their business, so they have to make sure that employees don't give out confidential information about the company, but I don't think they should listen to employee's private conversations.

T: Okay. S9, have you ever heard of a company that spied on its employees?

S9: Yes...

Slides 6-14: 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)
deter pron: dee TER	When you deter someone from doing something you make them not want to do that thing. On the slide, the man wanted more beer, but thinking that he might have an accident deterred him. How do parents try to deter their teens from smoking or drinking?	They try to deter them by saying...
get away with	When you get away with something, you do something bad or illegal, but don't get caught and don't suffer any consequences. Once when I was a child, I broke my mom's favorite lamp, but she never knew it was me. I was lucky I got away with it because otherwise she would have punished me. Have you ever done something bad and gotten away with it? What?	I got away with XXX when I was...
eavesdrop	When you eavesdrop , you secretly listen to another person's conversation. I used to eavesdrop on my sister when she talked to her boyfriend. Have you ever eavesdropped on someone? Why? What did they say?	I eavesdropped on XXX because...
keep an eye on	When you keep an eye on someone or something you watch or take care of it. The lifeguard in the picture is keeping an eye on the people swimming. When you are driving, what do you have to keep an eye on ?	I have to keep an eye on ...
keep tabs on	To keep tabs on is to keep an account of something or someone, or observe that person or thing closely. Mary was suspicious of her husband, so she hired a detective to keep tabs on him. Who keeps tabs on criminals?	The police keep tabs on them.
commit a crime	When you do something illegal, you commit a crime . The police arrested Carlos Beltrán Leyva because he has committed many crimes . What will happen if you commit a crime ?	If I commit a crime , I will...
be suspected of / be accused of	When a person is suspected of a crime , they think the person has committed a crime, but it's not 100% sure. They fired one of the secretaries at a friend's office because she is suspected of stealing money. Who was suspected of killing Fernando Martí (Paulette Gebara / Paco Stanley / Colosio)? When you are accused of a crime, they have some evidence that you committed the crime. My sister accused me of taking her cell phone, but I didn't do it. Has anyone ever accused you of doing something you didn't do?	XXX was suspected of killing YYY. XXX accused me of doing ...
be convicted of	When a person is convicted of a crime , he/she is proven to be guilty. Osiel Cárdenas was convicted of various crimes and sent to prison. Who has been convicted of a crime recently? What was the crime?	XXX was convicted of a ...
spy	When you spy on someone, you secretly watch them. When I was in high school, I thought my boyfriend had another girlfriend, so I spied on him. Have you ever spied on someone? Who? Why?	Once I spied on XXX because...

Slides 15-17: Vocabulary: Getting Started (10-12 m)

1. Open your books to page 30, exercise 1. Work in pairs to underline the words to complete the sentences. (Give them a few minutes to do this.)
2. Let's check your answers. (Click on the slide to show the answers. **Note:** in the teacher's guide for WorldView 4, it says that the correct answer for number 7 is "take advantage of," but that's incorrect. The correct answer is "get away with.")
3. Now, look at exercise 3. In pairs, discuss the questions. (Give them time to do this.)
4. What did you discuss in with your partner? What things do you think it's okay for employees to do? Which ones do you think they shouldn't do? (Let a few students share what they discussed in pairs.)

Slides 18-19: Listening (10 m)

1. Open your books to page 30, exercise 4. Listen to the conversation. Check the items that are mentioned in this conversation. (Play the audio.)
2. Which things did they mention? (Click on the slide to show the answers.)
3. Now, look at exercise 5. There are 3 questions there. (Go to slide 19.) Work in teams of four and discuss these questions. Be prepared to share your opinion with the group. (Give them some time to do this.)
4. So, what are your answers? (Have one or two groups share opinions.)

Slides 20-21: Reading (15 m)

1. Open your books to page 31, exercise 6. What can you see in the picture in the magazine article? What are the security guards doing? What are they looking for?
2. Read the article quickly and match the headings with the correct paragraphs. (Give them a minute to do the activity.)
3. What are the answers? (Click on the slide to show the answers.)
4. Now, look at exercise 8. Read the questions, then read the article again and answer the questions. (Give them a few minutes to read.)
5. Let's check your answers. (Click on the slide to show the answers.)

Slide 22: Grammar Focus (10 m)

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels.)
3. Elicit important patterns from students; ask:
 - a. What do we use after "in order to?" (BFV)
 - b. Is it necessary to use "in order" or can we just say "to+ BFV?" (We can just use "to + BFV.)
 - c. What do we use after "so that?" (S+ V)
 - d. What do we use after "in case?" (S+ V)
 - e. What do we use after "for?" (V+ ing)
 - f. When we use "to" or "in order to," what are we expressing? (The reason or purpose.)
 - g. When we use "so that," what are we expressing? (The reason or purpose.)
 - h. When we use "in case," what are we expressing? (Something might happen.)
 - i. When we use "for," what are we expressing? (What something is for.)
 - j. (Click on the slide to show the rules.)

Slides 23-24: 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 25: Pronunciation (5-10 m)

1. Open your books to page 33, exercise 4. You can see lists of words in the table. One word in each line does not have the same stress shown by the pattern of big and small circles. Underline the word that has a different stress pattern. (Play the audio.)
2. Listen again to check your answers. (Play the audio for them again)
3. Let's listen again and repeat after the audio. (Play it for them to repeat.)

Slide 26: Model Conversation (10 m)

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

Slide 27: Wrap up & Homework (3 m)

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

WorldView: Book 4A, Unit 7, Day 2 (115-141 m)

Slide 29: Homework (5 m)

Slide 30: Objectives (3 m)

1. Write the objectives on the board.

Slide 31: Warm up Activity (10-15 m)

1. **FP Activity: Information Gap-Expressions of purpose**

Introduction: Can you describe what things are used for? For example, what's a computer used for? (Get a couple of students to give you their ideas.)

Procedure: You are going to think of something that you use every day and describe it to a classmate. Work in groups of 3-4. Each person will describe his/her item and the others have to guess what the item is; you can use expressions of purpose.

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

Follow up: Where you able to guess the items? Were there any you couldn't guess?

Slide 32: Speaking: (15-20 m)

1. **FP Activity: Information Gap/Role-Play-Expressions of purpose**

Introduction: If you had a company, would you use a security system to check on employees? Why or why not?

Procedure:

3. Open your books to page 33, exercise 7. You are going to work in pairs. One of you is a person that works in a company that wants to check on its employees and the other is a person who works for a security company.

4. Student A will look at page 137, and Student B will look at page 141. You will have a meeting to talk about security issues. (Give students time to do the activity this.) (Walk around and take note of student mistakes and do correction at the end of the activity.)

For example: (See slide 32 for the example.)

Follow up: Now, report to the class what you and your partner agreed on and the reasons for the decisions.

Slide 33: Oral Practice (10 m)

1. **SC Activity: Stimulus-Response-Expressions of purpose**

Introduction: Are there reasons you do different things at home, work or school? For example, why do you brush your teeth? (Get a couple of students to give you their reasons.)

Procedure: I'm going to ask you a question and you have to tell me why you do that activity using one of the expressions we saw last class.

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

Cues: (You can ask the same question to more than one student.)

- Why do you carry a backpack / purse?
- Why do you have a cell phone / MP3 player / computer?
- Why do you wear jeans / tennis shoes / high heels / glasses?
- Why do you drink coffee / beer / soft drinks / water?
- Why do you take a shower / comb your hair?

Slides 34-35: Oral Practice (10-15 m)1. **SC Activity: Guessing Game-Expressions of purpose**

Introduction: What do you use a cell phone for? What about a radio?

Procedure: You are going to work in pairs. One of you will look at the screen and the other will sit with his/her back to the screen. The person looking at the screen will look at the picture and then say what it's used for WITHOUT saying what the thing is. The other person has to guess what the item is based on the description. (Have the students work in pairs and show one item at a time. Once they have guessed the item go on to the next one. Do the first 6, then, have them switch places so that the person that was facing the screen now has his/her back to it.)

For example: (Look at the slide for the example, then click on the slide to show the item.)

Slide 36: Oral Practice (15 m)1. **FP Activity: Problem Solving-Expressions of purpose**

Introduction: Look at the slide. This is a Swiss army knife. Can you do many things with a Swiss army knife?

Procedure: You are going to work in groups of 4. Each group will have exactly 7 minutes to make a list of what you can do with this knife using expressions of purpose. When the time is up, each group will read their sentences. You get one point for each correct sentence and the group with the most **correct** sentences wins. (Give students 7 minutes to do the activity. When they finish, have each group present their sentences and keep track of the points; one point for each CORRECT sentence.)

For example:

T: I can use this knife to cut my fingernails. I can use it for cutting out pictures from magazines for my classes. Etc.

Slide 37: Oral Practice (15-20 m)1. **FP Activity: Problem Solving-Expressions of purpose**

Introduction: Look at the slide. This is a desert island. What can you find on an island like this? (Let students say whatever they think can be found there.)

Procedure: You are going to work in groups of 4. You are on the program "Survivor" and you will live on this island for 6 months. You can take 10 things with you to the island, but you can't take any transportation like a boat or plane and you can't take any food. Work in your groups and decide on what 10 items you will take to the island and why you will take those things.

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

Follow up: Tell us what you decided to take to the island and why? Group 1? Group 2? Etc. (Have each group tell you what they decided to take and the reason why.)

Slide 38: Oral Practice (15 m)1. **SC Activity: Find Someone Who...-Expressions of purpose**

Introduction: Why do you do certain things? Let's find out.

Procedure: In your notebooks, write numbers 1 to 5. In a minute, you will stand up and ask your classmates questions to find people who do different things. Look at the information on the slide. What question can we ask for the first one? (Elicit the question from students.) And what is a possible answer? (Yes or no...) If the person says "No" can you write his name for that one? (No.) What's the question for the second one? And the third? (Go over the question for each one.)

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

Follow up: Who lives at home in order to be close to his/her family? (Have different students tell you what they found out.) Who goes to bars to meet girls/guys? Etc.

Slide 39-40: Oral Practice (15-20 m)

1. **FP Activity: Problem Solving-Expressions of purpose**

Introduction: Why do people do certain things? For example, why do women wear perfume?

Procedure: Let's divide the group into 5 groups. Look at the slide. Each group is going to come up with reasons why people do the following things. You will have 5 minutes to come up with as many things as you can as to why people do these things. The group with the most and best reasons, wins. (Assign each group one picture to work with. Walk around and help if necessary. Take notes of mistakes.)

For example: (See slide 40 for the example.)

Slide 41: Wrap up & Homework (3 m)

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

WorldView: Book 4A, Midterm Review (111-126 m)

Slides 2-3: Homework: (5 m)

Slide 4: Objectives: (3 m)

1. Go over each of the objectives; don't write them on the board.

Slide 5: Oral Practice (10-15 m)

1. FP Activity: Presentations–Present Perfect

Introduction: Are there things you want to change in your life? What, for example?

Procedure:

1. Look at the people on the slide. They are going to talk about changes that they are making in their lives. (Play the audio.)
2. Work with a partner and talk about what they've done so far or what they plan to do.

For example:

T: Roberto wants to lose weight. He has joined a gym.

3. Now, work again in pairs and choose one of the topics on the slide or another project of your own. Tell your partner about it and then your partner will ask you questions about what you have done to reach your goals. Take turns.

For example:

T: I have tried to get my apartment in order. I've bought some new furniture and have thrown out some old things. I've given some of my old clothes to charity. Etc.

Follow up: What are some things your classmates have done? What are some of their plans?

Slide 6: 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 7: Oral Practice (15 m)

1. SC Activity: Information Gap–Future Real Conditional

Introduction: Do you like to travel? What places would you like to visit some day?

Procedure:

1. Look at the pictures and questions on the slide. In pairs or trios, discuss the questions. (Give them a few minutes to discuss.)

For example:

T: I've never been to these two places, but I want to visit Thailand some day, but I don't really know much about it. What about you?

Procedure:

2. Now, you are going to do a role play. One of you will be a travel agent and the other will be a traveler who wants to visit one of these places in the picture. Ask and answer questions and then switch roles. Student A look at page 136 and Student B will look at page 138.

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

Slide 8: Oral Activity (10-15 m)

1. SC Activity: Guessing Game-Quantifiers

Introduction: What are some ingredients you need to make a sandwich? What about a cake?

Procedure:

1. Let's divide the group into four teams. Each team has to think of 3 recipes and the ingredients and quantities for the recipes. Don't let the other teams hear what your recipes are because they will have to guess the recipes based on the ingredients and quantities. (Give them time to do this; help them with ingredients if necessary.)
2. One team will say the ingredients and the quantities using the quantity expressions that you know and the other teams have to guess what the recipe is.

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

Slide 9: Oral Activity (15-20 m)

1. SC Activity: Opinion Gap-Modals for prediction and speculation

Introduction: What are some things that will be different in the future? How will people's lives change?

Procedure: You are going to listen to a radio interview with a futurologist. Listen to what he says and decide if you agree or disagree with his predictions. Look at the chart on the slide. He'll talk about some of these topics.

For example:

T: I agree that in the future most money will be electronic; everyone will have a cash card to buy things, but I don't think all countries will use the same currency.

Procedure: Now, you are going to work in groups of 4. Each group will work together to make predictions about the changes that you think will or might happen in 20 years. Discuss the ideas on the slide (click to show the slide) and any others that you have.

For example:

T: We might have robots in the future that will do the housework, but I don't think that they will be lovable.

Follow up: What are some of your predictions for the future? (Have different groups share some of their predictions.)

Slide 10: Oral Activity (15 m) Please note: you will need copies for this activity.

1. FP Activity: Presentation/Guessing Game – Present Perfect & Pres. Perf. Continuous

Introduction: Are your daily activities the same as a famous actor? What things do doctors do every day?

Procedure:

1. You are not students at the university anymore. I will give you a card with your new profession on it and you will prepare a presentation on the things you have done and have been doing lately based on your new profession. Don't let your classmates see your card. (Give them time to prepare the presentations.)
2. Now, you will tell your classmates about the things you've been doing and they will guess your new profession. The person that guesses correctly gets to keep the card with the profession on it. The person with the most cards at the end wins.

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

Slide 11: Oral Activity (10-15 m)

1. FP Activity: Role-Play-Asking for and giving permission

Introduction: What are some things that others do that are rude?

Procedure: You are going to work in pairs and role-play the situations in exercise 1 on page 38 in your books. You are going to take turns asking for and giving or denying permission. (While students do the activity, walk around and take notes of any mistakes you hear.)

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

T: If the situation is the following, you can have a dialog like this.

Slide 12: Oral Activity: (15-20 m)

1. FP Activity: Debate – expressions of purpose

Introduction: Are cell phones a good thing? What are some bad things about cell phones?

Procedure:

1. Open your book to page 39. You are going to read the article about camera phones. What are the arguments for these phones? What are the arguments against? (Give students time to read.)
2. Now, you are going to work in two teams. Each team needs to come up with arguments for the use of camera phones and why they are good, and the other team needs to come up with arguments for why a camera phone could be bad. When you're ready, each team will explain their arguments. The team with the best arguments wins. (Make sure each team has a chance to give their arguments and that different students have a chance to participate.)

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

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.

Cards:

politician	designer	clown
archeologist	chef	painter
electrician	astronaut	gardener
journalist	scientist	lawyer
economist	travel agent	veterinarian
farmer	psychologist	priest

WorldView: Book 4A, Unit 8, Day 1
(117-125 m)

Slide 2: Objectives (3 m)

1. Write the objectives on the board and have students repeat.

Slide 3: Warm up Activity (10 m)

1. **FP Activity: Presentation-Traveling- Simple past and Present Perfect**

Introduction: Do you like to travel? Have you ever had an unpleasant situation when travelling?

Procedure: Think of a pleasant or unpleasant situation that happened to you while travelling. Get ready to share the information with your classmates. Work with another two classmates and share your experience.

For example:

T: I remember once I had to travel to California. I took a flight that had a connection in Phoenix. It turns out that my flight from Mexico City to Phoenix was delayed because the door of the plane would not close properly. When I got to Phoenix, one hour late, I had to go through a security checkpoint. There, they made me take off my belt, my shoes and empty my pockets. An officer inspected me; he took his time and did it very carefully. It took him forever. When I finally got through the inspection, I ran to catch my connecting flight. Unfortunately the flight had taken off 5 minutes before. So, I had to spend the night at the airport and take another flight in the morning to get to Ridley, California.

Follow up: Who can share their information? (Have 2 or 3 students share their information.)

Slides 4-13: 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)
journey	A journey is a very long trip. I made a journey from Montreal to Mexico City by bus. Have you ever made a long journey ?	No, I have never made a long journey .
baggage claim	The baggage claim is the place where you collect your suitcases and things. When you travel on a plane you have to pick up your suitcases at the baggage claim . Do they sell suitcases at a baggage claim ? What happens at the baggage claim ?	No, they don't sell suitcases at the baggage claim . People pick up their suitcases at the baggage claim .
boarding pass	A boarding pass is the ticket that you get to get on the plane. If you do not have a boarding pass you cannot get on the plane. Where do you get the boarding pass ? Who gives you the boarding pass ?	The person at the airline counter gives you the boarding pass .
carry-on bag	Do you have to check in all your suitcases? Things you carry on the plane are called carry-on bags . If I'm taking a short trip, I sometimes take a carry-on bag with all my things and I don't have to check it in or wait for it at the baggage claim. If you go on a long journey, can you take all your things in a carry-on bag ?	No, you can't take all your things in a carry-on bag if you go on a long journey.

check-in counter	The place where you get your boarding pass and check in your luggage is called a check-in counter . Here on the slide you can see a check-in counter . Do you always have to go to the check-in counter ?	No, you don't always have to go to the check in counter . If you don't need to check in suitcases, you can sometimes check in on line.
luggage	Your suitcases and the things you take on a trip are your luggage . Here on the slide the luggage is green. Who usually carries more luggage , men or women?	Women usually carry more luggage .
flight attendant	The person who gives you security instructions and serves you food and/or drinks during the flight is called a flight attendant . Most flight attendants are very polite and nice. Do flight attendants need to have a certain height and weight?	Yes, flight attendants have to have a certain height and weight.
gate	On your boarding pass it tells you where to go to get on the plane. It tells you the gate . The gate is the place where you board the plane. Once, I went to the wrong gate and almost missed my plane. Have you ever gone to the wrong gate ?	No, I have never gone to the wrong gate .
runway	The runway is the road the plane takes to leave or arrive. The flight controller tells the pilot what runway to take. Can the plane take off if the runway is not ready?	No, the plane can't take off if the runway is not ready
security check point	The place where the airport security officers make sure that you are not carrying guns or bombs is called a security check point . There are security check points at the entrance of museums also. Can you get to the gate and board the plane without going through a security check point ?	No, you can't get to the gate and board the plane without going through a security check point .

Slide 14: Vocabulary Activity 1 (5 m)

1. Open your books to page 34, exercise 1. Look at the pictures related to air travel. Now, look at the words that are in the blue square, match the pictures with the words. (Give them a minute to do this.)
2. Let's check your answers. (Click on slide for answers to appear.)

Slide 15: Vocabulary Activity 2 (10 m)

1. Now look at the slide. Work in pairs and take turns asking each other questions with the information that appears. (Give students some time to accomplish the activity.)

For example:

T: S1, have you ever missed a flight?

S1: No, I have never missed a flight.

T: S2, Ask me the next question.

S2: Have you ever lost your luggage?

T: Not exactly my luggage, but I once lost a tripod.

Slides 16: Reading Activity 1 (12 m)

1. Look at the title and subtitle of the reading and answer the first question.
2. Now, work with a partner and complete activity 2 on the slide. (Give them some time to complete the activity and get some ideas from students.)
3. Read the article and complete activity 3 from the slide. (Give students some time to do this and have them share what they found.)

Slide 17: Reading Activity 2 (10 m)

1. Look at the statements on page 35, exercise 4. Read them.
2. Now read the article again and write T if the statement is true and F if it's false.
3. Let's check your answers. (Click on slide for answers to appear.)

Slides 18: Listening Activity (12 m)

1. In a moment you will be hearing a story that happened at the airport, but before listening, look at the events on page 35, exercise 5. Read them and make sure that the statements are clear for you.
2. Now listen and put the events into the order that they happened. (Play the listening and have student complete the task.)
3. Let's check your answers. (Click on slide for answers to appear.)
4. So now tell me: was Lou right to do this? Why? Why not? (Have students share opinions.)

Slide 19: Grammar Focus: Past Perfect (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 important patterns from students; ask:
 - a. Do we use the Past Perfect to talk about actions in the present or past? (Past.)
 - b. In the sentence, how many actions are we talking about? (Two.)
 - c. What are the two actions we are talking about? (He reached the gate and his plane left.) (Click on slide for sentences to appear.)
 - d. Which of the 2 actions happened first? (His plane left.) (Click on slide for time line to appear complete.)
 - e. And what tense are we using to express that this action happened before the other action in the past? (Past Perfect.) So we use the Past perfect to talk about an action that happened before another action in the? (Past.)
 - f. What auxiliary do we use? (Had.)
 - g. What form is the verb in? (Past Participle.)

Slides 20-22: Controlled Practice: 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 on the slide to sentences with Past Perfect; do some chorally and some individually.

Slide 23: Pronunciation (only if time permits)

1. Look at the slide. In a minute you will listen to these sentences. Please pay attention to the weak and contracted forms of *had*. (Play the recording.)
2. What did you notice about the pronunciation of *had*? (Get students' input.)
3. Now listen again and repeat. (Play the recording once more.)

Oral Practice (10 m)

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

Introduction: Are things in your life different now than they were 5 years ago? What things change?

Procedure: My friend Sam went to England to study at the university. He was there for 6 years and he has just returned. Imagine the things that changed in that time. I will say some information and you tell me what had happened.

For example:

T: I say: “his parents sell his bicycle” and you say: By the time he returned, his parents had sold his bicycle.

Cues:

- | | |
|--------------------------------|--|
| his ex-girlfriend get married | his mother give away his toys |
| his brother become a doctor | his brother open a business |
| his brother move to Monterrey | his sister learn to drive |
| his best friend fall in love | his parents travel to the USA |
| his best friend have a baby | his father build a house in Cuernavaca |
| his sister finish high school | his mother take English courses |
| his father buy a new car | his cousin buy a house in Veracruz |
| his father change jobs 2 times | his uncle get a divorce |
| his mother lose 20 kilos | his aunt find a new husband |
| his sister start working | his sister begin classes at the university |

Slide 24: Oral Practice (10 m)

1. **SC Activity: Guided Question-Free Answer; past perfect (10 m)**

Introduction: Is every action in the past a reaction to something that happened before?

Procedure: We are going to practice asking and answering questions about past events and why these things happened. We will be using the information that is on the slide.

Work in teams of three and ask and answer the questions. Remember to get at least 2 answers for every question.

For example:

T: I'm A. S1, You are B. Why did Pedro have a stomachache?

S1: He had a stomachache because he had eaten 20 tacos.

T: S2, can you answer the question?

S2: He had a stomachache because he had drunk too much coke.

T: S3, please answer.

S3: He had a stomachache because he had ...

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 did you practice doing?
2. Do you have any questions about today's class?
3. For homework, do Unit 8: Exercises 1, 2, and 3.

WorldView: Book 4A, Unit 8, Day 2 (116-120 m)

Slide 27-28: Homework (5 m)

Slide 29: Objectives (3 m)

1. Write the objectives on the board and have students repeat.

Slide 30: Warm up Activity (10 m)

1. **FP Activity: Interviews-Past Tenses**

Introduction: Do you know what **déjà vu** is? (Have students express their ideas.)

Procedure: Who has experienced déjà vu? Work in groups of 3-4 and share any déjà vu experiences you've had. (Go around the classroom and ask if someone has experienced déjà vu. Have classmates share their experiences. If you have experienced déjà vu share your experience also.)

For example:

T: Ask me if I have experienced déjà vu.

S1: Have you ever experienced déjà vu? What happened?

T: Well, a friend invited me to a party at his home last month. The strange thing is that when I walked into his apartment, I felt that I had been there before. Actually, I knew where every room was and where he kept things. I felt really weird

Follow up: (Have 1 or 2 students share their classmate's déjà vu story.)

Slide 31: Oral Practice (12 m)

1. **FP Activity: Student Presentations: past perfect**

Introduction: Do you like to go to parties? What things usually happen at parties?

Procedure: Imagine that last Saturday there was a party with all the people in the group. The party began at 10, but you got there at 12:00. Tell your classmate what had happened by the time you got there. Work in pairs.

For example:

T: When/By the time I got there, my classmates had already eaten all the food. S1, Can you give me another example?

S1: When I got there

Follow up: Who can tell me what had happened by the time they got to the party? (Have one or two students share information.)

Slides 32-33: Listening/Reading Activity (15 m)

1. Look at the slide. Take a look at the title and the picture. What do you think this story is going to be about? (Have students give some ideas.)
2. Now you are going to listen to part of the story. (Play the audio.) Were you close with your predictions? What has happened in the story? (Elicit from students.)
3. So now that you have a clearer idea, you are going to read it. (Click on slide for the first part of the story to appear and give them a moment to read.)
4. So, what has happened? (Elicit story from students.)
5. What do you think happened next? Get into pairs and come up with the ending to this story. (Give students some time to do this and then elicit the end of the story from the students.) What happened next?
6. Okay, let's read the next part and see if you were correct. (Click on slide for the rest of the story to appear.) Were you right or wrong? (Elicit from students.)
7. Now, let's look at the next slide. (Click on slide.) Here we have several of the events from the story, but they are not in the correct order. Work in pairs again and put them in order. (Give students some time to do this.)
8. Let's check your answers. (Click on slide for answers to appear.)

Slide 34: Grammar Focus: Past Perfect (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 has students label the different elements.
3. Elicit important patterns from students; ask:
 - a. Do we use the Past Perfect to talk about actions in the present or past? (Past.)
 - b. Look at the first sentence. Is it a question? (Yes.)
 - c. In questions, what is the position of the auxiliary? (Before the subject.)
 - d. Is it different than affirmative and negative sentences? (Yes.)
 - e. How is it different? (The position of the auxiliary; it's first.)

Slides 35: Controlled Practice: Controlled Question/Controlled Answer (12 m)

1. **Question/Answer:** Divide the group in 2 and have team number one ask the question, team number two answers the question. Do 4 cues in this manner and then have them do it individually.

Introduction: Now, let's practice asking and answering questions.

Procedure: I say Pedro Infante die/Priscilla meet Elvis. And team one asks the question. Team 2 answers the question according to the information on slide.

For example:

T: Pedro Infante die/Priscilla meet Elvis. Team 1, ask the question.

Team1: Had Pedro Infante died by the time Elvis met Priscilla?

T: Team 2 answer.

Team 2: Yes, he had already died. Pedro Infante died in 1957 and Priscilla met Elvis in 1959.

Cues: Juan Gabriel have his first hit/The Beatles visit the USA?

Curt Cobain be born/José José participate in the OTI?

Priscilla and Elvis meet/JFK die?

Bangladesh concert take place/Juan Gabriel have his first hit record?

JFK die/Curt Cobain be born?

Beatles visit USA/José José participate in the OTI?

José José participate in the OTI/Juan Gabriel had his first hit?

Juan Gabriel have his first hit/ José José participate in the OTI?

Curt Cobain be born/ The Beatles visit the USA?

Priscilla and Elvis meet/ Curt Cobain be born?

Bangladesh Concert take place/ JFK die?

JFK die/ Juan Gabriel have his first hit?

Beatles visit USA/ JFK die?

Slide 36: Oral Practice (10 m)

1. **FP Activity: Free Question-Free Answer; past perfect (10 m)**

Introduction: Look at the slide. Who can tell me what the situation is? What things happen in these people's lives between the ages of 25 to 60? (Have students brainstorm and write some of their ideas on the board.) Well, Frank left for the USA and came back 35 years later. Had Anita waited for him?

Procedure: Work in pairs, one of you will ask questions about what had happened by the time Frank came back and the other will answer. Use some of the ideas we talked about and include ideas of your own. Try to ask follow up questions.

For example:

T: S1, had Anita changed by the time Frank came back?

S1: Yes, she had changed.

T: How had she changed?

S1: She had become...

T: Had she gone out with other men?

S1: Yes, She had gone out with other men.

Follow up:

So, who can tell me the complete story? (Have students tell you what happened.)

Slide 37: Oral Practice (10 m)

1. **SC Activity: Find someone who...: past perfect (10-15 m)**

Introduction: What had you done before coming to school today? What are some things you hadn't done?

Procedure: On a piece of paper write numbers 1-6. In a minute you will stand up and ask your classmates questions to find people who had or hadn't done some things before they came to class.

1. had called his/her boy/girlfriend
2. had checked his/her email
3. had drunk two cups of coffee
4. hadn't taken a shower
5. hadn't finished the homework
6. hadn't eaten breakfast/lunch

For example:

T: For example, what is the question for number 1?

S1: Had you called your boy/girlfriend before you came to class?

T: Good. What is the affirmative answer?

S2: Yes, I had called him/her.

T: And the negative answer?

S3: No, I hadn't called him/her.

T: Good. If the person's answer matches the information, write his name next to that number. If not, ask another classmate.

Follow-up: Have students report the information they found.

Slide 38: Oral Practice (10 m)

1. **CP Activity: Mixed Dialogs-Past Perfect (10 m)**

Introduction: Look at the screen. What can you see? (A dialog.) Actually there are 2 dialogs.

Procedure: Let's work in pairs. There are 2 possible dialogs. Student 1 is only going to look at part A. Student 2 is only going to look at part B. Your job is to find the 2 logical conversations and practice them. Make sure you switch.

For example:

T: S1, I ask me the first question.

S1: *Had you ever been here before?*

T: I have 2 possible answers; I answer: *Yes I had. I'd been here with a friend.* What is your next logical statement?

S1: The food is great, isn't it?

Follow-up: Have different students perform both conversations to check if everyone was correct.

Slide 39: Oral Practice (25-30 m)

1. **FP Activity: Student Presentations-Past Perfect and Past Tense (15 m)**

Introduction: Have you ever had a terrible day when everything went wrong? Have you ever had a wonderful day when everything was perfect?

Procedure: Think of a day like this and be prepared to give a presentation on that day. Try to use past and past perfect to talk about this day.

For example:

T: Here is what happened that day. I was driving to see a client, when I felt very thirsty. So, I stopped and got out of the car to buy a soda. The moment I closed the door, I noticed my mistake. I had left the keys in the car. I knew I had a copy of the keys at home, so I took a taxi and got to my house. But when I got there, I realized I had left my house keys in the car also. Quickly I took another taxi and went to my wife's job. Fortunately, I had caught her just before going into a meeting. I got the keys from her, took another taxi home, got the copy of my car keys and took another taxi to get my car. When I got there, my car was not there. A tow truck had taken it because I had forgotten to put money in the parking meter. What a day!

2. **FP Activity: Presentation; past perfect (10-15 m)**

Introduction: What had you done before starting classes in the university?

Procedure: Work in trios and talk about the things you had done before you started classes here and some things you hadn't done.

For example:

T: Before I started my classes here I had finished high school, I had lived in Guadalajara for two years, I had worked at McDonald's for a year, I had bought a motorcycle and I had broken up with my (girl/boy)friend. Before I started my classes here I hadn't studied English, I hadn't worked in an office, and I hadn't taken courses in business administration.

Follow up: What is something interesting you found out about your classmates? Who had done something interesting before starting classes here? (Get a few students to comment on what they found out.)

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 did you practice doing?
2. Do you have any questions about today's class?
3. For homework, do Unit 8: Exercises 4, 5, and 6.

WorldView: Book 4A, Unit 9, Day 1
(103-117 m)

Slides 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board.

Slide 5: Warm up Activity (10 m)

1. **FP Activity: Role-Play: Small talk, the weather, present, past, future**

Introduction: Is the weather always nice here? What’s the weather like today?

Procedure: Everyone stand up. Imagine we are all at a party and you don’t know anyone, so you’re going to meet different people and start talking about the weather to get the conversation started. Then you can continue to talk about other topics. When I say switch, you need to find a new person to talk to about the weather. (Have them talk to each person for a couple of minutes and then have them switch. You can do this 3-5 times.)

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

Slides 6-15: 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)
clouds	These are clouds (point to the slide); they can be white, grey or even purple. Sometimes I like to look at the clouds because you can see different shapes in them. What color are the clouds in the sky today?	Today the clouds are...
cloud cover	When you can’t see the sky because there are only clouds, we say there is a cloud cover . The cloud cover is very dark before a storm. When was the last time there was a heavy cloud cover ?	There was a heavy cloud cover ...
rain	Rain is when water comes from the sky. In Mexico City it usually rains in the summer. When was the last time that rain fell here?	Rain fell ...
showers	When it rains constantly, but not very heavy, we say that there are showers . When there are showers , most of the water is absorbed into the earth. When was the last time there were showers here?	There were showers here...
tornado	This is a tornado ; the air turns quickly in circles and destroys anything in its path. Tornados are very common in the south of the US. Have you ever seen a tornado ? When? Where?	Yes/No, I’ve (never) seen a tornado . It was (on TV)...
snow	When it’s too cold to rain, it snows instead. This is snow . (Point to the slide.) In the winter, there is snow on the Popocatepetl. Where can you see snow ?	You can see snow ...
winds	The air that blows outside is the wind . Where there is a hurricane, there are very strong winds . What speed do the winds blow at during a hurricane?	The winds blow at (between 120 and 250 km per hour).
fog	When it looks like there are clouds on the ground and you can’t see very far, it’s called fog . There is often fog in the Toluca airport in the mornings. Where can you see fog ?	You can see fog ...

sunshine	When you can see the sun, we have sunshine . When there is sunshine , I don't need an umbrella. Do you prefer sunshine or rain? Why?	I prefer sunshine because...
storm: thunderstorm snowstorm dust storm hail storm	A storm is a disturbance in the atmosphere with strong winds. We can have a storm with thunder: thunderstorm ; with snow: snowstorm ; with dust: dust storm ; with hail: hail storm , etc. (lightening storm, sand storm). I don't like thunderstorms ; they scare me. When was the last time we had a thunderstorm ?	We had a thunderstorm ...

Slides 16-17: Vocabulary: Getting Started (10-12 m)

1. Open your books to page 40, exercise 1. Fill in the blanks with one of the vocabulary words. When you finish, compare your answers with those of a classmate. (Give them a time to do this.)
2. Let's check your answers. (Click on the slide to show the answers.)
3. Now, look at the slide. In groups of 3-4, discuss the questions. (Give them time to do this.)
4. What did you discuss in your groups? (Let a few students share their ideas.)

Slide 18: Listening (10 m)

1. What are some kinds of extreme weather events? Have you ever witnessed one of these kinds of events? What was it like?
2. Open your books to page 41, exercise 4. Listen to the meteorologist discuss different kinds of extreme events of nature, then label the pictures with the words from the box. (Play the audio.)
3. Which picture corresponds to a hurricane / typhoon? A tornado? A tsunami? (Click on the slide to show the answers.)

Slides 19-20: Reading (20-25 m)

1. Look at the picture in the newspaper on page 41. What do you think happened here? Read the title and subtitle. What is the story going to be about?
2. Now, look at the questions in exercise 5 in your book. Please read them. (Give them a minute.)
3. Next, read the article and then answer the questions. (Give them time to read and answer the questions.)
4. Now, in pairs, check to see if you have the same answers. (Let them discuss their answers, then click on the slide to show the answers.)
5. Work in groups of 3-4 and discuss the questions on the slide. (Give them 5-10 minutes to do this.)
6. What were some interesting things you talked about in your groups? (Have a few students share what they discussed.)

Slide 21: Grammar Focus 1 (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 important patterns from students; ask:
 - a. What verbs do we use to report what someone said? (Say or tell)
 - b. Is an object necessary after "say"? (No.)
 - c. When do we have to include an object? (After "tell.")
 - d. After say or tell can we use "that"? (Yes, but it's not necessary; it's optional.)
 - e. What happens to the verb, how does it change? (It changes to the "past.")
 - f. What happened to the pronouns and possessives? (They change, too.)
 - g. What happens to the time expressions? (They also change.)

Slide 22: Grammar Focus 2 (5 m)

1. Teacher shows the slide; says the sentence but; **DON'T WRITE THESE ON THE BOARD.**
2. Elicit important patterns from students; ask:
 - a. If the original sentence is in present, what does it change to in an indirect statement? (Past.)
 - b. If the original sentence is in past or present perfect, what does it change to in an indirect statement? (Past perfect.)
 - c. If the original sentence is with “can,” what does it change to in an indirect statement? (Could.)
 - d. If the original sentence is with “will,” what does it change to in an indirect statement? (Would.)

Slide 23: Grammar focus (10-15 m)

1. Open your books to page 42, exercise 2. Complete the rules in the chart with “change” or “don’t change.” (Give them a minute to do this.)
2. Let’s check your answers. (Check the answers orally: all three answers are the same: **change.**)
3. Now, look at exercise 3 in your books. Work in pairs and rewrite the sentences into indirect speech. Don’t forget to make the appropriate changes. (Give them time to do this.)
4. Let’s check your answers. (Click on the slide to show the answers.)

Slide 24: Pronunciation (10 m)

1. Open your books to page 43, exercise 4. The “th” in English has two pronunciations: one is voiced and the other is voiceless. When you say “thing,” you don’t use your vocal chords to make the “th” sound. When you say “they,” you use your vocal chords to make the sound. (Have students say these two words and feel the difference by touching their necks between the voiced and voiceless “th” sound.)
2. Listen to the words with the two different “th” sounds. (Play it for them to listen.)
3. Now, repeat the words after the audio. (Play it for them to repeat.)

Slide 25: Wrap up & Homework (3 m)

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

WorldView: Book 4A, Unit 9, Day 2 (101-121 m)

Slides 27-28: Homework (5 m)

Slide 29: Objectives (3 m)

1. Write the objectives on the board.

Slide 30: Warm up Activity (10-15 m)

1. **FP Activity: Presentation-Weather**

Introduction: Do you remember a time that you or someone you know lived through kind of weather problem or disaster? What happened?

Procedure: Work in trios and tell your classmates about the weather disaster or problem. Tell them what happened and what you did.

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

Follow up: What was the worst disaster you heard about? (Have a few students share their stories.)

Slides 31-33: Controlled Practice: Repeat / Complete / Change (15 m)

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually.
3. **Change:** Have students change the sentences from direct statements into indirect statements; do some chorally and some individually.

Slide 34: Model Conversation (10 m)

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

Oral Practice (10 m)

1. **SC Activity: Stimulus-Response-Indirect speech**

Introduction: Do you sometimes listen to peoples' conversations? What do they talk about?

Procedure: Imagine you are listening to a conversation between two friends and you are reporting the conversation to another friend who is on the phone. I will say the sentence and you report it using said or told.

For example:

T: Roberto to Daniela: "Math class has been very difficult for me."

S3: He said that math class had been very difficult for him.

Cues:

- Daniela to Roberto: "You should ask Raúl to help you; he's very good at math."
- Roberto to Daniela: "That's a good idea; I'll talk to him tomorrow."
- Daniela to Roberto: "I really enjoy my dance class and I love my teacher."
- Roberto to Daniela: "I don't think dance is a class I want to take."
- Daniela to Roberto: "You should try it; it's really fun and it's good exercise."
- Roberto to Daniela: "I prefer to play soccer for exercise."
- Daniela to Roberto: "Last weekend, I went dancing with some friends from my class."
- Daniela to Roberto: "We had a great time."
- Roberto to Daniela: "Last weekend, I played soccer on Saturday."
- Roberto to Daniela: "On Sunday, I worked on a project for my accounting class."
- Daniela to Roberto: "I didn't study at all last weekend."
- Daniela to Roberto: "On Sunday, I went to my grandmother's house."

- Daniela to Roberto: “We celebrated my grandmother’s 78th birthday.”
- Roberto to Daniela: “That’s incredible; my grandmother is only 62.”
- Daniela to Roberto: “My mother is the youngest of 8 children.”
- Daniela to Roberto: “My uncle Samuel is the same age as your grandmother.”
- Roberto to Daniela: “Next weekend my parents will celebrate their 25th anniversary.”
- Roberto to Daniela: “We will have a big party with food, drinks and lots of music.”
- Roberto to Daniela: “You should come to the party; it will be at my house.”
- Daniela to Roberto: “I’m busy on Saturday morning, but in the afternoon I’m free.”
- Roberto to Daniela: “The party will start at 3:00, so that’s perfect.”

Slide 35: Oral Practice (15-20 m)

1. **FP Activity: Presentation-Indirect speech**

Introduction: Are there some events in your life you remember well? For example, the first time you went on a date, or the first time you came to the university, or the day of your first job.

Procedure: Work in groups of 3-4 and tell your classmates about the first time you did one of these activities and what different people told you.

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

Follow up: Who has an interesting story they’d like to share? (Let one or two people share their stories.)

Slide 36: Speaking: (15-20 m)

1. **FP Activity: Information Gap/ Role-Play-Indirect speech, weather**

Introduction: Do you like to go to the beach? What can you do there?

Procedure:

1. Open your books to page 43, exercise 6. You are going to work in groups of three. You are planning a beach party for tomorrow, but you need to check on the weather before you go. Each of you is going to get the weather forecast from a different TV channel. Based on the weather forecasts, you need to decide as a group if you should plan to have the beach party or not.
2. Student A will look at page 137, and Student B will look at page 138, and Student C will look at page 140. (Give students time to do the activity this.) (Walk around and take note of student mistakes and do correction at the end of the activity.)

For example: (See slide36 for the example.)

Follow up: Now, look at page 141 to check the actual weather on the day of the beach party. Was your decision correct?

Slide 37: Oral Practice (15-20 m)

1. **FP Activity: Presentation-Indirect speech**

Introduction: Do you like to take vacations? What was the best vacation that you can remember?

Procedure: You are going to work in pairs. Each person is going to tell his/her partner about the best vacation that they can remember. You have to remember what the person told you because later you will report what he/she said to another classmate.

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

Procedure: Now, you are going to work with a different person than you already worked with and you will tell him/her about your previous partner’s vacation. Remember to use said and told to report.

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

Slide 38: Wrap up & Homework (3 m)

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

WorldView: Book 4A, Unit 10 (121-125 m)

Slide 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

- Write the objectives on the board and have students repeat.

Slide 5: Warm up Activity (10 m)

- FP Activity: Presentation-Changes in the future**

Introduction: Do you like technology? What gadgets are your favorites?

Procedure:

- Think of the technology that you have today that wasn't available 15 years ago. Make a list.
- Work with the person next to you and share the devices from your list. Put a check next to those you think will still be around 20 years from now.

For example:

T: One of my devices was the DVD player and I don't think it will be around in 20 years. This is what happened to cassettes that were around 20 years ago. In the future I think all our movies and music will be stored on mini chips.

Follow up: Who can share their information? (Have 2 or 3 pairs share their information.)

Slides 6-7: Vocabulary (5 m)

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

Word	Usage (teacher)	Usage (student)
increase go up climb	Increase is when something becomes more or bigger. Some synonyms of increase are go up and climb . The price of gas increases every month. What other prices increase or go up ? Do salaries go up very often? Has the crime rate climbed very much in the last few years?	The price of food increases very often No, salaries don't go up very often. Yes, the crime rate has climbed in the last few years.
decrease go down drop	The opposite of increase is decrease . According to the government, unemployment decreased in the last year. Some synonyms of decrease are go down and drop . Do you think pollution in our country has decreased ? Has the number of smokers dropped or gone down in the last decade?	No, I don't / Yes, I think pollution has decreased . Yes/No, the number of smokers has (not) dropped in the last decade.
improve get better	When the quality of something increases we say it improves . A synonym is get better . The roads in Mexico have improved, according to the government. Do you feel the quality of life has improved in the last 2 decades? Has life gotten better ?	Yes, I think/ No, I don't think the quality of life has gotten better or has improved .
deteriorate get worse	The opposite of improve is deteriorate . When something deteriorates it loses quality. A synonym is get worse . Some people think society has gotten worse because of the loss of family values. Do you think this is true? Have family values deteriorated ? Has society gotten worse or better ?	Yes, I think/No, I don't think family values have deteriorated ? I think

Slides 8-9: Vocabulary Activity (15 m)

1. Open your books to page 44, exercise 1. Look at the words in the blue box. Go up and go down indicate up / down changes. Underline the three other pairs that indicate up/down changes. Then check with a partner and compare answers.
2. Let's check your answers. (Click on slide for answers to appear.)
3. Now, look at the list of topics that appear in exercise 2; first look at the topics and think of your predictions about these topics for the next 30 years. Make sure to use the words we just saw in exercise 1 and to explain the reasons behind your predictions.
4. Now, share your ideas with at least 2 members from the class. Stand up and share.
For example: I think pollution will decrease, because kids and young people are becoming more educated in this respect and are being more careful with how they handle garbage.
Follow up: (Have different students share their predictions with the group as a whole.)

Slide 10: Pre Reading Activity (5 m)

1. In a moment you are going to read a magazine article on page 45. Before you do this look at the images on page 44 and 45; take a minute to think about what is happening in each picture.
2. Now, get together with a partner to see if you agree on what is happening in each picture.
For example: It looks like computers inside the people's brains are communicating with each other.
Follow up: (Have different students give their opinions on the pictures.)

Slide 11: Jigsaw Reading Activity 1 (10 m)

1. Please get into teams of 4. Student 1 will read the first paragraph, student 2 will only read paragraph 2, student 3 will only read paragraph 3 and student 4 will read the last paragraph. Only read your assigned paragraph and be ready to tell your teammates about what you read. (Give them some moments to do this.)
2. Now take turns telling your teammates about the paragraph you just read. (Give them some time to do this.)
3. Together, decide which paragraph describes which picture and put the letter next to the paragraph in your book. (Give them some time to do this.)
4. Can you give me the answers? (Have students give you the answers.) Now let's check them. (Click on slide for answers to appear.)

Slide 12: Reading Activity (8 m)

1. Let's go back to the article. In a moment you will be reading it again, but individually.
2. Before reading again. Look at the technological advances listed in exercise 5.
3. As you read, think of how each of these advances will benefit us. (Give them some time to do this.)
4. Who can share their ideas? (Have students participate.)
5. Now, let's check your answers. (Click on slide for answers to appear.)

Slide 13: Listening Activity (10 m)

1. Let's listen to an interview. As you listen, write a plus sign next to the advances that Dr Pierce considers positive and a minus sign next to those she considers negative.
2. Look at the technological advances in exercise 5. (Play the audio selection and have them complete the task.)
3. Now, let's check your answers. (Click on slide for answers to appear.)

Slide 14: Discussion Activity (10 m)

1. Look at the screen; there are 2 questions for you to think about: (Give them some time to think.)
2. Now, work with a classmate you have never or almost never worked with and discuss these questions with him/her. (Give them some time to discuss.)
Follow up: What are some ideas that you have? (Have students share ideas.)

Slide 15 Grammar Focus: Future Perfect (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 has students label the different elements.
3. Elicit important patterns from students; ask:
 - a. Look at the two sentences. Are they about the past, present or future? (Future.)
 - b. What is the time expression that these sentences have in common? (By.)
 - c. Are we talking about actions that we expect to happen before or after the year 2075? (Before.)
 - d. So, do we use the Future Perfect to talk about a completed action before a specific time in the future? (Yes.) Do we know exactly when? (No.)
 - e. What 2 auxiliaries do we use for this tense? (Will and have.)
 - f. What form is the verb in? (Past participle.)
 - g. Where does will go in questions? (Before the subject.)
 - h. And for affirmative sentences, where does it go? (After the subject.)

Slides 16-17: 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 18: Pronunciation (only if time permits)

1. Look at the slide. In a minute you will listen to these sentences. Please pay attention to the contracted sound of will and how it sounds when linked with have. (Play the recording.)
2. What did you notice about the pronunciation of the questions? (Get students' input.)
3. Now listen again and repeat. (Play the recording once more.)

19: Oral Practice (10 m)

1. **SC Practice: Stimulus Response: Future Perfect Interrogative.**
Introduction: Are you good at interviewing people? Imagine your classmate is a famous futurologist.
Procedure: Take turns interviewing each other about the topics that are on the slide. Remember to ask follow up questions to get more information.
For example: T: S1, by the year 2050, will marriage have disappeared?
 S1: Well. I think...
 T: Will that be good or bad in your opinion? Why?
 S1: Well, ...

20: Oral Practice (10 m)

1. **SC Practice: Stimulus Response: Future Perfect.**
Introduction: Do you ever think of your future? Do you ever think of things you will have accomplished in the future and make plans?
Procedure: Think of the year 2030. Think of your life then and your accomplishments. Use the ideas on the slide to prepare a presentation and then share it with 2 different classmates.
For example:
 T: By the year 2030, I will have already gotten married. I will have established my own business and I will have had 2 kids. I will have bought a small apartment. I will have done important business with Carlos Slim and I will have made many friends in important places.

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 did you practice doing?
2. Do you have any questions about today's class?
3. For homework, do Unit 10: Exercises 2, 3 and 4.

WorldView: Book 4A, Unit 11, Day 1
(106-120 m)

Slides 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board.

Slide 5: Warm up Activity (10 m)

1. **FP Activity: Presentation: Future jobs-future**

Introduction: What are you studying for? What kind of job would be your dream job in the future?

Procedure: Work in groups of 3-4 students and tell your classmates about what you will be doing in the future. Describe your dream job and explain your activities in that job. When you finish, your classmates can ask you questions. (Give them time to do this.)

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

Follow up: Who can tell the class about an interesting dream job someone plans to have in the future. (Get a couple of students to share.)

Slides 6-13: 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)
strengths	Your strengths are your good points. I'm a very organized person; that is one of my strengths . What is one of your strengths ?	XXX is one of my strengths .
weaknesses	The areas you are not good at are your weak areas or they are your weaknesses . One of my weaknesses is that I'm not good at spelling, so I have to check my work carefully. What is one of your weaknesses ?	XXX is one of my weaknesses .
references	When you give a list of people that can tell a future employer about you or your work, they are your references . I always use my former boss as a reference . Who can / do you write as a reference for a job?	I always write XXX as a reference .
promotion	When you do a good job and they give you a better position and more money in the company because of it, that's a promotion . In my last job, I got a promotion and went from being a teacher to a coordinator. Who do you know that has gotten a promotion ? What was that person's new job?	XXX got a promotion last year. Her/His new job is...
experience	When you do a job for some time, you know all about it and you have experience . I have a lot of experience as a teacher. What do you have experience in?	I have a lot of experience in....
prospects	Your prospects are your future possibilities. If you study at the university, your future prospects are better than if you only finish high school. In the current job market, are your prospects of getting a job good or bad?	My prospects are...

qualifications	Your qualifications are those things about you that make you the right person for a job. I could never be an engineer; I don't have the right qualifications . What do you currently have qualifications to do?	I currently have the qualifications to
long-term goals	Your long-term goals are the things you want to do in the future or later in your career. One of my long-term goals is to write a children's book. What is one of your long-term goals ?	XXX is one of my long-term goals .

Slides 14-16: Vocabulary: Getting Started (10-12 m)

1. Look at the slide. Work in groups of 3-4 and discuss the questions on the slide. (Give them a time to do this.)
2. So, who had a good job interview experience? Who had a bad one? (Let a few students share.)
3. Now, open your books to exercise 2 on page 48. Work in pairs and underline the correct word or phrase in each tip. (Give them time to do this.)
4. Let's check your answers. (Click on the slide to show the answers.)

Slides 17: Reading (15-20 m)

1. Open your books to page 49, exercise 3. Work in pairs and match the statements with the tips from the previous page. (Give them time to do this.)
2. Now, let's check your answers. (Click on the slide to show the answers.)
3. Look at exercise 4. Work in trios and discuss the questions as they apply to your school or work life. (Give them time to do this.)
4. What were some interesting things you talked about in your groups? (Have a few students share what they discussed.)

Slide 18-19: Listening (10 m)

1. Look at exercise 5. Read the information there. (Give them a minute.)
2. Now, you are going to listen to Carol talking to a friend about a job interview. Check the topics that were discussed in the interview. (Play the audio.)
3. Let's check your answers. (Click on the slide to show the answers.)
4. Now, look at exercise 6. Read the questions. (Give them a minute.)
5. Now, listen again and then answer the questions. (Play the audio.)
6. Let's check your answers. (Click on the slide to show the answers.)

Slide 20: Grammar Focus (10 m)

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation.
3. Elicit important patterns from students; ask:
 - a. What verbs do we use to report what someone asked? (Ask or want to know.)
 - b. Is an object necessary after "asked?" (It's optional.)
 - c. Do we use an object after "wanted to know?" (No.)
 - d. After **asked** or **wanted to know**, what do we use if the original question was a yes/no question? (If or whether.)
 - e. After **asked** or **wanted to know**, what do we use if the original question used a question word? (We use the question word.)
 - f. After if/whether or the question word, what is the word order? (Subject + verb.)
 - g. Is that the order of a question or statement? (A statement.)
 - h. What happens to the verb, how does it change? (It changes to the "past.")
 - i. What happened to the pronouns and possessives? (They change, too.)
 - j. What happens to the time expressions? (They also change.)
 - k. Does the reported question have a question mark at the end? (No, because it's not a question anymore; it's a statement.)

Slides 21-22: Grammar Focus (15-20 m)

1. Open your books to page 50, exercise 1. Study the information in the box. (Give them a couple of minutes.)
2. Now, look at exercise 2. Underline the words to complete the rules in the chart. (Give them a minute to do this.)
3. Let's check your answers. (Click on the slide to check the answers.)
4. Now, look at exercise 3 in your books. Work in pairs and rewrite the sentences into indirect speech. Don't forget to make the appropriate changes. (Give them time to do this.)
5. Let's check your answers. (Click on the slide to show the answers.)

Slides 23-25: Controlled Practice: Repeat / Complete / Change (15 m)

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually.
3. **Change:** Have students change the questions from direct questions into indirect questions; do some chorally and some individually.

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

WorldView: Book 4A, Unit 11, Day 2 (111-126 m)

Slides 28-30: Homework (5 m)

Slide 31: Objectives (3 m)

1. Write the objectives on the board.

Slide 32: Warm up Activity (15-20 m)

1. **FP Activity: Role-Play: job interviews**

Introduction: What kinds of questions do people ask at a job interview? What do they want to know?

Procedure:

1. First, work in pairs and think of at least 5 questions that you would ask someone who is looking for a job. For example, you can ask what work experience they have or what they studied, etc. (Give them time to think of at least 5 questions.)
2. Now, everyone stand up and form two circles; one inside and one outside. The people in the two circles will look at each other. (Those students in the inner circle should look out and those in the outer circle should look in.)
3. The people on the inside circle are job interviewers and those in the outside circle are people looking for a job. The interviewers are going to ask the candidates their questions, and when I say switch, the interviewees will move one space to the right and the interview process will start again. (Let them do this at least 3 times, so that each interviewer can talk to 3 candidates.)
4. Now, let's switch roles. Now the people on the outside are the interviewers and the ones on the inside are candidates. The people on the outside move one person to the right, so you have a new partner. Go ahead and start by asking your questions. (This time you do the same only the people on the outside ask and the ones on the inside answer. Again, do this at least 3 times.)

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

Follow up: Who was the best candidate you interviewed? Why? (Have a few students share.)

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: Pronunciation (10 m)

1. Open your books to page 51, exercise 4. Look at the words and the consonant sounds in them. Listen to the audio. (Play the audio.)
2. Now, repeat after the audio. (Play it for them to repeat.)

Oral Practice (10 m)

1. **SC Activity: Stimulus-Response-Indirect questions**

Introduction: Do kids ask a lot of questions? What do they ask?

Procedure: Imagine you are listening to child asking his mom and dad questions. Report the questions the child asks using *asked* or *wanted to know*.

For example:

T: Child to mom: "Why is the sky blue?"

S3: He asked her why the sky was blue. Or He wanted to know why the sky was blue.

Cues:

- Child to mom: "Why does it rain?"
- Child to dad: "Where do babies come from?"
- Child to mom: "Do I have to take a bath?"

- Child to dad: “Can I stay up late tonight?”
- Child to mom: “What will I be when I grow up?”
- Child to dad: “Why can’t I fly like Superman?”
- Child to mom: “Why did you marry dad?”
- Child to dad: “Did you play soccer when you were a boy?”
- Child to mom: “Will grandma visit us next weekend?”
- Child to dad: “How old is grandpa?”
- Child to mom: “Where does water come from?”
- Child to dad: “How do birds fly?”
- Child to mom: “How many stars are there?”
- Child to dad: “Are dinosaurs real?”
- Child to mom: “Did they have TV when you were a kid?”
- Child to dad: “How fast can trains go?”
- Child to mom: “Why are my eyes brown?”
- Child to dad: “Did you go to school when you were a kid?”
- Child to mom: “Do animals have to sleep like humans?”
- Child to dad: “How do clocks work?”
- Child to mom: “Can animals smile?”

Oral Practice (10 m)

1. **FP Activity: Presentation-Indirect questions**

Introduction: Do you remember the first time you came to the university? What questions did you ask?

Procedure: Work in pairs and tell your classmates what questions you asked the first time you came to the university.

For example:

T: The first time I came to the university, I asked them how many different majors they offered. I asked if they offered scholarships for good grades, too. Also, I asked how much the registration and fees were every month. Etc.

Slide 35: Oral Practice (15 m)

1. **FP Activity: Presentation-Indirect questions and statements**

Introduction: Do you remember the questions you asked and answered in the first activity we did today? What questions did the interviewers ask? What did you tell them?

Procedure: Work in groups of 3-4 and tell your classmates about the interview you had. Tell them what they asked you and what you said or told them.

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

Slide 36: Speaking: (15-20 m)

1. **FP Activity: Presentation-Indirect questions and statements**

Introduction: Do people often ask you questions? When do you ask people questions?

Procedure:

1. Open your books to page 51, exercise 6. You are going to first think about a situation when someone asked you questions. It can be a job interview, a first date, a visit to the doctor, etc. Complete the chart in your book. (Give them a few minutes to do this.)
2. Work in pairs and tell your classmate about the situation. Use reported questions and statements to talk about it. (Give students time to do the activity this.) (Walk around and take note of student mistakes and do correction at the end of the activity.)

For example: (See slide36 for the example.)

Follow up: Now, look at page 141 to check the actual weather on the day of the beach party. Was your decision correct?

Slide 37: Oral Practice (15-20 m)

1. **FP Activity: Role-Play / Presentation: asking for information**

Introduction: Do people come to your city or state on vacation? Why do they come here? What can they see? What do they want to know?

Procedure: You are going to work in pairs. One of you is a tourist on vacation in this city or state. The other is a person visiting this city or state for the first time. The tourist is going to ask about different things to do, places to visit, restaurants, tourist attractions, etc. The other person will tell the tourist all about this city or state. You have to remember the conversation because later you will need to report it to a friend.

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

Procedure: Now, you are going to work with a different person than you already worked with and you will tell him/her about your conversation. Remember to report the questions and answers from the conversation.

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

Slide 38: Wrap up & Homework (3 m)

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 11, exercises 4, 5 and 6 in your workbooks.

WorldView: Book 4A, Unit 12, Day 1
(121-130 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. **CP Activity: Story Sequencing-Coincidences**

Introduction: Who can tell me what a coincidence is? Who can give me an example? (Have students explain and give example.)

Procedure: Well, look at the slide. What can you see? Right, there are 7 sentences. These sentences tell the story of two friends who experienced a coincidence. Your job is to put the sentences into the correct order for it to tell the story logically. There might be more than one correct answer.

Follow up: Who has the correct order? (Together with the group find a logical order.)

Slides 7-10: Vocabulary (8 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)
afterwards / subsequently	Afterwards or subsequently is the same as after. Look at the slide. What happened first, the tacos or the stomachache? So, we can say that Pedro ate a lot of tacos and afterwards or subsequently he had a bad stomachache. First one action happens and then after comes another. Here are two actions, tell me what you do first and what you do afterwards or subsequently . Put on your pants / put on your shoes.	The tacos. First you put on your pants and subsequently you put on your shoes.
earlier / previously	Previously/earlier means before. The little boy is crying because he had seen his parents fighting previously or earlier . In the slide before, why did Pedro have a bad stomachache?	Because earlier / previously he had eaten tacos in the street.
simultaneously / at the same time	Simultaneously means at the same precise moment. Look at the slide. How many actions was the girl doing when the picture was taken? Right she was driving, putting on makeup and talking on the phone at the same time or simultaneously . What 2 actions can you do simultaneously ?	I can do XXX and YYY simultaneously / at the same time .
every time / whenever	Every time/ whenever means on each occasion. Look at the slide. Whenever Juanito drinks beer, he feels sick. What happens whenever / every time you and your friends get together?	Every time my friends and I get together ...

Slides 11 Vocabulary Activity (10 m)

1. Open your books to page 52, exercise 1. Look at the words in the blue box. Then, look at the sentences below and choose two words or phrases that can replace the word in bold letters. The first one is already done for you. (Give them a minute to complete the exercise.)
2. Let's check your answers. (Click on slide for answers to appear.)
3. Now, take turns asking and answering the questions, but use the word that you chose to substitute the words in bold.

For example:

S1, Have you ever experienced something that you had dreamed about previously?
 S1: Yes, once And I had dreamed about it earlier.

Slides 12-13: Pre Reading Activity (10 m)

1. In a moment, we are going to read an article about some people's coincidences, but before we do this; look at the slide.
2. Try to imagine what these two coincidences are going to be about.
3. Now, work with a partner and compare ideas. (Give them time to do this.)

Follow up: What do you think happened in the pictures? (Have students give you some of their ideas.)

4. Now look at the next slide. (Click to go to the next slide.) Each of these phrases describes one of the coincidences.
5. Read each title and try to imagine what happened. (Give them a moment to do this.)

Slide 14: Reading Activity 1 (10 m)

1. Go to page 53.
2. Read the coincidences and match them with the titles that are on the slide. (Give them some minutes to do this.)
3. Let's check your answers. (Click on slide for answers to appear.)

Slides 15-16: Reading Activity 2 (15 m)

1. Now work in teams of four.
2. Student 1 will read "A Shared History." Student 2 will read "Life Saver" and so on.
3. Then, each one of you will tell the story in his or her own words.

Follow up: Who would like to tell one of the stories? (One or two students tell the stories.)

4. Get back into your teams of four to answer and discuss the questions on the slide. (Click on next slide.)

Follow up: (Discuss the questions with the entire group.)

Slide 17: Listening Activity 2 (15 m)

1. Now we are going to listen to someone telling us about a coincidence that he experienced.
2. Look at the questions that you will have to answer on page 53, exercise 7. (Give them a moment to do this.)
3. Now, listen. (Play the recording.)
4. Let's check your answers. What is your answer for question one? (Have students participate and then click on slide for the answer to appear.) What is your answer for the second question? (Get students to participate. There is really no "correct" answer.)

Slide 18: Grammar Review: Tenses for telling stories about the past (10-15 m)

Note: Since all of these tenses have been seen before, this grammar presentation will be a bit different.

1. Everybody look at the slide. Have you seen these tenses before? (Yes.)
2. Let me give you a minute to remember the concepts for these tenses. (Give them a minute.)
3. Let's work in teams of 4. (Have students work with people they have not worked with in that class.)
4. We are going to play a game. When I say go, you will look back at the reading and find a sentence that corresponds to each concept. Then, you need to write an original sentence that corresponds to each concept.
5. 1, 2, 3 ...go. (Give them 5 minutes to complete the task.)

- Let's check your answers and see who the winner is. (Check answers, clarify questions and declare a winner.)

Slides 19-20: Oral Practice: Narrative Past Tenses (15 m)

1. CP Activity: Anticipation/Repetition

Note: Instead of a repetition practice we are going to do an anticipation / completion / repetition activity. Here is how it goes:

Introduction: Are you good at guessing what people are going to say. Do you know what people are going to ask you before they open their mouths?

Procedure: Let's have three teams. You will see parts a story on the slide; your job is to say the word that comes next. If you are correct you get a point if not another team can answer. You only have one second to answer. (Each team has two tries. Do not give them time to think; if the answer is not correct then another team has one try. If no team get's it, click on the slide and go on the next item. Once the activity is over, have them repeat the story with you.)

For example:

T: If I say: Jack and Henry were very good... What do you say? (Have students give you their answers) Right, friends. Now, say the complete sentence.

Sts: Jack and Henry were very good friends.

T: Then I say: They had worked together for many... Right, years. Now say the complete sentence.

Sts: They had worked together for many years.

T: Now say the whole thing.

Sts: Jack and Henry were very good friends. They had worked together for many years.

2. CP Activity: Complete

Have students complete the sentences with the correct verb. Do some chorally and some individually.

Slides 21-22: Pronunciation (10 m)

- Look at the slide. In a minute you will listen to the beginning of the story. Notice how the important words are stressed. (Play the recording.)
- What did you notice? What words were stressed? (Get students' input then click on slide to show stressed words.)
- Go to page 54. I am going to play the story again, underline the words that are stressed. (Click on slide 22 and play the recording.)
- Let's check the stressed words. (Click on slide for stressed words to appear.)

Slide 23: Model Conversation (10 m)

- Have students practice the conversation in pairs.
- Have them do it again substituting their own information. They can practice this various times and switching roles.
- 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 24: Wrap up & Homework (3 m)

- 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?
- Do you have any questions about today's class?
- For homework, do Unit 12: Exercises 1, 2, and 3.

WorldView: Book 4A, Unit 12, Day 2
(121-125 m)

Slide 26-28: Homework (5 m)

Slide 29: Objectives (3 m)

1. Write the objectives on the board and have students repeat.

Slide 30: Warm up Activity (8 m)

1. **FP Activity: Talking about Important Events**

Introduction: Are there important events that change our lives? Who can give me an example of an important event that changed your life?

Procedure: Now go to page 55, exercise 6 in your book. Here you have a space to write events that happened in your life. Also, you have a space to write things that had happened before that event. Please take a moment to fill in the spaces with events and things that happened before and led up to that event. Let's look at an example.

For example: (Look at the slide to see example)

Slide 31: Speaking Activity (10 m)

Procedure: Now work in teams of 4 and tell your classmates about the events you wrote down on the chart. Try to find similarities in your events and your classmates' events.

For example: (Look at the slide to see example)

Follow up: Did you find any coincidences in the events in your group? (Have one or two students share coincidences.)

Slides 32-42: 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)
all of a sudden	When events happen and surprise us we say that they happen all of a sudden . It is like saying suddenly. I was riding the <i>pesero</i> home when all of a sudden a man pulled out a gun. He was a thief. What has happened to you all of a sudden ?	I was... when all of a sudden ...
actually	Actually means in fact or in reality. They call her Mimis, but actually her name is Remedios. What is Juan Gabriel's real name? What was Francisco Villa's real name?	Actually , his real name is Alberto Aguilera. Actually , his name was Dorotéo Arango.
astonished	Astonished is an adjective and it means really surprised. We will all be astonished if Mexico wins the next world soccer cup. When have you felt astonished ?	I felt astonished when...
lonely	When you are all alone without friends or family and you feel depressed, you feel lonely . I feel lonely when I have to travel on business trips. When do you feel lonely ? What do you do when you feel lonely ?	I feel lonely when ... When I feel lonely I
slip	Slip is a verb and it means to slide involuntarily. It is dangerous to leave banana peels on the floor because someone might slip and hurt himself. Have you ever slipped ? Tell me about it. Has anything ever slipped from your hands? Tell me about it.	I slipped once when I was Yes, once.... slipped from my hands.

shatter	Shatter means to break into little pieces. Some thieves shatter car windshields to steal purses. Have you ever shattered anything? Why did you shatter it?	Yes. I once shattered a ... because....
shipwrecked	When a ship is destroyed at sea we say that the ship was shipwrecked . The Titanic hit an iceberg and it was shipwrecked . Do you know of any other ships that were shipwrecked ?	The Andrea Doria was shipwrecked . The ... shipwrecked .
blow up	To blow up means to make something explode, to create an explosion. Terrorists sometimes blow things up to complain about something. What do you use to blow things up ?	You use a bomb to blow things up .
ledge	The ledge is the very last space of a surface. (Use realia pointing to the ledge of the desk.) In the slide the man is standing on the window ledge . Have you ever walked on a window ledge ?	Yes/No, I have/haven't walked on a window ledge .
cursed	When someone wished bad and evil things for you, we say they cursed you. Some people say that the pyramids are cursed and when people open them they die. Do you believe that some houses are cursed ?	Yes, I believe/No, I don't believe that some houses are cursed .

Slides 43-44: Listening/Reading Activity (20 m)

1. In a moment, you are going to listen to part of a story, but before we do this; look at the slide; read the first sentence of the story and the questions.
2. Try to imagine what this story is going to be about.
3. Now listen and concentrate on the questions. (Play the audio.)
4. Answer the questions in your notebook.
5. Did you get the answers? (Elicit answers, but do not tell them if they are right or wrong.)
6. Now read the story and check your answers.
7. How do you think the story is going to end? Work in pairs and think of an ending for this story.
8. Have you got your ending? (Elicit one or two endings.)
9. Now read the rest of the story and compare it with your ending.
10. Did you guess the ending?

Slide 45: Re telling Activity (15 m)

1. Look at the slide. What do we have there? Right, parts of the story.
2. Work in teams of three and recreate the story using these phrases as helpers. (Give them 5 minutes to do so.)
3. Now, go around the room and retell the story to as many classmates as you can, and listen to other classmates telling you the story.

Follow up: Who can begin telling the story? (Once someone has retold part of the story, call on someone else to continue and so on until the story has been retold.)

Slide 46: Oral Practice (10 m)

1. **FP Activity: Explaining words**

Introduction: Are you good at explaining words? Is it easy for you to make definitions?

Procedure: Please work in pairs; student A will be facing the slides and student B will be facing away from the slide. In a minute you will see a word on the slide. Student A has to explain the word without saying it to student B.

For example:

T: Everyone turn your backs to the slide. (Click on slide once they have turned their backs.) The word that I see has to do with accidents. It is when you step on something and this makes you fall. Do you know the word?

Ss: No, what is it?

T: When you throw a banana peel on the street and another person steps on it and falls.

Ss: Is it slip?

T: Yes, slip.

Slide 47: Oral Practice (20 m) Please note: You will need copies for this activity.

1. **FP Activity: Narrating strange events and coincidences-Past tenses**

Introduction: Now let's practice telling and asking about stories. All of these stories have interesting coincidences. In a minute I will give you a story for you to re-tell.

Procedure: First read the story and make sure you understand the idea even if you do not know each word. Get ready to tell your classmates about this story. There are four different stories. Stand up and tell as many people as you can about the story you read. Also, ask about the other stories.

For example:

T: My story is story number 5. There was this man called Jeremy who did not have money to eat; so he visited a man who lent money. The rich man did not want to lend him money, so the poor man sold him a gold ring that was his grandfather's. He was very sad, but he had to feed his family. Many years went by and the poor man became rich and moved to another city. One day he was at home and a man came to see him. This man needed money and was selling a ring that he had found in the street. It was the ring that Jeremy had sold 30 years before. What is your story?

S1: My story is number 2. It is about ...

Follow up: Have students discuss if these events are real or not.

Slide 48: Oral Practice (15 m)

1. **Free Practice Activity: Presentations-Narrating events from the past.**

Introduction: We have been practicing with other people's stories. Now let's tell our classmates about real events that happened to us.

Procedure: Take some moments to prepare a presentation about some strange event or coincidence that happened to you. Remember to use all the past tenses that appear on the slide. Now, work with a partner and tell him/her your story.

For example:

T: I remember the day I got married. We had agreed to meet at the photographer's studio two hours before the wedding to have a portrait picture taken. I got there at 6 p.m. and the wedding was at 8. Unfortunately there was no place to park. I was wearing a tuxedo, so I didn't feel like walking a long distance and having people look at me. I had been driving around for 20 minutes, when finally I found a parking place. I parked my car and ran to the studio. My fiancée had been waiting for me and was quite upset. I managed to calm her down and we got the picture taken. We left the studio with half an hour to get to the church, but to my surprise, my car wasn't there...

Follow up: Did you hear interesting stories? Who would like to share one?

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 did you practice doing?
2. Do you have any questions about today's class?
3. For homework, do Unit 12: Exercises 4 and 5.

Story One

A Bullet that Reached its Destiny Years Later

Henry Ziegland thought he had escaped death. In 1883, he broke up with his girlfriend who, out of sadness, committed suicide. The girl's brother was so angry that he hunted down Ziegland and shot him. The brother, believing he had killed Ziegland, then turned his gun on himself and took his own life. But Ziegland had not been killed. The bullet, in fact, had only scratched his face and then hit a tree. Ziegland surely thought himself a lucky man. Some years later, however, Ziegland decided to cut down the large tree, which still had the bullet in it. The task seemed so enormous that he decided to blow it up with a few sticks of dynamite. The explosion propelled the bullet into Ziegland's head, killing him.

What happened in story 2?

What happened in story 3?

What happened in story 4?

Story Two

A Falling Baby Caught by the Same Man

One day Mr. Joseph Figlock was walking home from work, when he saw a baby playing on the ledge of a window. The baby fell and Mr. Figlock was able to catch the baby, saving his life. What happened? The mother had received a telephone call from a friend that she hadn't talked to in many years. They talked and talked for a long time and the careless mother forgot that she had left the window open and that the baby was playing there. The real strange thing is that two years after, Mr. Figlock was walking down the same street, when again he looked up only to see a little boy playing on the ledge of a window. The child fell, and again Figlock caught the boy and saved the child's life. He was even more surprised, when the same careless mother thanked him for his heroic action.

What happened in story 1?

What happened in story 3?

What happened in story 4?

Story Three

The Curse of James Dean's Car

In September 1955, James Dean was killed in a horrific car accident while he was driving his Porsche sports car. After the crash the car was seen as very unlucky.

- a) When the car was taken away from accident scene to a garage, the engine slipped out and fell onto a mechanic, shattering both of his legs.
- b) Eventually a doctor bought the engine and put it into his racing car and was killed shortly afterwards, during a race. Another racing driver, in the same race, was killed in his car, which had another part of James Dean's car.
- c) When James Dean's Porsche was later repaired, the garage it was in was destroyed by fire.
- d) Later the car was displayed in Sacramento, but it fell off its mount and killed a teenager.

What happened in story 1?

What happened in story 2?

What happened in story 4?

Story Four

Just Like Poe's Book

Many years ago, Edgar Allen Poe wrote a book about four men who were shipwrecked at sea. In the book, these men were in an open boat and had nothing to eat. After many days they decide to kill and eat a young 13 year old cabin boy. This book was one of Poe's most horrifying stories and it narrated the death of Richard Parker, the cabin boy. In 1894, the ship Mignonette was sailing in pacific waters when it hit an iceberg. The ship was able to stay afloat two hours before it sank. Four men survived and managed to escape in an open boat. On the 10th day, after they had suffered great hunger and thirst, they decided to kill and eat the cabin boy. His name; Richard Parker.

What happened in story 1?

What happened in story 2?

What happened in story 3?

WorldView: Book 4A, Unit 13, Day 1
(101-116 m)

Slides 2: Homework (5 m)

Slide 3: Objectives (3 m)

1. Write the objectives on the board.

Slide 4: Warm up Activity (10 m)

1. **FP Activity: Presentation: Fears-simple present, conditionals**

Introduction: What are you afraid of? What happens when you are in a place or see a thing that makes you afraid?

Procedure: Work in pairs and tell your classmate what you are afraid of and what you do when you are confronted with whatever makes you afraid. When you finish, you will report what you classmate said to the group. (Give them time to do this.)

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

Follow up: Who can tell the class about their partner’s fears? (Get some of the students to share.)

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

Slides 5-7: Vocabulary (5 m)

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

Word	Usage (teacher)	Usage (student)
afraid	When you feel fear (mimic) you are afraid . I am afraid of snakes. What are you afraid of?	I’m afraid of...
lonely	When you feel sad because you are alone, we say you are lonely . I don’t usually feel lonely ; I like to spend time alone sometimes. Do you sometimes feel lonely ? When? What do you do?	I sometimes feel lonely when... because...
nervous	When you feel anxious or excited about something you feel nervous (mimic). When my sister got married, she was very nervous . When was the last time you felt nervous ?	I felt nervous when...

Slide 8: Vocabulary: Getting Started (10-15 m)

1. Open your books to page 60, exercise 1. Look at the words in the box. They describe fear, loneliness and nervousness. Work in pairs and write the words next to the words that have similar meanings. (Give them a time to do this.)
2. Who wants to come to the board and draw the web for “afraid?” Who wants to draw the web for “lonely?” And “nervous?” (Have 3 different people come to the board and put one word web each on the board.)
3. Does everyone agree with these answers? Does anyone have a different answer?
4. Let’s check the answers on the slide. (Click on the slide.) Are there any questions?
5. Now, look at exercise 3 on page 60. Work in pairs and discuss the questions. (Give them time to do this.)

Slides 9-10: Reading (15-20 m)

1. Open your books to page 61, exercise 4. Work in pairs and look at the picture. Discuss the questions. (Give them time to do this.)
2. Now, read the article to see if your ideas were correct.
3. Look at exercise 6. First, read the questions. Then, read the article and answer the questions, true or false. (Give them time to do this.)
4. Let's check your answers. (Click on the slide to show the answers.)

Slide 11: Listening (10 m)

1. Look at exercise 7. Read the questions.
2. Now, listen to the radio show discussing Ellen MacArthur's life and then answer the questions. (Play the audio.)
3. Let's check your answers. (Click on the slide to check the answers.)
4. Now, you are going to listen to a radio broadcast about the Jules Verne Challenge. Were your predictions for question 3 from exercise 7 correct? (Play the audio.)
5. What happened in the Jules Verne Challenge? Did Ellen win? Why not?

Slide 12: Grammar Focus (10 m)

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels.)
3. Elicit important patterns from students; ask:
 - a. Are these sentences expressing real or imaginary situations? (Imaginary.)
 - b. When we want to talk about an imaginary situation in the present, what conditional form do we use (point to the objective)? (The present unreal conditional.)
 - c. What is the form of the verb in the **if clause**? (Past form.)
 - d. When we use the verb to be, what is the form? (**Were** for all persons.)
 - e. In the result clause, what auxiliaries can we use? (Would, could, might.)
 - f. What is the form of the verb after these auxiliaries? (BFV)
 - g. When do we use **would**? (When we are sure.)
 - h. When do we use **could**? (When we talk about a possibility.)
 - i. When do we use **might**? (When we are not sure.)
 - j. What do we write between **if clause** and the **result clause**? (A comma.)
 - k. (Click on the slide.) Can we change the order of the clauses? (Yes.)

Slide 13: Grammar focus (10-15 m)

1. Open your books to page 62, exercise 1. Study the information in the box. (Give them a couple of minutes.)
2. Now, look at exercise 2. Complete the sentences. (Give them a minute to do this.)
3. Let's check your answers. (Check them orally: past form, might, would.)
4. Now, look at exercise 3 in your books. Work in pairs and rewrite the sentences using present unreal conditional. (Give them time to do this.)
5. Let's check your answers. (Click on the slide to show the answers.)

Slides 14-15: 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 16: 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 17: Wrap up & Homework (3 m)

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

WorldView: Book 4A, Unit 13, Day 2 (111-131 m)

Slides 19-20: Homework (5 m)

Slide 21: Objectives (3 m)

1. Write the objectives on the board.

Slide 22: Warm up Activity (15 m)

1. **SC Activity: Question-Answer: Present unreal conditional**

Introduction: What would you do in different circumstances? Let's find out.

Procedure:

1. In your notebooks write numbers 1 to 6.
2. Now, look at the questions on the slide. Please read the questions and answer them with your information; don't write complete sentences. (Click on the slide to show an example. Give them a few minutes to do this.)
3. Next, you are going to stand up and ask your classmates these questions. You need to ask them **why** they answered the way they did.

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

Follow up: Who found someone with the same answers to some of the questions? What were your answers? What some something interesting that you heard? (Have a few students share.)

Slide 23: Pronunciation (10 m)

1. Open your books to page 62, exercise 4. Listen to the conditional sentences. Notice the weak and contracted forms of **would** and the weak pronunciation of **could**. (Play the audio.)
2. Now, listen again and repeat. (Play it for them to repeat.)

Slide 24: Oral Practice (10 m)

1. **SC Activity: Stimulus-Response/Chain drill-Present Unreal Conditional**

Introduction: What would you do if you were a professional athlete? What if you won the lottery?

Procedure: I'm going to say the first part of a sentence and one student will complete it. Then, the next student uses what the first student said to make a new sentence. Etc. (In this activity, the **result clause** of one student's sentence will become the **if clause** for the next student. Then that student's **result clause** will become the **if clause** for the following student. Use the cues below and when the sentence starts to get weird or impossible to continue, cue a new **if clause**.)

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

T: If I were a professional athlete...

S1: If I were a professional athlete, I would have a lot of money.

S2: If I had a lot of money, I would buy a house in Cancún.

S3: If I bought a house in Cancún, I could go to the beach every day.

S4: If I went to the beach every day, I would become an excellent swimmer.

S5: If I became an excellent swimmer...

Cues: (You will use each cue for various students.)

- If I were a man / woman... (Cue "man" for a female student and cue "woman" for a male student.)
- If I were the president...
- If people could fly...
- If you had two heads...
- If time travel were possible...
- If animals could speak...

Slides 25-27: Video / Oral Practice (20-25 m) Please note: you will need copies for this activity.

1. FP Activity: Video/Writing/Presentation-Present Unreal Conditional

Introduction: Do you ever dream of being rich? What would you do with a million dollars?

Procedure:

1. In a minute, we are going to watch a video of a song in English called “If I Had a Million Dollars.” But first, I want you to work in pairs or trios and think of 3 things that you think they will mention in the song that they would do, buy, have, if they had a million dollars. For example, I think that in the song they are going to say: If I had a million dollars, I’d travel around the world. (Give them time to think of three things that they think will be mentioned in the song.)
2. Let’s listen to the song and watch the video. See if any of the things you wrote on your list are mentioned. (Play the video.)
3. What did they mention? Did you have any of those things on your lists? (Let them share information with the group.)
4. Now, I’m going to hand out some cards; one for each pair of students with part of the lyrics of the song. Listen again and fill in the blanks. (Go to **slide 26** and click on the sound only for them to listen and fill in the blanks.)
5. Let’s check if you got the answers. I’m going to play the video where you can see many of the images. (Go back to **slide 25**: play the video again, where they can see the images.)
6. Do you have any questions? (You can go to the lyrics again and click on the slide to show the answers. If they have any questions about the vocabulary, ask them if they can figure out the words they don’t know from the video or lyrics. **FYI for teacher only**
vocabulary: chesterfield=a type of sofa; word used in Canada; ottoman=place to rest your feet when you sit down; K-car=a series of cars that were produced by Chrysler in the 1980s; reliant=reliable; tree fort=a tree house, a house in a tree for children to play in; hang out=relax and be with friends.)
7. (Go to **slide 27**.) Now, you are going to work in groups of 4 and using the same song, write your own lyrics to it. Write about the things you’d do if you had a million dollars. (Give them time to do this; help them if needed.)
8. Now, let’s hear your lyrics. You can say them or if you want you can sing them. (Have each group share their song.)
9. If time and if they want, you can go back to the lyrics and have them sing along with the song.

Slides 28-29: Speaking: (15-20 m)

1. FP Activity: Information Gap/Presentation-Present Unreal Conditional, opinions

Introduction: Would you like to be on a deserted island? Look at the picture. What can you do on an island like this? What would you do if you were on this island for 100 days?

Procedure:

1. (Click on slide.) Open your books to page 63, exercise 6. Imagine that you are going to be on a deserted island for 100 days. Think about 3 luxury items that you would take with you.
2. (Click on the slide.) Now, you are going to tell your classmates about the items that you would take with you and why. You will fill in the chart with your classmates’ information. You need to interview at least 4 classmates. (Give them time to do this.)

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

Procedure:

3. (Go to **slide 29**.) Now, you are going to report to the class. Say one thing that surprised you about your classmates’ answers. (Have different students report what their classmates said.)

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

Slide 30: Oral Practice (15-20 m)

1. **FP Activity: Problem-Solving-Present Unreal Conditional**

Introduction: Do you like to take trips? What places would you like to visit?

Procedure: We are going to divide the group into teams of about 4-5 persons per team. Each team has to come up with a plan for a two week class trip for this class. You need to plan where you would go and what you would do on the trip. Remember, this is an English class trip, so you can only visit places where English is spoken. When you are ready, you will present your trip to the class and the group that presents the best trip wins. (Give them time to prepare and then have each group present their trip. Walk around and take note of their mistakes to do correction after the activity. Let the class vote on the best trip when they finish.)

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

Slide 31: Oral Practice (15-20 m)

1. **SC/FP Activity: Question-Answer / Presentation: Present Unreal Conditional**

Introduction: What would you do if you were the president of Mexico? What would you do if you could change one thing about your life what would it be and why?

Procedure:

1. Look at the slide. There are 6 questions and one blank. First, read the questions and think about how you would answer them. (Give them a couple of minutes.)
2. Now, in your notebooks write numbers 1 to 7. Before we start, you have to write a question for number 7. You can write any question you want as long as it starts with “What would you do if...” (Give them a minute to write their question.)
3. Next, you are going to stand up and ask 7 different classmates these questions and take note of their answers. Make sure you ask complete questions and give complete answers using the present unreal conditional. (Walk around and take note of their mistakes to do correction after the activity.)

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

Procedure: Now, what were some interesting answers you heard from your classmates? (Have various people share some of the answers they got.)

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

Slide 32: Wrap up & Homework (3 m)

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

WorldView: Book 4A, Unit 14

(116-128 m)

Slides 2-4: Homework (5 m)

Slide 5: Objectives (3 m)

1. Write the objectives on the board.

Slide 6: Warm up Activity (10-15 m)

1. **SC Activity: Information Gap: Colors, simple present**

Introduction: The title of the unit is “Commuter Blues.” What do you think the word blue means here? Do some colors in Spanish have special meanings? For example if someone says: “*se puso verde*,” what does that mean? (That he’s angry or envious.) So, colors have different meanings. In English, if you describe someone as green, it’s with envy, but never anger.

Procedure: Work in pairs and try to figure out what the colors mean in these sentences. (Give them time to do this. If they can’t figure most of them out, click on the slide to show the possible meanings for them to match each one to.)

For example:

T: Let’s look at the first one. What do you think “blue” means here?

S1: Maybe it’s tired.

T: No.

S4: Does it mean sad?

T: Yes. So, the title of the unit is “Commuter Blues,” what do you think that means?

S6: That people are not happy when they have to commute.

T: Right. Now, try to figure out the rest of the sentences.

Follow up: What does “black and blue” mean in the second sentence? (Get students to give you their answers. Continue with all the sentences. If you want, compare some of these to Spanish. Are they the same or different?)

Answers:

2. After the accident, he was black and blue all over. (had bruises)
3. Dora is too green to deal with this. (inexperienced)
4. When he told me what happened, I saw red. (got angry)
5. She’s a real friend; she’s true blue. (loyal)
6. Don’t ask Jimmy to do that; he has a real yellow streak. (is a coward, afraid)
7. I couldn’t do my homework last night because there was a blackout. (no electricity)

Slides 7: 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:** You’ll have to use the explanation below to explain the word; there are no pictures. As you click on the slide, each word will appear.
3. **Usage:** Give an “example,” and elicit a complete answer using the new word, to the question provided below.

Word	Usage (teacher)	Usage (student)
waste of time	When you don’t use time well or do something that you feel has no value, we say it’s a waste of time . Sitting in traffic is a waste of time . What is something else that is a waste of time ?	XXX is a waste of time .
on time	When you arrive exactly at the time you are supposed to, you are on time . I always arrive on time to class. Who almost never arrives on time for class? What is something you always arrive on time for?	XXX almost never arrives on time . I always arrive on time for...

in time for (something)	When you arrive in time for something , you arrive with sufficient time to be able to do some activity. (Juan) didn't arrive when the class started, but he arrived in time to see the vocabulary. Do you arrive home in time for dinner every day?	Yes / No, I (don't) arrive in time for dinner.
leisure time	Leisure time is free time. I don't have a lot of leisure time during the week. What do you like to do in your leisure time ?	In my leisure time , I like to...
by the time	By the time is the same as "when." By the time I get home every day; it's dark outside. What will you be able to do by the time you finish level 4?	By the time I finish level 4, I'll be able to...
spend time	When you spend time , you use it. I spend my free time with my family. How do you like to spend your free time ?	I like to spend my free time ...
time off	When you have time off , it means that you don't have to work. Many people in Mexico have time off at Christmas. Where do you like to go when you have time off ?	When I have time off , I like to go to...
takes time	When something takes time , it means it requires time to do or complete. It takes time to learn English; you can't do it in 3 months. What is something else that takes time ?	XXX takes time to do.
a matter of time	When something is a matter of time , it means that it is something that is certain to happen in some time in the future. I plan to buy a house near a beach; it's just a matter of time . Tell me something that you are sure you'll do in a matter of time .	It's a matter of time before I (finish my studies).

Slide 8: Vocabulary: Getting Started (10-12 m)

1. Open your books to page 64, exercise 1. Work in pairs and match the beginnings of the sentences with the endings on the right to make logical sentences with the expressions with **time**. (Give them a time to do this.)
2. Let's check your answers. (Click on the slide to check the answers.)
3. In pairs again, look at the sentences in exercise 1 and say which ones are true for you. (Give them time to do this.)

For example:

T: I agree that commuting is a waste of time. I hate spending an hour on the bus every day to get to school. What do you think?

Slide 9: Listening (10 m)

1. Do you think some people enjoy commuting? Why? Does anyone here enjoy it? Why do some people hate commuting?
2. Look at the chart in your books on page 65, exercise 3. You are going to listen to three people talk about traveling to work or school, and complete the information in the chart. Please read the questions first.
3. Now, let's listen to the audio and fill in the chart. (Play the audio; if necessary, play it a second time.)
4. Now, listen to the radio show discussing Ellen MacArthur's life and then answer the questions. (Play the audio.)
5. How does speaker 1 feel about commuting? And speaker 2? And speaker 3? Let's check your answers. (Click on the slide to check the answers.)

Slide 10: Reading (10-15 m)

1. Now, look at the picture on page 65 and read the title of the story. What do you think the article will say about Tadao Masuda, the man in the smaller picture? (Let students speculate about what the story will be about. Don't say if their ideas are correct or not.)
2. Now, look at the questions in exercise 5. (Give them a minute to read the questions.)
3. Next, read the story and then answer the questions. (Give them time to do this.)
4. Let's check your answers. (Click on the slide to show the answers.)

Slide 11: Grammar Focus (10 m)

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation.
3. Elicit important patterns from students; ask:
 - a. What words can we use to contrast ideas? (Although, despite, in spite of, however)
 - b. What do we use after the first idea or *however*? (A comma.)
 - c. What's another way to say *however*? (but)
 - d. If students don't understand ask: What is *although* in Spanish? And *despite* or *in spite of*? (*Aunque, a pesar de*)

Slides 12-13: 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 14: Pronunciation (if time)

1. Open your books to page 67, exercise 4. Listen to the examples from exercise 1 on page 66. Notice the position of the commas in the sentences. How do the commas affect the pronunciation? (Play the audio. The comma causes there to be a change in intonation and the speaker pauses for a moment before continuing.)
2. Now, listen again and repeat. (Play it for them to repeat.)

Slide 15: 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 m)

1. **SC Activity: Stimulus-Response-Connectors**

Introduction: Let's practice making sentences with the connectors.

Procedure: I'm going to say the first part of a sentence you complete it by saying something that is true for you.

For example:

T: Although I do exercise...

S1: Although I do exercise, I don't eat very well.

S7: Although I do exercise, I don't think I'm in good shape.

S5: Although I do exercise...

Cues: (You will use each cue for various students.)

- However, I don't like it.
- Despite getting up early...
- Although I'm not rich...
- In spite of eating a lot...
- Although I like video games / rock music / traveling...
- However, I would never want to live /go there.

- Despite working very hard...
- Although I stay up late every night...
- In spite of the traffic...
- However, I would never quit my job.
- Although I often argue with my sister/brother...

Slide 16: Speaking: (15-20 m)

1. **FP Activity: Information Gap/Presentation-Connectors, expressions with time**

Introduction: Do you feel you have enough time for all of your activities? What do you want more time for?

Procedure:

1. Open your books to page 67, exercise 6. Look at the ideas in the notebook or on the slide. Take a minute and think about each think on the list. How do you feel about each one? (Give them a few minutes to reflect on how they feel before continuing.)
2. Now, work in pairs and discuss how you feel about these things. You can ask and answer follow up questions. (Give them time to do this. Go around and take note of any mistakes you hear to do correction afterwards.)

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

Follow up:

3. Next, report to the class what your partner said. Did you and your partner agree on any of these?

Slide 17: Wrap up & Homework (3 m)

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

WorldView: Book 4A, Final Review (101-131 m)

Slides 2-4: Homework: (5 m)

Slide 5: Objectives: (3 m)

1. Go over each of the objectives; don't write them on the board.

Slide 6: Oral Practice (10-15 m)

1. FP Activity: Group Stories–Past Perfect

Introduction: Is it easy to become a millionaire? What do you think you would have to do to become rich?

Procedure:

1. Look at the picture. Did this man have a lot of money many years ago? Now, look at this man today. (Click on the slide.) What has changed? What do you think happened in his life for him to become a millionaire?
2. Work in groups of 3 and create a story about his life; how he became a millionaire and what had happened before that. When you are ready, each group will present their story and the best story wins.

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

Follow up: Which story was the best? Which story was the most unbelievable?

Slide 7: Grammar Practice (10 m)

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

Slide 8: Oral Practice (10-15 m)

1. FP Activity: Information Gap–Reported statements

Introduction: Can you understand weather forecasts?

Procedure:

1. Open your books to page 56. Look at the chart on the slide. Let's divide the group into 4 small groups. Group A, B, C and D. You are going to listen to the weather report and fill in the missing information in the chart. Group A will listen to the forecast for Tokyo, Group B will listen to the forecast for Ottawa, Group C for Recife and Group D for Santiago. As you listen write the information in the chart. (Play the audio; if necessary, you can play it again.)
2. Now, let's form groups of four: one person from each group needs to be in each group. (Every group must have one student from Group A, one from Group B, one from Group C and one from Group D.) Each person will report to the others in the group what the weatherman said about the weather in the city you listened to.

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

Slide 9: Oral Activity (15 m)**1. FP Activity: Presentation-Future and Future Perfect**

Introduction: What will the world be like in 200 years? What things will be the same? What will be different?

Procedure:

1. Listen to the conversation between two friends about a movie. What is the movie about? (Play the audio; if necessary you can play it a second time.)
2. So, what was the movie about? (Get some students tell you what they said the movie was about.)
3. Now, imagine that you fell asleep and wake up 200 years in the future. Write down 6 ideas about what **will have happened** by the time you wake up and how life **will be different** in the 23rd century. (Click on slide to show some ideas. Give them some time to write ideas; they shouldn't write a complete story or complete sentences.)
4. Next, work in pairs or trios and discuss your ideas about the future.

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

Slides 10-11: Oral Activity (15-20 m)**1. FP Activity: Role-Play-Reported questions and statements**

Introduction: Who are some famous people you know about? They can be athletes, singers, musicians, actors, politicians, etc. (Let students say names and write some of them on the board.)

Procedure:

1. You are going to work in pairs. First, think about a famous person that you know something about; it can be one of the people on the board or another famous person. (Give them a minute.)
2. Next, work in pairs to write some questions that you would ask a famous person.
3. Now, you will work with a partner. One of you is the famous person you were thinking about and the other is going to interview that person. The interviewer will ask the questions you prepared and the famous person will answer them. If you don't know the answers, you can invent. When you finish, you'll switch and the famous person becomes the interviewer and the interviewer becomes a different famous person. Make sure you take notes about what the famous person says because you will have to report that information later.

For example: (Click on slide 10 to show the example.)

Procedure:

4. Now, you are going to work with someone that you didn't interview and tell that person who you interviewed and report what you asked and what the person told you.

For example: (Click on slide 11 to show the example.)

Slide 12: Oral Activity (10-15 m)**1. FP Activity: Presentation-Perfect Unreal Conditional**

Introduction: How would you react to if won a million dollars? What would you do if had only 3 months to live?

Procedure:

1. Open your book to page 76. There are six situations there. You need to read them and think about how you would feel and what you would do or might do if those things happened to you. (Give them a few minutes to read and think about what they'd do.)
2. Now, work in pairs or trios and tell your classmates what you would do in these situations and give reasons for your responses.

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

Follow up: Did you have the same reactions to the situations as your classmates? What were some differences? Some similarities? (Get a few students to talk about what they discussed.)

Slide 13: Oral Activity (10-15 m)

1. FP Activity: Debate-Connectors

Introduction: Are all job offers great? What things do you have to consider before you accept a job?

Procedure:

1. Let's listen to a conversation between a husband and a wife about a job offer that the husband has gotten. How does the husband feel about it? What does the wife think?
2. Open your books to page 76, exercise 4. You are going to work in pairs. One of you will be in favor of "Student A's" position and the other will be in favor of "Student Bs" position. Each person will need to think of arguments for their position. Try to use the connectors *however, although, in spite of* and *despite* in your conversations. When you are ready, you will debate the pros and cons of the situation. (Walk around and take notes of mistakes you hear so you can do correction at the end.)

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

Slide 14: Oral Activity: (10-15 m)

1. FP Activity: Presentation – Narrative past tenses

Introduction: Have you ever heard real life ghost stories? Do you know any? Has anything weird or strange ever happened to you or someone you know?

Procedure:

3. Work in groups of 3-4 and tell your classmates about a ghost story that you know about or that someone has told you. Your classmates can also ask you questions. (Walk around and take notes of mistakes you hear so you can do correction at the end.)

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

Follow up: Who wants to share something interesting that you heard? (Get a few students to share some of the more interesting stories.)

Slide 15: Wrap up & Homework (3 m)

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

WorldView: Book 4B, Unit 15
(106-128 m)

Slide 2: Objectives (3 m)

1. Write the objectives on the board.

Slide 3: Warm up Activity (10 m)

1. **FP Activity: Role-Play: Greeting people**

Introduction: What do you talk about when you first meet someone? What are some topics that you can discuss with people you don't know well?

Procedure: In a minute, you are all going to stand up. I want you to imagine that you are at a party and that you are meeting and talking to the people there. You need to talk to at least 4 people and they need to be people you don't know. Introduce yourself and have a short conversation with each person. (Give them time to do this.)

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

Follow up: What did you talk about? (Get students to mention some of the topics they discussed.)

Slides 4-11: Vocabulary (10 m)

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

Word	Usage (teacher)	Usage (student)
chat about	To chat about something is to talk about something; to have an informal conversation either in person or on a computer. When I go to parties, I enjoy chatting about what's new with my friends. Who do you prefer to chat with ? What do you chat about ?	I prefer to chat with ... We chat about ...
talk about someone behind his/her back	When you talk about someone behind his/her back , you talk about someone when he or she is not present. You usually say negative things about that person. If I think someone is talking about me behind my back , I usually confront that person. Have you ever talked about someone behind his/her back ? Who did you talk about? What did you say?	I talked about XXX behind his/her back . I said...
gossip	To gossip is to talk other people; usually maliciously. Some people love to gossip about the lives of famous people. Who do you know that loves to gossip ? What does he/she gossip about?	XXX loves to gossip . S/he gossips about...
brag about	When you brag , you talk about what you have, who you know, how important you are. A friend in high school always used to brag about where he went on vacation and how much money he spent. Who do you know that likes to brag about him/herself? What does he/she say?	My friend XXX always brags about ...
bore someone to tears	When someone is very boring to listen to, we say that that person bores you to tears ; they are so boring it makes you want to cry. I had a Spanish literature teacher in the university that used to bore me to tears . Who is someone that bores you to tears ? Why?	XXX bores me to tears because...

make small talk	To make small talk is to talk about unimportant topics like the weather, current news, art, music, etc. When I go to a party where there are a lot of people that I don't know, I have to make small talk . Is it easy or difficult for you to make small talk ? Why?	It's easy/difficult for me to make small talk because...
complain about	When you complain , you say that you are not happy with a person or a thing. My brother is always complaining about his boss; he says that his boss is terrible. What do you usually complain about ? Why?	I usually complain about XXX because...
confide in	When you confide in someone, you tell a person something because you trust that person. When I have a problem, I usually confide in my best friend Dolores. Who do you confide in when you have a problem?	I confide in ...

Slide 12: Vocabulary: Getting Started (10-15 m)

1. Open your books to page 68, exercise 1. Look at the picture. What are the people doing? What do you think they are talking about? (Get a few students to comment.)
2. Now, look at exercise 2. Match the verbs and the verb phrases in bold with the correct definitions. (Give them a few minutes to do this.)
3. Let's check your answers. (Click on the slide to show the answers.)
4. Now, in pairs, look at exercise 3. Share your answers to the questions with a partner. (Give them a couple of minutes to do this.)

Slide 13: Reading (10-15 m)

1. What things should you talk about when you first meet someone? What things shouldn't you talk about? What are things that good conversationalists do and don't do? (Ask these questions to the group and let them speculate a bit about the answers. (Don't spend more the 2-3 minutes on this.)
2. Now, open your books to page 69, exercise 4. Read the column on how to be a good conversationalist. Add **Do** or **Don't** as appropriate before each tip. (Give them time to do this.)
3. Compare your answers with a classmate. (Once they have compared their answers; click on the slide to show the answers.)

Slides 14-15: Listening (10-15 m)

1. Next, we are going to listen to 6 short conversations and match each conversation with the tips from exercise 4. Conversation 5 matches two tips. (Play the audio; if necessary you can play it again.)
2. In pairs, compare your answers. (Once they have compared their answers, click on the slide to show the answers.)
3. Now, listen again and complete the sentences in exercise 6. (Play the audio again. Then, click on the slide to check their answers.)

Slide 16: Grammar Focus (10 m)

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels.)
3. Elicit important patterns from students; ask:
 - a. Is the verb tense of the tag question the same as the tense of the first part of the sentence? (Yes.)
 - b. If the first part of the sentence is affirmative, what is the form of the tag question? (Negative.)
 - c. If the first part of the sentence is negative, what is the form of the tag question? (Affirmative.)
 - d. If the verb in the first part of the sentence is "be," do we use an auxiliary? (No.) What do we use? (The verb "be.")
 - e. What auxiliaries do we use in the tag question for other tenses? (Do/does, did, have/has, will, can, should, etc.)
 - f. We use the same auxiliary for a tag question that we would use to ask a question.

Slide 17: Pronunciation (5-7 m)

1. Open your books to page 71, exercise 4. We say tag questions in two ways. When we are asking for, and expecting agreement, our voice goes down at the end of the tag question. But, if we are asking a real question, our voice goes up at the end of the tag question. Listen to the conversation to see if the speaker's voice rises or falls at the end of the question. (Play the audio.)
2. Now, listen again and repeat. (Play it for them to repeat.)

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: Model Conversation (10 m)

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

Slides 21-22: Speaking: (15-20 m)

1. **FP Activity: Information Gap-Tag questions**

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

Procedure:

1. Open your books to page 71, exercise 7. Think of 5 classmates and one thing you know about each of them. In the chart, write what you think you know. It can be about their likes, dislikes, activities, family life, social life, activities in the past or future, etc. Make notes in the chart. (Give them some time to do this.)
2. Now, you are going to stand up and talk to the people on your list to find out if the information you have is correct. You need to ask with tag questions. Once you find out if the information is correct or not, try to find out something else interesting about your classmate. (Give them time to do this. Walk around and take note of their mistakes to do correction after the activity.)

For example: (Go to slide 22 for the example.)

Follow up: Did you find out anything interesting about your classmates? What? (Let some students share what they found out.)

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.

WorldView: Book 4B, Unit 16, Day 1
(115-120 m)

Slides 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board and have students repeat.

Slide 5: Warm up Activity (8 m)

1. **FP Activity: Presentations-People you admire**

Introduction: Who can tell me what that word means? (Click on the slide and elicit the meaning of fame from students.) Is it easy for people to have fame?

Procedure:

1. Think of a famous person or group that you admire and think of why this person or group is so special for you. Be prepared to tell your classmates. (Give students some moments to do this.) Now, get into teams of four and share the information about the person you admire.
2. Now stand up and find someone in the room that admires the same person or group. (Give them a moment to do this.)

For example:

T: I really admire Bono. He is a great rock singer and he has contributed so much to many causes for underprivileged people. He is not a snob and he communicates very well with people and the reporters. He seems sincere and he is always nice to all people. His songs are sung all over the world. He has been admired by so many people and he has been given many special awards for his humanitarian work.

Follow up: Ask a couple of students who they talked to and who these students admire.

Slides 6-12: Vocabulary (8 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)
talented	When someone is very good at doing something or when someone has some special ability we say that he or she is talented . Michael Buble is a talented singer. Is Bono talented ? Can you tell me another person that is talented ?	Yes/No. Bono is/isn't talented . XX is talented .
trendy	Someone who dresses according to the latest fashion is trendy . The woman in the first picture is trendy . Is the woman in the second picture trendy ? Why isn't she trendy ?	Yes, the first woman is trendy . No, the second woman is not trendy because....
fashionable	Fashionable is an adjective we use for people who dress well and in a modern fashion. Black clothes usually look fashionable . Ralph Lauren designs fashionable clothes. What is fashionable nowadays? What is not fashionable nowadays?	XX is fashionable nowadays. XX is not fashionable nowadays.
successful	Successful is an adjective we use to describe people who accomplish or achieve their goals. Also businesses can be successful . Carlos Slim is successful and he has many successful businesses. Who is the most successful actor for you at this moment?	XX is the most successful actor at this moment.

spectacular	Something that is very special and amazes you is spectacular . Chichén Itzá is spectacular . What other places are spectacular ?	XX is spectacular .
sensational	Something exceptionally great is sensational . Santana is a sensational guitar player. What other bands or musicians are sensational ?	XX is sensational .
influential	Someone who motivates others to do things is influential . The Beatles were an influential group because they motivated young people to think and act differently. Can you think of someone else who was influential ?	XX was influential .

Slides 13 Vocabulary Activity 1 (10 m)

1. Look at the slide and try to fill in the blank spaces with the words we just learned.
2. Share your answers with the person to your right.
3. Now, open your books to page 72, exercise 1. And check your answers.

Slides 14 Vocabulary Activity 2 (8 m)

1. Go to page 72 again, but now exercise 2.
2. Look at the adjectives and try to figure out the noun form for each of these adjectives.
3. Now with the person to your left, compare what you came up with.
4. Let's check your answers. (Click on slide for answers to appear.)

Slide 15: Pronunciation (5 m)

1. Look at the slide. In a minute you will listen to the adjectives and noun forms; notice where the stress falls in each word. (Play the recording.)
2. What did you notice? What parts were stressed? (Get students' input then click on slide to show stressed syllables.)
3. Now, listen again and repeat.

Slide 16: Pre Listening Activity (10 m)

1. Look at the slide and think about the question on the slide. (Give them a minute to do this.)
2. Now work with 2 other classmates and share your ideas.
Follow up: Group X what did you come up with? How do you feel about the question? (Have one or two groups share their answers.)

Slide 17: Listening Activity 1 (5 m)

1. Before listening to the radio program, look at the slide and read the questions there.
2. Now, listen and concentrate on the answer to the question.
3. What is the answer? (Elicit answer from students.)
4. Let's check your answers. (Click on slide for answer to appear.)

Slide 18: Listening Activity 2 (5 m)

1. Look at the slide and read the statements.
2. Let's listen again and answer true or false. If you answer false, you must state what the correct answer is.
3. So, what are the answers? (As you elicit have students check their answers; click on the slide and answers will appear one by one.)

Slide 19: Grammar Focus/Passive Constructions (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 elements with student's help.
3. Elicit important patterns to students; ask:
 - a. Look at the first sentence. Do you know who the businessman is? (No.)
 - b. Is it important to know? (No.)
 - c. In the listening we just heard, what was the main topic? (The Spice Girls.)
 - d. Look at the second sentence. Is there another way to say this? (Madonna influenced their music.)
 - e. (Click on the slide.) What is the difference? (One is a passive construction and one is an active construction?)
 - f. In the third sentence, what are we giving more importance to? (Madonna.)
 - g. And in the second? (To The Spice Girl's music.)
 - h. And is the Spice Girls music the receiver or doer of the action in both sentences? (The receiver.)
 - i. So, do we use the passive constructions when we want to give more importance to the receiver of the action than the doer? (Yes.)

Slide 20-21: Controlled Practice all forms: Repeat/Complete (8 m)

Introduction: Now, let's practice some sentences with passive constructions.

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

Slide 22: Pre Reading Activity (8 m)

1. (Do not click on slide until you have given instructions.) In a minute you are going to watch a video. In the video there are some questions that you and a partner must try to answer.
2. Now, watch the video and try to think of the answers. (Click to go to slide 22.)
3. Get into pairs and try to answer the questions. (Give them a minute to do this.)
4. Who has the answers? (Elicit answers from students.)

Slides 23-24: Reading Activity (12 m)

1. Now look at the slide. There are 3 more questions there. Do you understand all the questions?
2. Read the article on page 73, answer these three questions and verify your answers to the questions on the video. (Give them some time to do this.)
3. What are the answers? (Elicit answers from students and check them by clicking on slide.)
4. Now, let's work in pairs. Move your chair so that student A can see the slide and student B has his/her back turned to the slide.
5. Student B must have his/her book and can see the article. Student A will see the screen.
6. Student A will ask the questions on the screen and Student B has to find the answer in the article. (Give them some time to do this.)
7. Now switch roles, student A answers and student B asks. (Click on slide for the next three questions to appear.)
8. Let's check your answers. (Elicit answers from students.)

Slide 25: Oral Practice: Simple Past and Passive Constructions (10 m)

1. **SC Activity: Information Gap.**

Introduction: Now let's find out some information about Madonna.

Procedure: Look for someone you have not worked with today and sit next to him/her. You will be working in pairs. Student A will look at page 136 and student B will go to page 138.

Your job is to ask and answer questions in order for both of you to complete the information required on your page.

For example:

T: Student A sees on his page: Madonna was born in _____ in Bay City Michigan.

What is the question?

A: When was Madonna born?

B: She was born in 1958.

Follow up: So who can give me Madonna's complete information? Have students participate to build up Madonna's information.

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 did you practice doing?
2. Do you have any questions about today's class?
3. For homework, do Unit 16: Exercises 1, 2 and 3.

WorldView: Book 4B, Unit 16, Day 2
(111-120 m)

Slide 28-29: Homework (5 m)

Slide 30: Objectives (3 m)

1. Write the objectives on the board and have students repeat.

Slides 31-32: Warm up Activity (10 m)

1. **FP Activity: Talking about Important Events**

Introduction: Are there important events and inventions that have changed the world? Who can give me an example? Look at the slide and tell me what you see. (Elicit from students.)

Procedure: Now look at the next slide. Here there are five dates and five events. Together with a partner, match the dates with the events.

For example:

T: I think toilet paper was marketed in 1950. What do you think, S1?

S1: No, I think it was marketed in ...

Follow up: (Click on slide for answers to appear.) Were you surprised?

Slides 33-39: 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)
trousers	Trousers is another word for pants; but isn't used for jeans. (Pointing at a student wearing trousers .) XX is wearing trousers . Is anybody else wearing trousers ? Who?	XX is wearing trousers .
Canvas	Canvas is a material that is used to make tents and bags. (Pointing at the slide.) This is canvas . Canvas is very durable and resistant. Are clothes usually made of canvas ?	No, clothes aren't usually made of canvas .
Denim	Denim is this blue material. Denim is resistant and cool. Jeans are made of denim . What else is made of denim ?	XX are made of denim .
replace	When something is not working properly, like an ink cartridge in a printer, we replace it. We get a new one and change it for the old one. I replaced my cell phone because it broke. Tell me something that you have replaced recently. How often do you replace your tooth brush?	I have replaced my XX recently. I replace my toothbrush every ...
engaged	Engaged means involved, motivated or connected. My friend's story was very interesting; I was engaged in the conversation. Are you engaged in this class? When do you feel engaged ?	Yes, I am engaged in the class. I felt in engaged when...
focus on	To focus on means to concentrate on something. Right now we are focusing on the vocabulary. Do you sometimes have problems focusing on your studies?	Yes/No, I sometimes/never have problems focusing on my studies.
realize	To realize means to discover, to understand completely. I realize that I have limitations and strong areas. When did you realize that "Los Santos Reyes" did not exist?	I realized that "Los Santos Reyes" didn't exist when ...

Slides 40-43: Video Activity 1 (20m)

1. Please look at the slide.
2. Stand up and share as much information as you can with as many classmates as you can about the question there.
3. (Click on next slide.) Sit with someone you haven't worked recently and try to put the sentences in order to tell the story about the origin of Levi's jeans.
4. Now, you are going to watch the video so that you can check the order. (Click on the next slide; the video will play automatically.)
5. So, what is the correct order? (Get students to participate and elicit the order.)
6. Let's check your answers. (Click on slide for order to appear.)
7. Now that you know the order, in pairs, practice telling each other about the origin of Levi's jeans.

Slides 44-45: Oral Practice (20 m)

1. **SC Activity: Mixer-Past tense and passive construction. Please note: You will need copies for this activity and to cut out the different inventions to hand out to students.**

Introduction: Now let's find out about other inventions.

Procedure:

1. Please look at the slide. The slide is about the first computer and here are some questions to find out about this invention. Please repeat the questions after me. (Do a mini repetition drill.)
2. (Click on the slide.) Now what are the answers to these questions? Read the article.
3. S1, ask S2 the first question. (Do a mini question-answer drill.)
4. Now, each one of you will get different inventions to talk about. Your job is to find out as much as you can about all the inventions that your classmates have. Here is a slide to help you: (Click on the next slide and hand out one invention to each student.)
5. Stand up and ask and answer questions to find out about the items on the slide.

For example:

T: S1, Ask me questions about the first computer.

S1: When was the first computer invented?

T: The first computer was invented in 1955. S2, ask me another question.

S2: Where was in invented?

T: It was invented in Pennsylvania.

Follow up: Who can tell me about the microwave oven? Who can tell me about Coca Cola?

Slide 46: Model Conversation (10 m)

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

Slides 47-50: Oral Practice (30 m)

1. **FP Activity: Discussion on important fact and stats.-Active and Passive Constructions with modal auxiliaries.**

Introduction: Look at the slide and think about the questions that you see there. Now turn to the person on the left and share your thoughts with him/her. (Give them a couple of minutes to do this; then, elicit answers from different pairs.)

Procedure: In a moment, some information will appear on the screen. Get into teams of four and prepare a presentation based on the questions on the slide. (Click to the next slide.)

For example:

T: Everyone read the fact. (Give them a moment.) So how do you feel about it, S1?

S1: I think that

T: Is anything being done, S2?

S2: Well, in my opinion...

T: What can be done to make this situation better, S3?

S3: Well, the media should be regulated and ...

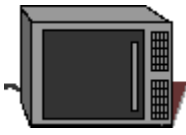
Procedure: Are you ready? Here is the first fact. (Each time you click a new shocking fact will appear. Have students discuss each topic and then open it up for discussion in the group.)

Follow up: Assign one topic to each team and have them propose solutions.

Slide 51: Wrap up & Homework (3 m)

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What did you practice doing?
2. Do you have any questions about today's class?
3. For homework, do Unit 16: Exercises 4, 5 and 6.

Inventions handout

MICROWAVE OVEN

The microwave oven was invented as an accidental by-product of war-time (World War 2) radar research using magnetrons (vacuum tubes that produce microwave radiation). In 1946, the engineer Dr. Percy LeBaron Spencer, who worked for the Raytheon Corporation, was working on magnetrons. One day at work, he noticed that a candy bar had melted in his pocket. He realized that the microwaves he was working with had caused it to melt. After experimenting, he realized that microwaves would cook foods quickly - even faster than conventional ovens that cook with heat. The first microwave oven was produced by The Raytheon Corporation in 1954; it was called the 1161 Radarange.

BASKETBALL

The game of basketball was invented by James Naismith. Naismith was a Canadian physical education instructor who invented the game in 1891 so that his students could participate in sports during the winter. In his original game, which was developed while he was at the Springfield, Massachusetts YMCA (Young Men's Christian Association), a soccer ball was used which was thrown into peach baskets (with the basket bottoms intact). The first public basketball game was held in Springfield, MA, USA, on March 11, 1892. Basketball was first played at the Olympics in Berlin Germany in 1936 (America won the gold medal, and Naismith was there).

COCA-COLA

Dr. John Stith Pemberton (1830-1888) was an American pharmacist, soldier, and inventor. He invented Coca-Cola on May 8th, 1886 in Atlanta, Georgia, USA. He had invented many syrups, medicines, and elixirs before, including a very popular drink called French Wine of Coca, which contained French Bordeaux wine, coca leaves, and caffeine (from the kola nut). When alcohol was prohibited in Atlanta in 1885, the formula of French Wine of Coca was changed, omitting the French wine. Sugar, citric acid and essential oils of many fruits were added to the drink, and the original Coca-Cola was created. It was named for its main ingredients, coca leaves and the kola nut. Coca-Cola quickly became a very popular soda fountain drink.

LIQUID PAPER



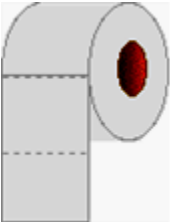
Liquid Paper is a quick-drying, paper-colored (white) liquid that is painted onto paper to correct printed material. Liquid Paper was invented in 1951 by Bessie Nesmith (1922-1980). It was based on white tempera paint (Nesmith was also an artist). Nesmith was a secretary in Texas, USA, before the time of word processors. She began selling her vastly popular invention, and soon ran the very successful Liquid Paper company. Her son, Michael Nesmith, was a member of the rock group called The Monkees.

POTATO CHIPS



The potato chip was invented in 1853 by George Crum. Crum was a Native American/African American chef at the Moon Lake Lodge resort in Saratoga Springs, New York, USA. French fries were popular at the restaurant and one day a diner complained that the fries were too thick. Although Crum made a thinner batch, the customer was still unsatisfied. Crum finally made fries that were too thin to eat with a fork, hoping the extremely fussy customer would be annoyed. The customer, surprisingly enough, was pleased and that is how potato chips were invented!

TOILET PAPER



Joseph Gayetty invented toilet paper in 1857. His new toilet paper was composed of flat sheets. Before Gayetty's invention, people tore pages out of mail order catalogs - before catalogs were common, leaves were used. Unfortunately, Gayetty's invention failed. Walter Alcock (of Great Britain) later developed toilet paper on a roll (instead of in flat sheets). Again, the invention failed.

In 1867, Thomas, Edward and Clarence Scott (brothers from Philadelphia, Pennsylvania, USA) were successful at marketing toilet paper that consisted of a small roll of perforated paper. They sold their new toilet paper from a push cart - this was the beginning of the Scott Paper Company.

WorldView: Book 4B, TOEIC Practice 2: Reading
(122-154 m)

Slide 2: Objectives: (2 m)

1. Go over each the objective; don't write it on the board.

Slide 3: General Information: (3 m)

1. Go over the information on the slide and answer any questions they may have.

Slide 4: Part 5: Incomplete Sentences (3-5 m)

1. Go over the information on the slide. Tell students to pay attention to the tips; they will help them in the section with the incomplete sentences.

Slide 5: Prefixes (7-10 m)

1. Prefixes are additions to words that can change the meaning of them. They are added to the beginning of the word. Let's look at some common prefixes. Look at the list. Are there any you don't know or haven't seen before? (Go over the meaning and use of any of them they don't know. If possible, elicit some other examples if they can think of any.)

Slide 6: Suffixes (7-10 m)

1. Suffixes are additions to words that can change the usage of the word, or can change what part of speech it is. They are added to the end of the word. Let's look at some common suffixes. Look at the list. Are there any you don't know or haven't seen before? (Go over any of them they don't know. If possible, elicit some other examples if they can think of any.)

Slide 7: Word Families and Suffixes (7-10 m)

1. When we add certain suffixes to words, it can change the part of speech. Suffixes can be added to a noun to make it an adjective or adverb, for example. Let's look at some common suffixes and see how they are used in word families. Look at the list. Are there any you don't know or haven't seen before? (Go over the meaning and use of any of them they don't know. If possible, elicit some other examples if they can think of any.)

Slide 8: Relative Pronouns (5-7 m)

1. Relative pronouns are used to refer back to a person, place, thing, time, etc. Let's review the relative pronouns. What pronoun do we use for people? For things? For places? For time? For possession? Look at the examples. Do you have any questions about any of these? (Go over the sentences with the relative pronouns. If possible, elicit some other examples if they can think of any.)

Slide 9: Prepositions of Location and Time (7-10 m)

1. Let's review some of the prepositions of location and time. Look at the prepositions and when and how they are used. (Go over the information in the chart. Answer any questions they may have.)

Slides 10-11: Examples Incomplete Sentences (10 m)

1. Work in pairs. Look over the questions, paying attention to the words in bold. Answer the questions.
2. Let's check your answers. (Check the answers orally, go over any questions they have.)

1. C	6. D
2. B	7. C
3. A	8. A
4. C	9. C
5. C	

Slide 12: Part 6: Error Recognition (3-5 m)

1. Go over the information on the slide. Tell students to pay attention to the tips; they will help them in the section with error recognition.

Slide 13: Examples of Errors with Verb Tenses, Pronouns & Subject-Verb Agreement (10 m)

1. Work in pairs and look at the sentences in each section. Find the mistake in each sentence. In the first three sentences the mistake will be with a verb tense, in the second three sentences, the mistake will be with a pronoun and in the last three sentences, the mistake will be with subject-verb agreement.
2. What mistakes did you find? (Go over their answers. You can click on the slide to show the corrections.)

Slide 14: Examples of Errors with Gerunds/Infinitives/BFV, Prepositions & Adverbs (10 m)

1. Work in pairs and look at the sentences in each section. Find the mistake in each sentence. In the first three sentences the mistake will be with a gerund, infinitive or BFV, in the second three sentences, the mistake will be with a preposition and in the last three sentences, the mistake will be with an adverb.
2. What mistakes did you find? (Go over their answers. You can click on the slide to show the corrections.)

Slide 15: Examples of Error Recognition (7-10 m)

1. Work in pairs. Look over the questions, and choose the part of the sentence that has a mistake.
2. Let's check your answers. (Check the answers orally, go over any questions they have.)
 1. B
 2. D
 3. C
 4. A
 5. D

Slide 16: Part 7: Reading Comprehension (3-5 m)

1. Go over the information on the slide. Tell students to pay attention to the tips; they will help them in the section with the reading comprehension section of the test.

Slides 17-18: Examples of Reading Strategies (10-12 m)

1. Read the questions on the slide.
2. (Click on the slide.) Now, look at the reading and try to find the answers to the questions.
3. Next, read the text for the main idea.
4. (Go to slide 18.) Read the text and try to understand the main idea, understand the fact and purpose of the reading and also try to make inferences. (Give them time to do this.)
5. Now, look at the questions. (Click on the slide.) Discuss the answers to the questions with a classmate.
6. What answers did you come up with?

Slides 19-20: Practice of Reading Comprehension (10 m)

1. Look at the slide. You are going to read the texts and answer the questions. Don't forget to read the questions first, so that you know what information you are looking for. Read and answer the questions in your notebooks.
2. (When they have finished the first reading, go to the next slide.)
3. Let's check your answers. (Check the answers orally: 1. A, 2. B, 3. D, 4. A, 5. A.)

Slides 21-30: Practice Exam (15-20 m)

1. Now we are going to take a practice exam, just like the exam you will soon take. I will play the slides and you will follow the instructions and answer in your notebooks. At the end we will check the answers. (Play the different slides and try to simulate the timing and exam situation as much as possible. Do not stop; make sure students are going at a good speed.)
2. Slides 21-23: Incomplete Sentences
3. Slides 24-25: Error Recognition
4. Slides 26-30: Reading Comprehension

Slide 31: Answers (3-5 m)

1. Check your answers.

WorldView: Book 4B, Unit 17, Day 1
(98-117 m)

Slides 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board.

Slide 5: Warm up Activity (7-10 m)

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

Introduction: When you're hungry, what do you like to eat? What do you usually have in your fridge to eat at home?

Procedure: Work in trios and talk about what you have in your fridge at home and what you like to eat. Your classmates can ask you questions. (Give them time to do this.)

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

Follow up: Who has something interesting in his/her fridge at home? Who likes to eat something strange? (Get some of the students to share.)

Slides 6-15: 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)
takeout	When you order food and take it home with you to eat, that's called takeout . Domino's pizza is a takeout restaurant. What other restaurant can you order takeout from?	You can order takeout from...
snack	A snack is something light you eat usually between meals. My favorite snack is a granola bar. What is your favorite snack ?	My favorite snack is...
ingredients	Ingredients are the basic elements you need to make something. To make a cake, the ingredients are flour, sugar, eggs, milk, salt, baking powder, soda and butter. What are the ingredients to make <i>enchiladas</i> ?	The ingredients to make enchiladas are...
a recipe	A recipe tells you the ingredients and the process to make something. My mom has a delicious recipe for cheesecake. What is your mom's favorite recipe to make?	My mom's favorite recipe to make is...
a meal	A meal is the food you eat for breakfast, lunch or dinner. My father always eats a big meal at night. What's your favorite meal ? Why?	My favorite meal is... because...
a dish	When you eat a meal like dinner, you usually eat more than one dish . For example with dinner people in Mexico usually eat rice or soup, then a main dish and then sometimes dessert. My favorite Mexican dish is <i>mole verde</i> . What's your favorite dish ?	My favorite dish is...
meat	Meat is a general word for food that is produced from an animal. I don't eat a lot of red meat ; I prefer fish. What is your favorite meat dish?	My favorite meat dish is...
cold cuts	Cold cuts are sliced meats and cheeses; the meats are already cooked. My favorite cold cuts are salami, pastrami and Gouda cheese. What are your favorite cold cuts ?	My favorite cold cuts are...

fish	These are fish ; they are animals that swim in the lakes, rivers and oceans. Salmon is a delicious fish . Where can you eat delicious fish in this city?	You can eat delicious fish at...
seafood	Seafood is a general word to describe the animals that we can eat from the oceans that aren't fish. My favorite seafood is shrimp, crabs or lobster. What is your favorite seafood ? (Note to teacher: Shrimp is a mass noun; we don't say shrimps .)	My favorite seafood is...

Slide 16: Vocabulary: Getting Started (10-15 m)

1. Open your books to page 78, exercise 1. Work in pairs and give examples of each of the pairs of words or phrases. **For example:** An example of takeout is pizza and an example of a snack is an apple. (Give them a time to do this.)
2. Now, look at exercise 2. Fill in the blanks with one of the words from exercise 1. (Give them time to do this.)
3. Let's check your answers. (Click on the slide to show the answers.)
4. Next, work in pairs and discuss the questions in exercise 3. (Give them time to do this.)
5. (Have one or two pairs share the information.) So, what's your favorite meal and why?

Slides 17-18: Pronunciation (10-12 m)

1. Open your books to page 78, exercise 4. Listen to vowel sound /i/ in the first row of words, and the /I/ in the second row of words. (Play the audio.)
2. Now, listen again and repeat. (Play it for them to repeat.)
3. Next, listen to the sentences from exercise 2, the practice the sentences in pairs. (Play the audio for them to hear. Then let them practice saying the sentences in pairs.)

Slides 19-20: Listening (10-15 m)

1. Open your books to page 79, exercise 7. Look at the photos of the two chefs at home and discuss the questions. (Give them time for this.)
2. Now, listen to the two chefs and check your answers. (Play the audio once.)
3. Next, look at the sentences in exercise 9. Read the sentences. (Give them a minute.)
4. We are going to listen again and write the name "Gabriela" or "Takanori" in each blank. (Play the audio.)
5. Let's check your answers. (Click on the slide to check the answers.)

Slide 21: Reading (10-15 m)

1. Open your books to page 79, exercise 10. Work in pairs and discuss the three questions below the title of the reading that are in the purple box. (Give them time to do this.)
2. So, how many of you are too busy to cook? How many eat snacks or fast food for meals? (Find out a little about what they said in their pairs.)
3. Now, look at exercise 11. Read the statements. (Give them a minute to do this.)
4. Next, read the article and when you finish decide if the statements are true or false. (Give them time to do this.)
5. Let's check your answers. (Click on the slide to show the answers.)

Slide 22: Grammar Focus (10 m)

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation.
3. Elicit important patterns from students; ask:
 - a. What form of the verb do we use after *plan* and *decide*? (An infinitive.)
 - b. What form of the verb do we use after *avoid* and *give up*? (A gerund.)
 - c. What do we use after a preposition or a verb with a preposition? (A gerund.)
 - d. What are some verbs that are followed by an infinitive? (Get students to tell you some they know, then click on the slide to show the list.)
 - e. What are some verbs that are followed by a gerund? (Get students to tell you some they know, then click on the slide to show the list.)

Slide 23: Grammar Focus (10 m)

1. Open your books to page 80, exercise 2. Fill in the chart. (Give them a minute to do this.)
2. Let's check your answers. (Check the answers **orally**. Use the infinitive after these verbs: *decide, manage, afford, offer, plan*. Use the gerund after these verbs or verb phrases: *avoid, spend time, give up, keep up, waste time*.)
3. Now, look at exercise 3. Work in pairs and complete the sentences using the gerund or infinitive. (Give them time to do this.)
4. Let's check your answers. (Click on the slide to show the answers.)

Slides 24-25: 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 26: Model Conversation (10 m)

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

Slide 27: Wrap up & Homework (3 m)

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

WorldView: Book 4B, Unit 17, Day 2 (101-128 m)

Slides 29-30: Homework (5 m)

Slide 31: Objectives (3 m)

1. Write the objectives on the board.

Slide 32: Warm up Activity (10-15 m)

1. **FP Activity: Presentation: Present perfect, simple past**

Introduction: What is the strangest food you have ever eaten or the strangest food you have seen someone eat?

Procedure: You are going to work in groups of 3-4 and tell your classmates about the strangest thing you have ever eaten. If you've never eaten anything strange, talk about the strangest thing you've seen someone else eat. Say what it was that you ate and when, where and why. Your classmates can ask you questions.

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

Follow up: Who has eaten the strangest thing? What was it? (Have a few students share.)

Slide 33: Oral Practice (10 m)

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

Introduction: Are there things you enjoy doing? Are there things you avoid doing?

Procedure: You are going to stand up and form two circles; one circle inside the other. The students in the inside circle will face out and the students in the outside circle will face in.

(Students should be paired up, but if you have an odd number of students, make one "trio.")

Now, you are going to ask the questions on the slide to the person in front of you, and when I say "move," the students in the outside circle will move one person to the right. Then, you will ask and answer the questions again with your new partner. (You can have the circles move 2-3 times so they get to practice with a few different students; don't switch more than 2-3 times.)

(Walk around and listen to students and do correction for semi controlled activities.)

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

Slide 34: Oral Practice (10-15 m)

1. **SC Activity: Find Someone Who...-Gerunds and infinitives**

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

Procedure:

1. On a piece of paper, I want you to write numbers 1 to 6. In a minute, you are going to stand up and ask your classmates questions to find people who do or have done the activities on the slide. When you find someone who has done that activity, you will write his/her name on your list.
2. Let's look at the information on the slide. What is the question for the first one? (Elicit the question from students: Do you like to spend time reading?) And, what can your classmate answer? (Elicit: No, I don't enjoy reading, or Yes, I enjoy reading.) If your classmate answers "no," can you write his/her name on your list? (No.)
3. What's the question for number 2? (Elicit the questions for each statement.)
4. Now, stand up and ask your classmates questions. The first person to have a name for each one is the winner. (Walk around and do correction for semi controlled activities.)

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

Slides 35-36: Speaking: (15-20 m)

1. **FP Activity: Information Gap-Gerunds and infinitives**

Introduction: What are some foods you like to eat? Is there anything you avoid eating?

Procedure:

1. Open your books to page 81, exercise 5. Read the questions in the survey, and then add one more question of your own about people’s food preferences. (Give them a minute to add a question.)
2. Now, work in groups of 4 and take turns asking and answering the questions in the survey. You can ask follow up questions, too. Make sure you take notes. (Give them time to do this. Walk around and take note of mistakes you hear, so you can do correction after the activity.)

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

Follow up: Tell the group something interesting you found out about your classmates. (Have various students share.)

Slide 37: Oral Practice (10-15 m)

1. **FP Activity: Presentation-Gerunds and infinitives**

Introduction: How do you like to spend your time? What things do you enjoy doing? What do you avoid doing?

Procedure: You are going to work in groups of 3-4 and tell your classmates about how you like to spend your time. You can talk about the things you enjoy doing, what you avoid doing, what you love or hate to do, etc. You can see some words on the slide to help you. Your classmates can also ask questions. (Give them time to do this. Walk around and take note of their mistakes to do correction after the activity.)

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

Follow up: Tell the group something interesting you found out about your classmates. (Have various students share.)

Slides 38-45: 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)
bacon bits	Bacon bits are imitation bacon; you usually use them on a salad. I like bacon bits on my salad. Have you ever eaten bacon bits ? When? Where?	Yes / No, I’ve (never) eaten bacon bits . I ate bacon bits ...
croutons	Croutons are small squares of bread that are cooked in fat and served on salads or in soup. I love croutons in my soup. Have you ever eaten croutons ? When? Where?	Yes / No, I’ve (never) eaten croutons . I ate croutons ...
drizzle	To drizzle is to put a small amount of something liquid over something else. In the picture, they have drizzled chocolate over the dessert. I love to drizzle chocolate over my ice cream. When you eat a salad, what do you drizzle over it?	I drizzle (lime/salad dressing) over my salad.
feast	A feast is a very good, large meal. At Christmas, my mother prepares a feast . When does your mother prepare a feast ?	My mom prepares a feast for...

gourmet	When food or drink is very good and generally expensive, we say it's gourmet . (<i>Pronunciation: gour MAY; don't pronounce the final "t" in this word in English.</i>) I ate a gourmet meal one time in the US; it was lobster in Champaign sauce. Have you ever eaten a gourmet meal? When? Where?	Yes / No, I've (never) eaten a gourmet meal. I ate a gourmet meal...
on my watch	To talk about the time when you are in charge or responsible for something we say that it's on your watch . In the picture, the guards are making sure that nothing happens to the queen on their watch . What do the guards at the Vatican make sure of on their watch ?	They make sure nothing happens to the Pope on their watch .
pantry	A pantry is a small room near the kitchen where people keep food, dishes, etc. I have lots of cans of food in my pantry . What do you have in your pantry at home?	In my pantry I have...
stale	When something is no longer fresh, we say it's stale . I bought some <i>bolillos</i> 4 days ago and now they are stale . What is something you can do with stale bread?	You can (make croutons or bread crumbs, feed the birds, etc.) with stale bread.

Slide 46: Video Activity (25-30 m) Please note: you will need copies for this activity.

1. FP Activity: Video-Present Unreal Conditional

Introduction: Do you ever watch cooking shows? Can you prepare food like they do on those shows? Why (not)?

Procedure:

Freeze Frame Viewing

1. Look at the handout for this activity. You are going to watch the video and then answer the first four questions. Please read the questions first. (Give them a minute to do this. Then, play the video until Jamie's line, "Take-out's OK on occasion, but not on my watch!")
2. Now, answer the four questions on the worksheet. (Give them a few minutes to do this.)
3. Next, work in pairs to compare your answers.
4. Let's see what your answers are. What do you have for number 1? And number 2? Etc. (Call on students to answer the questions. Your objective at this point is to encourage participation and curiosity. Don't say if their guesses are right or wrong. Accept all answers. You may want to write the students' ideas on the board.)

Normal Viewing

1. Now, you are going to watch the complete video. Check to see if your predictions were correct from the activity. (Play the complete video segment.)
2. Next, work in pairs and compare your predictions with what you saw in the video.
3. Let's see what answers you have for the first four questions. Now, what did you agree on as the answer for number 1? And number 2? Etc. (Have students share their answers and come to a consensus about the correct answers for the first activity.)

In-Depth Viewing

1. Now, look at the questions for the second part. You are going to see the video again and then answer the questions. (Play the video again and have students answer the comprehension questions.)
2. What did you answer for question 1? And question 2? Etc. (Go over the answers with the class.)

Discussion:

Procedure: Let's talk a little about cooking and cooking shows.

Questions: (Ask the group these questions, and you can add your own if you want. Get different students to give you their opinions.)

- What are some cooking shows on TV?
- Do you ever watch any of them or do you know someone who does?
- Why do you think cooking shows have become so popular nowadays?
- In the past, very few men or guys liked to cook, but now many study to be chefs. Why do you think that is?
- Would you like to be a chef? Why (not)?
- Are any of you like the woman on the video? How so?
- Is there anyone here who hates to cook? Why?
- Does anyone here enjoy cooking? What do you like to cook?
-

Slide 47: Wrap up & Homework (3 m)

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

Convenient Cuisine

Previewing: Freeze Frame Watch the video segment until your teacher pauses it and answer the questions below. You can guess if you're not sure.

1. Who are the people?
2. Where are they?
3. How do you think the show ended?
4. What are the two people like? Describe their personalities.

Watch the entire video. Were your answers correct?

In-Depth Viewing Read the questions below. Then watch the video segment again and answer the questions. Explain your answers.

1. Did Barbara have enough ingredients at home to make a meal?
2. What was Jamie's reaction when he saw what Barbara had at home?
3. What does Jamie think of himself as a chef? How do you know?
4. What did Jamie make for Barbara?
5. Did Barbara like Jamie's salad?

Convenient Cuisine

Previewing: Freeze Frame Watch the video segment until your teacher pauses it and answer the questions below. You can guess if you're not sure.

1. Who are the people?
2. Where are they?
3. What are the two people like? Describe their personalities.
4. How do you think the show ended?

Watch the entire video. Were your answers correct?

In-Depth Viewing Read the questions below. Then watch the video segment again and answer the questions. Explain your answers.

1. Did Barbara have enough ingredients at home to make a meal?
2. What was Jamie's reaction when he saw what Barbara had at home?
3. What did Jamie make for Barbara?
4. What does Jamie think of himself as a chef? How do you know?
5. Did Barbara like Jamie's salad?

WorldView: Book 4B, Unit 18
(121-125 m)

Slide 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board and have students repeat.

Slide 5: Warm up Activity (10 m)

1. **FP Activity: Presentation-Traveling**

Introduction: Can you imagine losing your freedom? What do you think would be the most terrible thing about being in jail?

Procedure: First, two words will appear on the screen; write as many words as you can that come into your mind when you see those two words. (Click on the screen and have students do the task.) Now, think of the three things you would miss the most if you lost your freedom. (Give them some time to do this.) Last, share your ideas with a partner. (Have them work in pairs.)

For example:

T: If I lost my freedom, I would miss my family so much. It would be very hard to live away from home and not be with my children and wife. I would also miss my work. It would be terrible to do some type of job that I don't like or I don't know how to do.

Follow up: Who can share information about their partner? (Have 2 or 3 pairs share their information.)

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)
authorities	People who make laws, rules and regulations and make sure we obey them are called authorities . (Marcelo Ebrard) is an authority ; he is the governor of Mexico City. Who is the maximum authority in the country?	The president is the maximum authority in the nation
political prisoner	When the government doesn't like the ideas expressed by someone and puts this person in prison; this person becomes a political prisoner . During the movement of 1968 in Mexico, many students became political prisoners . Can you tell me the names of some famous political prisoners in the world?	Gandhi was a famous political prisoner . XX was a famous political prisoner .
cells	In jails, the place where prisoners sleep and stay are called cells . In San Juan de Ulua, many prisoners stayed in one single cell . Do you think cells are comfortable? Why not?	No, I don't think cells are comfortable, because...
guard	The person that makes sure all prisoners are in their cells and that they don't escape, are called guards . Most guards are big and strong and sometimes use force. Would you like to be a guard ? Why/why not?	Yes, I would/No, I wouldn't like to be a guard because...
privileges	In Mexico, are all prisoners treated the same? Are rich and poor prisoners treated the same? Rich prisoners get special treatment; they get privileges . Some prisoners are permitted to receive visitors at any time. This is a privilege . What other privileges do powerful prisoners get?	No, not all prisoners are treated the same. Yes, that is a privilege . Some prisoners can ...

life sentence	When a criminal has killed people and is very dangerous, the authorities usually put him in jail for all his life; this is a life sentence . Some serial killers like Ted Bundy get a life sentence or are given the death penalty. What criminals should get a life sentence ?	Criminals that should get a life sentence .
supervision	When prisoners are let free; they are still watched by the police. There is constant supervision to see that they are behaving well. Also some bosses use supervision to make sure employees are doing their job. Is supervision necessary here at school? Why is/why isn't supervision necessary?	Yes, supervision is necessary at school./ No, supervision is not necessary at school, because...

Slide 13: Vocabulary Activity 1 (5 m)

4. Open your books to page 82, exercise 2. Look at the words in the box. Then, use the words from the box to complete the sentences logically. (Give them a minute to do this.)
5. Let's check your answers. (Click on slide for answers to appear.)

Slides 14-16: Oral Activity (10 m)

1. **SC Activity: Sequencing Activity-Simple Past Tense**

Introduction: Look at the slide. How much do you know about this man?

Procedure: First, stand up and talk to as many classmates as you can and share information about the man in the picture.

Example: His name is ... He is from South Africa. He was a political prisoner because ... (Give them a moment to do this and then have them sit down. Click on the slide.)

Procedure: Let's see if the information you shared with your classmates is accurate. Look at the slide; there are five sentences that tell you the story of Nelson Mandela. Work in pairs and put the sentences in the correct order to tell the story. (Give them some time to do this.)

Follow up:

1. What is the correct order? (Have students give you the order.)
2. Let's check your answers. (Click on slide and the complete reading will appear.) Who got the order correct?

Slides 17-18: Reading Activity (5 m)

1. In a moment we are going to read and have more information about Mandela's life. But before please go to page 83, exercise 3. Read the 2 questions and discuss it with 2 classmates. (Have students work in trios and give them some time to complete the task.)
2. Now read the excerpt and compare it with the information you shared. (Give them some time to do this.)
3. So, were your predictions correct? (Have students share their ideas.)
4. Now, look at the screen. What do you think Mandela wanted to express with the quote?
5. Read the excerpt once more and try to find what Mandela meant with the quote. (Give them some time to do this.)
6. Who can tell me what he meant? (Have students share their ideas.)

Slides 19-20: Listening Activity 1 (10 m)

1. Look at the words on the slide. In a minute you will be hearing another excerpt from Mandela's book. Your job is to identify the words that he mentions in the listening. (Give them a moment to look at the words.) Now listen. (Play the listening.)
2. Okay, what words were mentioned? (Get students ideas.) Let's check your answers. (Click on slide to get answers.)
3. Now, look at the next slide. There are five questions. Take a minute to read the questions.
4. I'm going to play the listening and your job is to the answer the questions. (Play the listening.)
5. Can you give me the answers? (Have students give you the answers.) No let's check them. (Click on slide for answers to appear.)

Slides 21-22: Grammar Focus: Make, let and be allowed (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 important patterns from students; ask:
 - a. Are we talking about the present or the past? (Past.)
 - b. In the first 2 sentences, what does the verb **make** express? (Forced.)
 - c. So, what do we use when we want to express that someone forced another person to do an action? We have **make** and then? (An object pronoun.)
 - d. And what comes after the pronoun? (The verb.)
 - e. In what form? (BFV)
 - f. Look at the second 2 statements with **let**, is the structure the same? (Yes, the same.)
 - g. Is the meaning the same? (No, it isn't.)
 - h. How is it different? (It means someone gave another person permission to do something.)
 - i. Do the last two sentences with **be allow to** have a similar meaning to the second two? (Yes.)
 - j. What is the difference? Did the prisoners **give permission or receive permission**? (They received permission.)
 - k. In the second two, did the guards **receive permission or give permission**? (Give.)
 - l. Is the structure different? Are there **pronouns**? (No.) Is the **verb form** different? (Yes.) How? (The verb is in the infinitive.)
4. Now look at the next slide and match the verbs on the left with the ideas on the right. (Give them a moment to do this and then click on slide to check answers.)

Slides 23-25: Controlled Practice: Repeat /Complete/Change (15 m)

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually.
3. **Change:** Have students change the sentences on the slide to sentences with **make, let and be allowed to**. Give an example first and then do some chorally and some individually.

Slide 26: Oral Practice (15 m)

1. **SC Practice: Stimulus Response: Make, let and be allowed to**

Introduction: Are we sometimes treated unfairly at work or school? How do you feel when this happens?

Procedure: In a moment, you will see some questions on the screen. Your job is to answer the questions using make, let or be allowed. Give a justification for the question you will be asked. (Give student time to ask and answer the questions. Have them ask a question and then answer the next.)

For example:

S1: Why did you quit your job?

T: Because my boss made me work 15 hours a day and I wasn't allowed to use the phone or have lunch. He didn't let me call my family. He made me work without any free day from Sunday to Sunday.

Slide 27: Pronunciation (only if time permits)

1. Look at the slide. In a minute you will listen to these sentences. Please pay attention to the weak pronunciation of the object pronouns and the way the pronouns are sometimes linked to the word before them. (Play the recording.)
2. What did you notice about the pronunciation of the pronouns? (Get students input.)
3. Now listen again and repeat. (Play the recording once more.)

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 29-30: Speaking (10 m)

1. Please look at the slide. What can you see? There is a table with two ideas. "The most freedom" and "the least freedom."
2. Before doing the speaking activity; think of the times in your life when you have experienced the most freedom and times in your life when you have experienced the least freedom. Take notes in your book on page 85, exercise 6. Let's look at the example on the screen. (Give them some time to do this.)
3. Now, share your experience with a classmate. Ask and answer questions. (Click on slide.)

For example:

T: Can you think of a situation when you had very little freedom? Tell me about it.

S1: Yes, when I was

T: Now you ask me.

S1: Can you think of a situation when you had very little freedom? Tell me about it.

T: When I was doing my military service; the sergeant made us do 100 pushups if we laughed or were speaking.

4. Now who wants to report what his or her classmate said?

Slide 31: Wrap up & Homework (3 m)

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

WorldView: Book 4B, Unit 19, Day 1
(96-118 m)

Slides 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board.

Slide 5: Warm up Activity (10-15 m)

1. **FP Activity: Presentation: Simple past, present perfect, past perfect**

Introduction: Have there been any events in your life that were very important? Have you had any situation in your life that changed you or your life significantly? What was the change? What happened?

Procedure: Work in trios and talk about what a turning point in your life; a change or something that happened in your life that made a significant change. Your classmates can ask you questions to find out more information. (Give them time to do this.)

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

Follow up: Who heard an interesting story from one of his/her classmates? (Get some of the students to share.)

Slides 6-14: 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)
an anthology	An anthology is a collection of literary works, such as poems or short stories. It can also be a musical collection. My father loves the Beatles and he has the Beatles' anthology . Have you ever seen an anthology ? What was it about?	Yes/No, I've seen/I haven't seen an anthology . It was about...
a column	A column is a vertical section of text in a newspaper, like you can see on the slide. I usually read the column that Sergio Sarmiento writes for the Reforma newspaper. What columns do you like to read in the newspaper?	I like to read the (cooking / fashion / world news / etc.) column in the paper.
a novel	A novel is a fairly long story that is fiction. I love mystery novels . What novel have you read recently? Did you like it?	I read a novel about XXX. I thought it was...
a bestseller	A book that sells the most is a bestseller . It can be fiction or non-fiction. When the Da Vinci Code came out, it was a bestseller for many months. What book is a bestseller right now?	XXX is a bestseller right now.
an encyclopedia	An encyclopedia is a set of books that contain a large quantity of information on many different subjects. I used to use an encyclopedia to find information when I had to prepare a report for school. Who has an encyclopedia at home? How many volumes (books) does it have?	I have an encyclopedia at home. It has XXX volumes.
poetry/poems	Poetry or poems are literary works that are usually written in verse and often rhyme. Octavio Paz wrote many famous poems . Who is another person who has written poems/poetry ?	XXX has written poems/poetry .

a biography	A biography is a book that talks about a person's life. I read the biography of Mother Theresa. Have you ever read a biography ? Who was it about?	Yes/No, I've (never) read a biography . It was about...
a manual	A manual is a technical document that is supposed to help people to understand how something works. I have a manual for my cell phone, but I've never used it. Who has a manual ? What is it for? Have you ever used it?	I have a manual for my XXX. I've (never) used it...
a textbook	A textbook is a book that you use in school to study a particular subject. I used to hate the math textbook I used in high school; it was very difficult to understand. What textbooks do you use in the university /did you use in high school?	I use XXX textbook in the university.

Slides 15-16: Vocabulary: Getting Started (10-15 m)

1. Open your books to page 86, exercise 1. Match the words in the box with the statements. (Give them a time to do this.)
2. Let's check your answers. (Click on the slide to show the answers.)
3. Next, work in pairs and discuss the questions in exercise 2. (Give them time to do this.)

Slides 17-18: Reading (15-20 m)

1. Look at the pictures on page 86. What do you know about the Harry Potter books? What do you know about J.K. Rowling, the author? (Get students to tell you anything they know about the books or the author.)
2. Now, go to page 87 and read the article about J.K. Rowling and try to find out the meaning of the title. (Give students time to read.)
3. So, what is the meaning of the title? (When she returned to the U.K. from Portugal, she brought back the ideas for the Harry Potter books in her suitcase.)
4. Next, look at the items in exercise 5. You are going to read the article again and put these items in order. Please read them before you read the article. (Give them time to read the items and then to read the article.)
5. Let's check your answers. (Click on slide 18 to show the answers.)

Slides 19-20: Listening (10-15 m)

1. Now, look at exercise 6 on page 87 of your book. You are going to listen to a radio program about Daniel Radcliffe. What movie role made him famous? (Play the audio.)
2. What role did he play? (Click on the slide for the answer.)
3. Next, look at the questions in exercise 7. Read the questions. (Give them a minute.)
4. We are going to listen again and you are going to answer the questions. (Play the audio.)
5. Let's check your answers. (Click on the slide to check the answers.)
6. Now, in groups of 3-4, discuss the questions in exercise 8. (Give them time for this.)
7. What do/did you think of the Harry Potter movies? Why? (Get a few students to share their opinions.)

Slide 21: Grammar Focus (10 m)

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation.
3. Elicit important patterns from students; ask:
 - a. What tense do we use to talk about an action that happened before another action in the past? (Past perfect or past perfect continuous.)
 - b. What auxiliary do we use to form the past perfect? (Had.)
 - c. Can we use the auxiliary **had** for all persons? (Yes.)
 - d. What form of the verb do we use after it? (Verb in past participle.)
 - e. What auxiliary do we use to form the past perfect continuous? (Had.)
 - f. Can we use the auxiliary **had** for all persons? (Yes.)
 - g. What do we use after the auxiliary **had**? (Been.)
 - h. What form of the verb do we use after been? (Verb + ing.)
 - i. Can we use **for** and **since** for both? (Yes.)
 - j. When do we use **for**? (To talk about a period of time.)
 - k. When do we use **since**? (To say when the action started; to mention the specific time.)
 - l. Which form, past perfect or past perfect continuous, emphasizes that the action took place over a longer period of time? (Past perfect continuous.)

Slides 22-23: 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 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 19, exercises 1 and 2 in your workbooks.

WorldView: Book 4B, Unit 19, Day 2
(96-126 m)

Slide 27: Homework (5 m)

Slide 28: Objectives (3 m)

1. Write the objectives on the board.

Slide 29: Warm up Activity (10-15 m)

1. **FP Activity: Presentation: Past perfect and Past perfect continuous**

Introduction: What are some things you had achieved or done before you started studying here?

Procedure: You are going to work in groups of 3-4 and tell your classmates about what you had done or had been doing before you started studying at the university. Your classmates can ask you questions.

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

Follow up: Who had done something interesting before studying at the university? (Have a few students share.)

Slide 30: Pronunciation (10 m)

1. Open your books to page 89, exercise 4. Listen to vowel the pronunciation of *had* and *been* in these sentences. Notice when they have weak pronunciations. (Play the audio.)
2. Now, listen again and repeat. (Play it for them to repeat.)
3. When does *had* have a strong pronunciation? (When it's the main verb of the sentence.)

Slide 31: Oral Practice (10-15 m) Please note: You will need copies for this activity.

1. **SC Activity: Question-Answer-Past perfect continuous**

Introduction: Had you been doing anything before you came to school today? What had you been doing?

Procedure: I'm going to give each of you a card with an activity on it. You are going to work in groups of 4 and your classmates have to guess what you were doing before you came to school today according to what is on the card. (During the activity, walk around and do correction for semi-controlled activities.)

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

Slide 32: Oral Practice (15-20 m)

1. **SC Activity: Trivia Game-Past perfect**

Introduction: Do you know a lot about Mexican history? Do you like to play games?

Procedure: Let's divide the group into two teams; Team 1 and Team 2. I'm going to give you two events in history and you have to put them in order. The event that happened first has to be in past perfect or past perfect continuous and the event that happened more recently has to be in simple past. You can get two points for each sentence; one point for using the structure correctly and one point if you give the correct information. The team with the most points at the end wins. (Below is a list of things that happened in Mexican history. You can choose two from the list and students have to put them in order; the event that happened first needs to go in past perfect and the event that happened more recently in simple past. The closer in time the two events are, the more difficult the activity will be. The dates are included for the teacher; don't tell the students the dates until after they give you their example.)

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

Cues: (See the next page for the cues.)

1. The Olmec culture began (1200 BC)
2. The Mayan culture began (600 BC)
3. Tula became the capital of the Toltec empire (968)
4. The Aztecs moved to the Valley of Mexico (1263)
5. The Aztecs build Tenochtitlán (1300)
6. Hernán Cortéz arrive in Mexico (1519)
7. Hernán Cortéz became governor of New Spain (1522)
8. Juan Diego saw the Virgin of Guadalupe (1531)
9. The Mexico City University was created (1533)
10. They began construction of The Cathedral in Mexico City (1563)
11. They expelled the Jesuits from Mexico (1767)
12. They began construction of the Chapultepec Castle (1785)
13. Miguel Hidalgo called for Mexican Independence (1810)
14. Morelos was executed (1815)
15. Iturbide signed the Plan de Iguala (1821)
16. Santa Ana became president (1833)
17. The United States annexed the Republic of Texas (1845)
18. The US declared war on Mexico (1846)
19. Juárez became first Indian president (1861)
20. Maximilian became Emperor of Mexico (1863)
21. The French left Mexico (1867)
22. Porfirio Díaz became president (1876)
23. The Bank of Mexico was created (1880)
24. The Mexican Revolution started (1910)
25. The US took Veracruz (1914)
26. Mexico adopted a new constitution (1917)
27. Obregón killed Carranza (1920)
28. Cristeros War began (1926)
29. Obregón was killed (1928)
30. Lázaro Cárdenas became president (1934)
31. Miguel Alemán became president (1946)
32. Women got the right to vote (1954)
33. Mexico City hosted the Olympic Games (1968)
34. Echeverría became president (1970)
35. Huge earthquake hit Mexico City (1985)
36. Mexico joined NAFTA (1994)

Slide 33: Oral Practice (10-15 m)

1. **SC Activity: Find Someone Who...- Past perfect and Past perfect continuous**

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

Procedure:

1. On a piece of paper, I want you to write numbers 1 to 6. In a minute, you are going to stand up and ask your classmates questions to find people who had done or had been doing the activities on the slide. When you find someone who had done that activity, you will write his/her name on your list.
2. Let's look at the information on the slide. What is the question for the first one? (Elicit the question from students: Had you done the homework before coming to class today?) And, what can your classmate answer? (Elicit: Yes, I had done the homework. Or No, I hadn't done the homework.) If your classmate answers "no," can you write his/her name on your list? (No.)
3. What's the question for number 2? (Elicit the questions for each statement.)
4. Now, stand up and ask your classmates questions. The first person to have a name for each one is the winner. (Walk around and do correction for semi controlled activities.)

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

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

1. **FP Activity: Information Gap-Past perfect and Past perfect continuous**

Introduction: What are some important events that have taken place in your lives?

Procedure:

1. Open your books to page 89, exercise 6. Think about 3 important events in your life. Write them in your notebook and add background information regarding those events; what had been happening before that time or event. You can choose one of the situations in the book, or think of a turning point of your own. (Give them time to do this; **show the example on slide 34.**)
2. Now, work in groups of 3 and share your stories about the important events in your life. (Give them time to do this. Walk around and take note of mistakes you hear, so you can do correction after the activity.)

For example: (Go to slide 35 for the example.)

Follow up: Tell the group something interesting you found out about your classmates. (Have various students share.)

Slides 36-37: Oral Practice (15-20 m)

1. **FP Activity: Story Telling-Past perfect and Past perfect continuous**

Introduction: Are you good at telling stories? Can you imagine a story just from seeing a picture?

Procedure: We are going to divide the group into four teams. Each team will have a picture that they have to use to create a story. In each story, you have to say what had happened or had been happening before the picture was taken, what was happening in the picture and what happened after the picture was taken. You should give as much detail as possible. When you are ready, each team will present its story and the best story wins. (Arbitrarily number the groups. Group 1 will work with picture 1, group 2 with picture 2, etc. Give them time to do this. Walk around and take note of their mistakes to do correction after the activity.)

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

Slide 38: Wrap up & Homework (3 m)

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

playing tennis	washing clothes	water skiing	dancing tango
watching soap operas	running a marathon	cleaning my bedroom	surfing the internet
riding an elephant	sleeping in a hammock	drinking beer	driving a bus
watching a Disney movie	fixing my car	building a house	singing opera
taking a shower	writing a novel	riding a motorcycle	making paella
flying a plane	reading an anthology	playing poker	meeting the president

WorldView: Book 4B, Unit 20
(125-137 m)

Slide 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board and have students repeat.

Slide 5: Warm up Activity (10 m)

1. **FP Activity: Presentation-Dream place**

Introduction: Close your eyes for a minute. Imagine that you are at a beach, in the mountains or in a beautiful city. Imagine your dream place. What do you see? What can you smell? What do you hear? Are you eating anything? How are you feeling?

Procedure: Now, turn to the person to the right and tell him/her about your experience.

For example:

T: I was at a place where I was surrounded by green trees. I could smell the trees. The trees were fresh and nice. The vegetation was beautiful. This was a place where I could spend many hours just smelling and looking at the scenery. The sky was so blue, that kind of blue that is only seen in postcards. I was feeling peaceful, tranquil and happy.

Follow up: Who can share information about their partner? (Have 1 or 2 pairs share their information.)

Slides 6-10: Vocabulary (5 m)

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

Word	Usage (teacher)	Usage (student)
hearing	(Point to the slide) this is hearing . Hearing is the sense that lets us perceive sounds. We perceive music through hearing . What else does hearing let us do?	Hearing lets us listen to others and ...
sight	Sight is the sense that lets us see things. My sight used to be 20/20, but isn't anymore. Do you believe in love at first sight ?	No, I don't / Yes, I believe in love at first sight
smell	We perceive different odors through our sense of smell . I like the smell of trees in the forest. Do you like to smell flowers?	Yes, I / No, I don't like to smell flowers.
taste	When we use our tongue to perceive the flavor of something, we use our sense of taste . I like the taste of honey. What do you like to taste ?	I like to taste ...
touch	The feeling we have when we put our fingers on a surface is our sense of touch . I like to touch rose petals. What do you like to touch?	I like to touch ...

Slides 11-12: Vocabulary Activity 1 (5 m)

1. Open your books to page 90, exercise 1. Look at pictures. Then, match the words from the box with the picture you associated it with. Be ready to say why you made that match. (Give them a minute to do this.)
2. Let's check your answers. (First elicit answers and then click on slide for answers to appear.)
3. Now, go to exercise 2. Read the sentences and then match them with the pictures.
4. Let's check your answers. (Click on slide for answers to appear.)

Slide 13: Rule completion/Adjective and noun use with sense verbs (10 m)

1. Look at the slide. According to what you saw in the sentences from the previous exercise, work with a partner to come up with the rule.
2. Let's check your answers. (Click on slide for answers to appear.)

Slide 14: Listening Activity 1 (5 m)

1. So, what are the senses that we have been talking about? (Elicit and write them on the board.)
2. In a moment we are going to listen to four commercials. Each of these commercials suggests one or some of the senses. Listen to the commercials and write down the senses suggested in each commercial. In your notebooks write down 1 to 4 like on the slide.
3. (Play audio.)
4. What are the senses in each commercial? (Elicit answers and then click slide for answers to appear.)

Slide 15: Listening Activity 2 (10 m)

1. Look at the statements on page 90, exercise 5. (Give them a moment to read the statements.)
2. In a minute we will listen to the commercials again and now concentrate on if the statements are true or false. If the statement is false, write down the correct information. (Play the commercials.)
3. Which sentences are true? (Elicit true sentences from students.) Which sentences are false? Elicit false sentences from students.) What is the correct information? (Have students supply correct information.)
4. Okay, let's check your answers. (Click on slide for answers to appear.)

Slides 16-17: Reading Activity (15 m)

1. Look at the slide. What is on the slide? (Elicit objects from students.) Do these things smell differently? Which smell do you like the most? (Have students participate.)
2. (Click on the slide.) Now, look at these questions and discuss them with a partner.
3. (Click on slide again.) Read the article on page 91, "Smells that Work" and compare what you thought with what the article says.
4. How were your predictions? Were you correct? (Have some pairs participate.)
5. (Go to slide 17.) Look at the questions in exercise 9. (Give them a moment to do this.)
6. Read the article again, but now concentrate on answering the questions. (Give them time to do this.)
7. Shall we check your answers? (Click on slide for answers to appear.)

Slide 18: Grammar Focus: Defining Relative Clauses (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 important patterns from students; ask:
 - a. What relative pronoun do we use after *children*? (Who or that.)
 - b. Right, because *children* refers to people. What relative pronoun do we use after *dessert*? (Which or that.)
 - c. Right, because a *dessert* is a thing. What relative pronoun do we use after *day*? (When or that.)
 - d. Right, because *day* refers to a time. What relative pronoun do we use after *shop*? (Where.)
 - e. Right, because *shop* refers to a place. What relative pronoun do we use to relate people to their jobs? (Whose.)
 - f. Right, because we are showing possession.
 - g. What do we begin a relative clause with? (Question words.) These are relative pronouns.
 - h. What do we have after each relative pronoun? (Extra information.)
 - i. So, the relative pronoun introduces the relative clause; the extra information.

Slide 19: Grammar Focus: Defining Relative Clauses (5 m)

1. Now, look at the chart on page 92, exercise 2.
2. Work in pairs and fill in the chart, inferring the information from the sentences in the grammar focus above. (Give them some time to do this.)
3. Okay, let's check your answers. (Click on slide for answers to appear.)

Slides 20-21: 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 22: Oral Practice (10 m)

1. **SC Practice: Stimulus Response: Defining Relative clauses**

Introduction: Now, let's play a game. Let's have 2 teams.

Procedure: In a moment, you will see part of a sentence and the team that gives me more correct sentences completing the idea with a defining relative clause wins.

For example:

T: You see: (Click on slide.) I really enjoy going to places... Team one, complete the idea.

Team1: I really enjoy going to places where people dance.

T: Team two, complete it with another idea.

Team: I really enjoy going to places where we can sit and talk.

(And so on, until one of the teams is unable to complete the idea or makes a mistake.)

Slide 23: Oral Practice (15 m)

1. **SC Practice: Controlled question/Free answer: Defining Relative clauses**

Introduction: Now, we are going to work with giving definitions.

Procedure: Look at the slide. Here you can see some questions that we are going to ask in order to find the best definition. Work in teams of five. First, ask each other the questions to see your team's opinion on the different items. (Give them some time to do this following the example.) Then, all 5 team members will get together and come up with the best and most creative definition.

For example:

T: S1, Ask me the first question.

S1: What is a hypocrite?

T: A hypocrite is a person who can't face you and tell you the truth. A hypocrite is a person that stabs you in the back.

Follow up: Okay, so what are your definitions? (Have different teams say their definitions and have them vote on the best one.)

Slide 24: 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 25: Pronunciation (Only if time permits. 10 m)

1. Please look at the slide; listen to these words. (Say the words looks and feels and stress out the difference in the "S" sound.) Can you hear a difference in the sound of the /s/? (Elicit answers from students.) Can you give me an example of a word that would sound like /IZ/ for the "s"? (If students can't come up with an example from the list, say roses.)
2. Listen to the audio of how the words on this list are pronounced and place them in the correct category. (Play the audio.)
3. Now, listen again and repeat the words after the audio.

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 did you practice doing?
2. Do you have any questions about today's class?
3. For homework, do Unit 20: Exercises 2, 3 and 4.

WorldView: Book 4B, Unit 21, Day 1
(98-116 m)

Slides 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board.

Slide 5: Warm up Activity (10-15 m)

1. **FP Activity: Discussion: Simple present, simple past**

Introduction: Do you like to go shopping? Where do you usually go shopping?

Procedure:

1. We are going to talk about shopping today. Look at the slide. Think about some different stores where you go shopping. Think about the answers to the questions. (Give them a couple of minutes to read and think about their answers.)
2. **(Ask the group the questions below and discuss shopping. Try to make sure that all students have a chance to participate.)**
 - Where do you like to go shopping? Why?
 - Are the salespeople nice there?
 - Does the store always have the items that you are looking for?
 - Is there a store you don't like to go to? Why?
 - Do you think the expression "you get what you pay for" is true?
 - Do you go to different stores for different items? For example?
 - Where do you buy food? Clothes? Electronics? Music? Things for the house? Etc.
 - Are there things you only buy in a street market? What? Why?
 -
 -
 -
 -

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)
loss leader	A loss leader is something that is sold at a store at a very low price in order to get people to shop at the store. Every day during their <i>Julio Regalado</i> campaign, the <i>Comercial Mexicana</i> has one product that is their loss leader . What products do stores usually use as loss leaders ?	Store use XXX as loss leaders .
rebate	A rebate is money back on something you purchased; to get the money, you usually have to mail a form into the manufacturer. Once when I bought a camera in the US, I got a 25 dollar rebate back. Have you ever gotten a rebate on something you bought?	Yes / No, I've (never) gotten a rebate .

bait and switch	Bait and switch is when a customer is attracted to an item in a store, but then the store changes or switches the item for a more expensive one. I went to buy a TV that was on sale, but when I asked for it, they said they didn't have any left, but they showed me a more expensive TV; they did a bait and switch on me. Who has had an experience with a store that tried to do a bait and switch on you? What was the product?	I had a store try to do a bait and switch ; they tried to sell me...
package deal	When something is a package deal , it means that when you buy larger quantities of an item, it's cheaper. In Sam's I bought a computer that came with a printer and a TV; it was a package deal . What is something you have bought as a package deal ?	I bought XXX as a package deal .
warranty	A warranty is a written guarantee that you get when you buy something new. My computer came with a one year warranty . What is something you have bought that came with a warranty ?	I bought an XXX and it came with a warranty .
fine print	The fine print in a contract or legal document is the text that is written in very small letters. I never read the fine print , but I suppose I should. What kinds of documents usually have fine print ? Do you read the fine print ?	XXX usually has fine print . I (sometimes) read the fine print.
out of stock	When something is out of stock , it means that there is no more of that item available. I went to the store to buy some shoes, but the ones I liked were out of stock in my size. What is something you tried to buy in the past, but that it was out of stock ?	I tried to buy XXX, but it was out of stock .

Slides 13-14: Vocabulary: Getting Started (15-20 m)

1. Open your books to page 98, exercise 1. Look at the questions and discuss the answers in pairs. (Give them a time to do this.)
2. Next, look at exercise 2. Work in pairs and complete the sentences with the words from the box. (Give them time to do this.)
3. Let's check your answers. (Click on the slide to show the answers.)
4. Now, look at exercise 3. Work in pairs and discuss whether you've had any experience with any of the practices mentioned in exercise 2. (Give them a few minutes to do this.)
5. Who has had experience with one of these practices? What happened? (Get one or two students to share.)

Slides 15-16: Reading (15-20 m)

1. Look at the slide. This is the title of the text you are going to read in a minute. What do you think the title means? (Let students speculate on the meaning of the title; don't say if they are right or wrong.)
2. (Click on the slide for the subtitles to appear.) These are the headings for the four sections of the reading. In pairs, discuss the meaning of the headings. (Give them a minute; don't explain the meaning of the headings.)
3. Now, open your books to page 99. You are going to match the headings to the sections of the reading. Don't read the complete article; do this as quickly as you can. (Give them a couple of minutes to do this; they shouldn't read the complete article to do this activity.)
4. Let's check your answers. (Click on slide 15 to check the answers.)
5. Next, look at the questions in exercise 5. Take a minute to read the sentences.
6. Now, you are going to read the article and decide if the statements in exercise 5 are true or false. (Give students time to read and answer the questions.)
7. Let's check your answers. (Click on slide 16 to show the answers.)

Slide 17: Listening (7-10 m)

1. Now, look at exercise 6 on page 99 of your book. You are going to listen to three conversations between salespeople and customers. Write the number of the conversation next to the sales technique from exercise 4 that matches the technique that the salesperson uses. (Play the audio; you can play it a second time if necessary.)
2. Let's check your answers. (Click on the slide to check the answers.)

Slide 18: Grammar Focus 1: Indefinite Pronouns-Some/Any (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 important patterns from students; ask:
 - a. When we use an indefinite pronoun, do we know exactly who or what we are talking about? (No.)
 - b. What indefinite pronouns can we use in questions? (Someone/something, anyone/anything.)
 - c. In questions, can we use the pronouns in the subject position, the object position or both? (Both.)
 - d. What pronoun do we use for a negative answer? (Anyone / anything.)
 - e. When we use **anyone** or **anything**, is the verb or auxiliary in affirmative or negative? (Negative.)
 - f. Can we use the pronoun in the subject position, the object position or both? (Object.)
 - g. What pronoun do we use for an affirmative answer? (Someone/something.)
 - h. When we use **something** or **someone**, is the verb in affirmative or negative? (Affirmative.)
 - i. Can we use the pronoun in the subject position, the object position or both? (Both.)
 - j. When we use an indefinite pronoun in the subject position, is the verb in singular or plural? (Singular.)

Slides 19-20: 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 21: Model Conversation (10 m)

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

Slide 22: Wrap up & Homework (3 m)

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

WorldView: Book 4B, Unit 21, Day 2 (106-121 m)

Slide 24: Homework (5 m)

Slide 25: Objectives (3 m)

1. Write the objectives on the board.

Slide 26: Warm up Activity (10-15 m)

1. **SC Activity: Find Someone Who...: Indefinite pronouns, simple present, simple past**

Introduction: What do you know about your classmates? What do you know about their families and friends?

Procedure:

1. On a piece of paper, I want you to write numbers 1 to 6. In a minute, you are going to stand up and ask your classmates questions to find people who know people who have done the things listed on the slide. When you find someone who fits each of the categories, you will write his/her name on your list.
2. Let's look at the information on the slide. What is the question for the first one? (Elicit the question from students: Do you know anyone/someone who can speak French?) And, what can your classmate answer? (Elicit: Yes, I know someone who can speak French. Or No, I don't know anyone who can speak French.) If your classmate answers "no," can you write his/her name on your list? (No.)
3. What's the question for number 2? (Elicit the questions for each statement.)
4. Now, stand up and ask your classmates questions. The first person to have a name for each one is the winner. Remember to ask follow up questions to find out who the person is for each question.

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

Slide 27: Pronunciation (10 m)

1. Open your books to page 101, exercise 5. Listen to the sentences and notice the stress on the indefinite pronouns. (Play the audio.)
2. Now, listen again and repeat. (Play it for them to repeat.)
3. Where was the stress? (On the first part of the pronoun.)

Slide 28: Grammar Focus 2: Indefinite Pronouns-Any/No (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 important patterns from students; ask:
 - a. When we use an indefinite pronoun, do we know exactly who or what we are talking about? (No.)
 - b. When we use **anyone** or **anything**, is the verb or auxiliary in affirmative or negative? (Negative.)
 - c. When we use **nothing** or **no one**, is the verb or auxiliary in affirmative or negative? (Affirmative.)
 - d. Is it the same to say: "I didn't buy anything." and "I bought nothing."? (Yes.)
 - e. Can we use the pronoun **no one** or **nothing** in the subject position, the object position or both? (Both.)

Slides 29-31: Controlled Practice: Repeat /Complete / Change (10 m)

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually.
3. **Change:** Have students change each sentence from a "no" word to an "any" word or vice versa.

Oral Practice (10 m)

1. **SC Activity: Stimulus-Response: Indefinite Pronouns**

Introduction: Can you climb a mountain? Can you run 10 km in 2 minutes? Are there some things that nobody in this classroom can do?

Procedure: We're going to talk about things that no one can do. I will tell you a verb and you have to say something that no one can do.

For example:

T: I say: "speak" and you can say: No one in this classroom can speak Náhuatl. Who can give me another example?

S8: Nobody in this classroom can speak Latin.

T: Another example?

S15: No one in this classroom can speak Arabic.

Cues: (You can use each cue for more than one student. If they can't think of anything you can use the information in parentheses to help them.)

- drink (acid / vinegar)
- eat (concrete / glass / iron)
- fly (an airplane / a hang glider)
- jump (over a building / 20 meters)
- play (harp / banjo / polo / rugby)
- read (Russian / Chinese / Persian)
- run (100 km / 1 km in 2 minutes)
- travel (to the moon / to outer space)
- carry (a car / 200 kilos / a house)
- live (without water / without food)

Slide 32: Grammar Focus 3: Indefinite Pronouns-Every / Any in subject position (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 important patterns from students; ask:
 - a. When we use an indefinite pronoun, do we know exactly who or what we are talking about? (No.)
 - b. Can we use *everyone* or *everything* in affirmative, negative and interrogative? (Yes.)
 - c. Can we use *everyone* or *everything* in both the subject and object position? (Yes.)
 - d. When we use *everyone* or *everything* in the negative, it means not all the people or not all the things. What is it similar in meaning to? (Someone or something.)
 - e. When we use an indefinite pronoun in the subject position, is the verb in singular or plural? (Singular.)
 - f. Can we use *anyone/anything* in the affirmative? (Yes.)
 - g. What is the meaning of an *any* word in affirmative? (It doesn't matter what person or thing.)

Slides 33-34: 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.

Oral Practice (10 m)

1. **SC Activity: Stimulus-Response: Indefinite Pronouns; everyone**

Introduction: Are there things that everyone can do? For example?

Procedure: We're going to say things that everyone can do, and things that not everyone can do. I will say a verb and you have to make a sentence in the affirmative and negative with the verb.

For example:

T: I say: "speak" and you can say: Everyone can speak a language, but not everyone can speak French. Who can give me another example?

S8: Everyone in this class can speak Spanish, but not everyone can speak English fluently.

Cues:

- | | | | |
|---------|----------|---------|---------|
| • buy | • walk | • drink | • carry |
| • build | • sleep | • run | • read |
| • make | • travel | • eat | • fly |
| • watch | • ride | • jump | • play |
| • spend | • have | • lift | • read |

Slide 35: Oral Practice (10-15 m)

1. **FP Activity: Description: Indefinite Pronouns**

Introduction: Do you sometimes have to work in teams on assignments here at school? Does everyone always help with the assignments? What happens when someone doesn't do his/her part of the work?

Procedure: Work in groups of 3-4 and tell your classmates about an assignment you had to do as part of a team. It can be an assignment from high school or here at the university. Talk about what happened when one or more students didn't do his/her part of the assignment. What did everyone in the group do?

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

T: When I was in high school, the teacher told us to work in teams of 5 to prepare a presentation on the causes of pollution. Everyone had to look for information and prepare part of the presentation. We divided the work, but not everyone on the team did what they were supposed to do. Someone only wrote 3 lines about air pollution and someone else only copied what they found on the Internet. The rest of us tried to get the others to do their part, but they didn't help. Everyone was really mad at those two students because we wanted to get a good grade, but they didn't care. In the end, the three of us prepared everything and worked all weekend on the project. We got a 10 on the presentation, but it wasn't fair because not everyone participated.

Slides 36-37: Speaking: (15-20 m)

1. **FP Activity: Role-Play-Indefinite pronouns**

Introduction: Do you like to go shopping? Is it always easy to find what you want?

Procedure:

1. Open your books to page 101, exercise 7. Imagine you are a salesperson at a store. Think of three types of products or services that you will be selling. Then make signs for your products and display them for your classmates to see. (Give them time to do this.)
2. Now, half of the group will stand up; you are the buyers. The rest of the group is the salespeople. The buyers will walk around the class and try to find the best deal for something that you want to buy. Ask and answer follow-up questions. (Give them time to do this. Walk around and take note of mistakes you hear, so you can do correction after the activity.)
3. Now, you are going to switch roles. The buyers will now be the salespeople and the salespeople will be the buyers. The buyers will stand up and walk around the class and try to find the best deal for something that you want to buy. Ask and answer follow-up questions.

For example: (Go to slide 37 for the example.)

Slide 38: Wrap up & Homework (3 m)

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

WorldView: Book 4B, Midterm Review (127-137 m)

Slide 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board and have students repeat.

Slides 5-6: Find the Mistake Activity 1 (5 m)

1. Look at the slide, there are ten sentences.
2. All of these sentences have a mistake. Find the mistake and circle it. (Give students a moment to look at the sentences and find the mistake.)
3. Now, work with a partner and compare your answers. Together with your partner, be prepared to explain why it's wrong and what it should say. (Give them some time to do this.)

Follow up: Now let's look at the sentences one by one and you can explain them to the class. (Click on the next slide and each time you click the mistake will be signaled out. Have students explain what is wrong and say the correct sentence.)

Slides 7-8: Listening Activity 1 (8 m)

1. Look at the slide and together with a partner answer the questions. (Give them a minute.)
2. (Click on next slide.) In a minute you are going to listen to 5 conversations, write down, in your notebooks, at least one question asked in each conversation.
3. Okay, so who can give me a question asked in the first conversation? (Elicit questions from students until all 5 conversations are covered.)
4. (Click on slide.) Now, look at these next questions and answer them with a partner.
5. So, what are the answers? (Bring out that these questions are tag questions and that they are used to confirm information. Also that the structure is different in these questions.)

Slides 9-10: Oral Practice (10 m)

1. **SC Activity: Mixer: Tag questions**

Introduction: Look at the slide and think about the questions there. How perceptive are you? Are you good at guessing things about people?

Procedure: In a moment you are going to guess things about your classmates. You are going to stand up and confirm your guesses using tag questions. The slide tells you what you are going to guess.

For example:

T: You will go to Acapulco on your next vacation, won't you?

S1: No, I won't. I'll go to Puerto Vallarta.

Slides 11-12: Grammar review-Passive Constructions (15 m)

1. Look at the question on the slide. Who can tell me the answer? (Elicit from students.)
2. Now, look at the 10 sentences and identify which ones have a passive construction. (Give them some time to do this.)
3. So, which sentences have a passive construction? (Elicit from students.)
4. Let's check your answers. (Click on slide for answers to appear.)
5. Now, all of these sentences together are a story.
6. Work in groups of three and put the sentences in the correct order to build the story. Anything logical is correct. (Give students some time to do this.)
7. So, what is the correct order? (Elicit from students.)
8. Let's check your answers. (Click to go to the next slide for story to appear.)
9. Are there any other possibilities? (Check to see if it is logical.)

Slide 13: Oral Practice (10 m)

1. **SC Activity: Information Gap: Passive Constructions**

Introduction: Do you know who these girls are? (Elicit from students.)

Procedure: Prepare a presentation on these two girls, but to do this you will need to have the full information. Work in pairs; student “A” go to page 137 and student “B” go to page 139. Ask each other questions to complete the information.

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

Follow up: (Have a couple of pairs give the presentation.)

Slides 14-15: Listening Activity 2 (8 m)

1. Look at the slide; here we have pictures of college dorms. Are college dormitories common in your city? What advantages or disadvantages do you see in college dorms?
2. Listen to the conversation on living in a dorm nowadays. What changes are mentioned? Identify things that are different.
3. So, what are the differences?

Slide 16: Grammar review-Verbs of prohibition, allowance and requirement (10 m)

1. Do you remember what verbs we use to prohibit, or allow someone to do something? What if we are talking about forcing someone to do something? (Elicit answers from students and click on slide.)
2. Now, you will see some sentences. (Click on slide.) The idea is for you to rewrite these sentences, but using the verbs in the gray box. Look at the example. (Direct students to example.)
3. Use the pink box to remember the structures that are used for each verb.
4. Let’s check your answers. (Have students give you the answers and correct as if in SC activity.)

Slide 17: Oral Practice- (20 m)

1. **FP Activity: Mini Debates-Verbs of prohibition, allowance and requirement**

Introduction: What is for and against? Do you like to express your opinion on things?

Procedure: In a moment, you will see a statement. We will be working in teams of four. Two of you will be in favor of what is in the statement and 2 will be against. You have 1 minute to prepare your arguments and then you will debate. (Click on slide to see the first statement and give the example. There are 6 different statements to debate.)

For example:

T: Let’s look at the first statement. I really think that this is true. Industry and factories are more harmful than people who smoke. People should be allowed to smoke wherever they want. Who can debate this?

S1: Well, I think smoking is a ...

Follow up: (Open up each statement to discussion with the entire group.)

Slide 18: Oral Practice (10 m)

1. **SC Activity: Sentence Creation-Past perfect and past perfect continuous.**

Introduction: Look at the picture on the slide. What can you see? (Twins.) Let’s compare their lives and talk about their life events in the past.

Procedure: Work in pairs and compare their activities in the past. Use *when* or *by the time* to begin your sentences!

For example:

T: By the time Henry got his first job, Jack had already been working for 5 years. He had gotten a job 5 years before.

Follow up: Now, let’s have two teams. The team that gives more correct sentences wins. (Teams take turns giving sentences without repeating sentences. The team that gives more correct sentences wins. If a team gives an incorrect sentence the other can correct and make the point.)

Slide 19: Grammar Review/Listening Activity: Defining Relative Clauses (5 m)

1. Now, look at the sentences below the picture.
2. Listen to the radio show and fill in the spaces with the correct information. (Play the audio.)
3. So, what is the missing information? (Elicit from students and click on the slide for answers to appear.)
4. Look at the second part of each sentence. Do these parts of the sentences give us more information about the subject of the sentence? We call them defining relative clauses. What do they begin with? (QW or relative pronoun.) Right.

Slide 20: Oral Practice (10 m)

1. **SC Practice: Stimulus Response: Defining Relative clauses**

Introduction: No, let's play a game. Let's have 2 teams.

Procedure: In a moment you will see a word on the screen; your job is to give a logical correct sentence using a relative clause. The team that gives the most correct sentences wins. If the sentence is not correct, the other team gets the chance to correct the sentence and make the point.

For example:

T: You see: (click on slide) Elvis Presley. Who can give me a sentence using a defining relative clause?

S1: Elvis Presley was a singer who...

Slide 21: Oral Practice (15 m)

1. **SC Practice: Controlled Question/Free answer: Indefinite pronouns**

Introduction: Now, let's practice indefinite pronouns. Who can tell me when we use indefinite pronouns?

Procedure:

1. Look at the slide and place the indefinite pronouns in the space that is most suitable. (Give them some time to do this and then check their answers; click on the slide to do so.)
2. Then, practice asking these questions to two different classmates. Work in teams of three. (Walk around the room and monitor that they are using the indefinite pronouns correctly. Do SC correction.)

For example:

T: S1, Ask me the first question.

S1: Does anybody consider you his/her best friend?

T: No, I don't think anybody considers me his/her best friend.

Slide 22: Wrap up & Homework (3 m)

1. What was the objective for today's class? (Have them look at the board.) What did we review? What did you practice doing?
2. Do you have any questions about today's class?
3. For homework, study for the exam.

WorldView: Book 4B, Unit 22
(86-122 m)

Slide 2: Objectives (3 m)

1. Write the objectives on the board.

Slide 3: Warm up Activity (10-15 m)

1. **FP Activity: Presentation: Simple present, simple past**

Introduction: Have you ever traveled to a different city or county? Were some of the customs there different than where you're from? For example?

Procedure: You are going to work in groups of 3-4 and talk about a place you have visited; it could be a different city or town in Mexico, or it could be a different country. Think about some things that were different. Tell your classmates about something that was different in the place you visited. (Give time to do this.)

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

Follow up: Does anyone have an interesting story they'd like to share? (Let a couple of students share their stories if they'd like.)

Slides 4-13: 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)
set up an appointment	When you set up an appointment , you agree to a time and place to meet someone; usually for business or for a professional service like a dentist, doctor, etc. I prefer to set up appointments with my dentist on Saturdays. Who do you set up appointments with?	I set up appointments with...
reach an agreement	When you negotiate something and finally agree, we say you reached an agreement . My father wanted to sell his old car for 40,000 pesos, but the man who wanted to buy it wanted it for 35,000 pesos. They reached an agreement ; the man paid my father 38,000 for his old car. Have you ever reached an agreement with someone? What did you agree on?	Yes, I reached an agreement with XXX about YYY. We agreed on...
do business	When you have business with someone or some company, we say you do business . I do most of my banking business at (Banamex). What company do you do business with for cell phone service?	I do business with (Telcel, Usacell, Nextel, etc.).
consult with someone	When you consult with someone , you check with that person to get their opinion before doing something. Before my mother had an operation to fix her nose, she consulted with 3 different doctors . Who did you consult with before deciding what major to study at the university?	I consulted with ...
negotiate a deal	When a company wants to buy a product or service, they try to get the best price and best terms; they try to negotiate a good deal . When my mother bought 5000 roses for my sister's <i>quinceañera</i> party, she was able to negotiate a good deal on the price. Have you or someone you know ever negotiated a good deal on something?	Yes, XXX negotiated a good deal on....

schedule a meeting	When you program a meeting, you schedule a meeting . My father likes to schedule his meetings in the mornings. Have you ever scheduled a meeting ? Who was the meeting with?	Yes/No, I've (never) scheduled a meeting . (It was with...)
exchange business cards	When you meet with someone from another company, you give them your business card, and they give you theirs; you exchange business cards . Businessmen always exchange business cards . Why do business people exchange business cards ?	They exchange business cards so that they have the contact information of the other person.
go on business trips	When you travel for work, you go on business trips . My father often goes on business trips to Monterrey. Who do you know that goes on business trips ? Where do they go?	XXX goes on business trips to...
make contact with someone	When you call, email or send a message to someone, you make contact with that person. It's hard to make contact with my cousin when he's at work because he's always very busy. Who do you make contact with on a daily basis?	I make contact with ...
take risks/take a risk	When you do something that could be dangerous you take a risk . If you drive 140 km per hour you are taking a risk . Have you ever taken a risk ? What did you do?	I took a risk once. I...

Slide 14: Vocabulary: Getting Started (10-15 m)

1. Open your books to page 102, exercise 1. Work in pairs. Look at the pictures on the page and discuss the questions. (Give them time to do this.)
2. Next, look at exercise 2. Work in pairs and match the columns to make logical sentences. (Give them time to do this.)
3. Let's check your answers. (Click on the slide to show the answers.)

Slides 15-16: Reading/Listening (15-20 m)

1. (Ask the group?)
 - Do you know of any business customs in this country? For example, how do business people greet each other?
 - Do business people all over the world greet each other by shaking hands?
 - What do they do in Japan for example? (Bow [rhymes with cow].)
 - How do people react if you are 10-15 minutes late in Mexico for something? Is it considered to be extremely rude?
 - What about in other countries, is being a little late a problem or not?
2. Open your books to page 103, exercise 5. There is a quiz there about customs around the world. Read the statements and check whether you believe each statement is true or false. (Give them time to do this.)
3. Now, look at exercise 6 in the book. You are going to listen to a business consultant talk about customs. Check your answers to exercise 5 as you listen. (Play the audio. Click on the slide to show the answers.)
4. Next, listen to the audio again. Then, work in pairs and discuss the questions in exercise 7. (Give them a couple of minutes to do this.)

Slide 17: Grammar Focus: Future Real and Present Unreal Conditionals (5-7 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.
3. Elicit important patterns from students; ask:
 - a. When we use the Future Real Conditional, what's the form of the verb in the "if clause"? (Simple present.)
 - b. What modals or auxiliaries can we use in the "result clause"? (Will, can or going to.)
 - c. What form of the verb do we use after these modals? (BFV.)
 - d. With the Future Real Conditional, are we talking about something that is possible in the future or about something that is not real at the present time? (Possible in the future.)
 - e. Can we change the order of the two clauses? (Yes.)
 - f. When we use the Present Unreal Conditional, what's the form of the verb in the "if clause"? (Simple past.)
 - g. If we use the verb "to be," what is the form for all persons? (Were.)
 - h. What modals can we use in the "result clause"? (Would, could or might.)
 - i. What form of the verb do we use after these modals? (BFV.)
 - j. With the Present Unreal Conditional, are we talking about something that is possible in the future or about something that is not real at the present time? (Something that's not real at the present time.)
 - k. Can we change the order of the two clauses? (Yes.)

Slide 18: Oral Practice (10-15 m)

1. **SC Activity: Stimulus-Response: Present Unreal**

Introduction: What would you do if you won the lottery? What would you do if could be famous? Who would you be and why?

Procedure: You are going to work in pairs or trios. Ask and answer the questions. Don't forget to ask follow up questions. (Give them time to do this. Walk around and do correction for semi controlled activities.)

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

Follow up: Does anyone have something interesting to share about your classmates? (Let a couple of students share some information.)

Slide 19: Model Conversation (10 m)

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

Slide 20: Pronunciation (if time)

1. Open your books to page 105, exercise 5. Listen to the sentences and notice the intonation pattern in the conditional sentences. (Play the audio.)
2. What happens to the intonation in the middle of the sentence? (It goes up.) Why? (To indicate that the sentence isn't finished yet.)
3. Now, listen again and repeat. (Play it for them to repeat.)

Slide 21: Speaking: (10-15 m)

1. **FP Activity: Information Gap-Future real and present unreal conditionals**

Introduction: What would you do in certain situations? Let's find out.

Procedure: Open your books to page 105, exercise 7. You are going to work in pairs. Ask and answer questions about possible and hypothetical situations. First decide if the situation is possible or unlikely, then, ask the question. (Give them time to do this. Walk around and take note of mistakes you hear, so you can do correction after the activity.)

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

Slide 22: Wrap up & Homework (3 m)

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

WorldView: Book 4B, Unit 23, Day 1
(115-125 m)

Slides 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board and have students repeat.

Slide 5: Warm up Activity (12 m)

1. **FP Activity: Presentations-Memories**

Introduction: Are there special moments, persons or events in your life that you'll remember forever?

Procedure:

1. Take a minute and think of one special thing, person or event you remember from when you were younger (a special birthday gift, a pet, a teacher, a school friend, etc.).
2. Now, let's make two circles, one inside the other. When I say "Go", share your memory with the classmate in front of you. When I say change, the outer circle will rotate, and you will each have a new partner. You will share your memory with that person.

For example:

T: I really have great memories of the time I went to a baseball game with my uncle. It was a double header. This means they played 2 games in one day. We went to see the Oakland Athletics at the Coliseum. Reggie Jackson, who was my hero, batted 3 home runs that day. I was so happy and excited...

Slides 6-17: 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)
bring (someone) up	When you take care of a person or animal from the moment they are born until they are adults, you bring someone up . Bringing someone up is not only feeding, but also teaching and educating. My grandmother brought me up . Who brought you up ?	My _____ brought me up .
think (something) over	When you consider the pros and cons of a situation in order to make a decision, you think something over . When I got married, I thought it over for a long time. What are some other things you have to think over ?	When you decide what to.... you have to think it over
get away with (something)	When you do something wrong and nobody catches you, you get away with something. Some students get away with copying on exams, but they don't learn. Have you ever gotten away with something? What did you get away with ?	I got away with ...
look forward to (something)	When you expect or wait for something with joy or happiness, you look forward to something . I look forward to going out on Saturdays. What do you look forward to ?	I look forward to ...
look up to (somebody)	When you admire someone, you look up to that person. I look up to my father. Who do you look up to ?	I look up to ...

count on (somebody)	When a friend is always there for you when you have problems, it means you can count on that person. I can count on my brother to always help me. Who can you count on ?	I can count on my ...
make up (something)	When you use your imagination to create or invent things, you make things up . Children often make up imaginary friends that only they can see. Do you ever make things up ? What things do you make up ?	I make up
pick on (someone)	Bullies at school pick on weaker kids. In junior high a bully used to pick on me until I punched him. Then he stopped. Has anyone ever picked on you?	Yes, someone/No, nobody has picked on me.
turn into (someone/thing)	To turn into means to transform into. In the series The Hulk, Dr. Banner would turn into a green monster. Some bugs turn into butterflies. What would you like to turn into ?	I would like to turn onto ...
put up with (someone/thing)	To put up with is to tolerate. (Point at the slide.) Look at this picture, what do you think happened to this woman? (Her husband hit her.) Do you think she should tolerate this? (No.) She should not put up with this. Should employees put up with abusive bosses?	No, they shouldn't put up with abusive bosses.
figure out (something)	To figure something out is to find the answer or to discover something. In the picture, the boy is trying to figure out the puzzle. Are you good at figuring out math problems?	Yes, I am/No, I am not good at figuring out math problems.
get along with (somebody)	When you have a good relationship with someone, you get along with that person. I get along with my brother-in-law. Who do you get along with ?	I get along with ...

Slides 18 Vocabulary Activity 1 (10 m)

1. Open your books to page 106; fill in the blanks with the correct word from the blue box.
2. Let's check your answers. (Click on the slide for answers to appear.)

Slides 19 Vocabulary Activity 2 (5 m)

1. Now, go to exercise 2; in pairs match the words with the pictures of the different stages of life.
2. Let's check your answers. (Click on slide for answers to appear.)

Slide 20: Pre Listening Activity (8 m)

1. Look at the slide. There are two statements there.
2. In teams of four, discuss which of the statements is true.
3. Come up with valid reasons for your statement.
4. Now, let's all discuss the two statements. Which one is true? (Turn this into a group discussion.)

Slide 21: Listening Activity (10 m)

1. Look at the chart on page 106, exercise 3. What are the things that you are going to listen for?
2. Now, listen and complete Alex's part.
3. Now, listen again and complete Marie's part.
4. What did you write in the chart? (Have students supply answers.)
5. Now let's check your answers. (Click on slide for answers to appear.)

Slide 22: Pre Reading Activity (5 m)

1. In a moment you will be reading an article, but before doing this, look at the slide and think of the question that is there.
2. Turn to the person on the left and compare your thoughts. (Give students a moment to do this.)

Slide 23: Reading Activity 1 (5 m)

1. Look at the slide and read the different descriptions for the types of parents.
2. Now, quickly read the article and write the number of the parent that corresponds.
3. Let's check your answers. (Click on slide for answers to appear.)

Slide 24: Reading Activity 2 (5 m)

1. Look at exercise 7 on page 107.
2. Now, read the article again and decide which of the parents would do these actions
3. Let's check your answers. (Click on slide for answers to appear.)

Slide 25: Grammar Focus: Phrasal Verbs (8 m)

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
4. Teacher labels the sentence(s) with students' participation.
2. Elicit important patterns to students; ask:
 - a. Look at all the examples. How many words are phrasal verbs composed of? (Two or three.)
 - b. Do phrasal verbs usually end with a preposition? (Yes.)
 - c. Look at the sentences in the two boxes. What makes them different? (In the first box, the phrasal verb can be separated and the one in the second box can't.)
 - d. With separable phrasal verbs, what can you put between the verb and the preposition? (An object: a noun or a pronoun.)
 - e. If you use a pronoun, can it go after the phrasal verb, or do you have to put it between the verb and the preposition? (You have to put it between the verb and the preposition.)
 - f. With inseparable phrasal verbs, can we use the noun or pronoun after the complete phrasal verbs? (Yes.)
 - g. With inseparable phrasal verbs, can we separate the verb and the preposition(s)? (No.)

Slides 26-27: Controlled Practice all forms: Repeat/Complete (10 m)

1. **Introduction:** Now, let's practice some sentences with Phrasal verbs.
2. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
3. **Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually.

Slide 28: Categorizing exercise: Separable/Inseparable phrasal verbs (5 m)

1. Look at the slide. There is a list of verbs there.
2. Work in pairs and try to guess what verbs are separable and what verbs are inseparable. (Give them a couple of minutes to do this.)
3. Okay, let's check your guesses. (Click on slide for answers to appear.)

Slide 29: Controlled Practice all forms: Repeat/Complete (10 m)

1. **Introduction:** Now, let's practice changing the sentences on the slide.
2. **Change:** Have students change the sentences, fist have them separate the phrasal verb and then have them change the object for an object pronoun. Do each half chorally and half individually.
3. **For example:**
 You see: I'm used to figuring out problems by myself.
 You say: I'm used to figuring problems out by myself.
 And then you say: I'm used to figuring them out by myself.

Slide 30: Pronunciation (8 m)

1. Now look at the slide. In a moment you are going to hear these statements with phrasal verbs.
2. Please listen carefully and try to distinguish where the stress falls in the phrasal verbs. Does it fall on the verb or on the particle? Is it different if we are separating the verbs? Is it different if we are using pronouns?
3. Now, listen again and repeat after the recording.

Slide 31: Wrap up & Homework (3 m)

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What did you practice doing?
2. Do you have any questions about today's class?
3. For homework, do Unit 23: Exercises 1, 2 and 3.

WorldView: Book 4B, Unit 23, Day 2 (111-120 m)

Slide 33-34: Homework (5 m)

Slide 35: Objectives (3 m)

1. Write the objectives on the board and have students repeat.

Slides 36-40: Video Activity (30 m)

Pre video Activity

1. Look at the slide. What is happening in those pictures? What does *generation gap* mean? (Have students share their ideas.)
2. (Click on slide.) Now, make a list of the things that parents and teenagers usually argue about. (Give them some time to do this and elicit information.)
3. (Click and go to slide 37.) Watch the video and guess what they are arguing about? (Click on video.)
4. So, what are they arguing about? (Click on slide for answer to appear.)
5. Now, look at the video again and guess what they are saying. Individually, try to say the words they are saying to yourself as you see the video. (Click on video for video to play.)

Active Video Activity

1. (Click to go to slide 38.) Now, you are going to see the video again. Your job is to fill in the conversation when the video stops and the photos come up. Get into groups of three and each one of you can play a different part and then switch roles. (Click on the video and do the first portion with them to show them how. The video will play and then stop. A photo will come up. That is the time for them to add whatever they think the person would say.)
2. (Click on the video again and have them switch roles.) Now, switch roles.
3. I need 3 volunteers. S1, you are the teenager. S2, you are the mother. S3, you are the father. Click on the video and have students play the roles. If time permits, have another three students participate.

Follow up and Discussion

1. (Click to go to slide 39.) Now, watch the complete video and answer the questions. Work in pairs. (Click on video for it to play.)
2. Who do you agree with? What do you think will happen after this? (Have students participate and share their ideas.)
3. (Click to go to slide 40.) Let's see what happened. (Click on video for it to play.)
4. So, were you right? (Have students comment.)

Slide41: Grammar Review (10 m)

1. Look at the slide. In the last class, we saw phrasal verbs. How much do you remember?
2. Work with a partner and get ready to explain what phrasal verbs are and how they are used. If necessary refer back to your notes.
3. What did you come up with?
Try to get from them:
 - a. Phrasal verbs are verbs composed of two or three elements with specific meanings.
 - b. Some phrasal verbs can be separated and some cannot.
 - c. When using an object pronoun with separable phrasal verbs, you always separate the verb and preposition and put the pronoun between the verb and the preposition(s).
4. Now, what separable phrasal verbs do you remember? What inseparable verbs do you remember? (Click on slide for verbs to appear.)

Slide 42: Oral Practice (20 m)1. **SC Activity: Stimulus Response-Phrasal verbs and connectors**

Introduction: Now, let's complete some sentences and add information. Let's add true information about ourselves.

Procedure: Please look at the slide. In a minute, part of a sentence will appear; your job is to complete the sentence and add information using one of the connectors below. Work with a partner and as the sentences come up, take turns completing and adding information. (Click on slides for items to appear one by one.)

Note: After students have done it in pairs, call on different students to do different items in the exercise.

For example:

T: (Click on the slide.) You see: I'm good at figuring _____ out.

You say: I'm good at figuring mysteries out, so I can always tell you the ending of a movie before the movie is over.

S1, what can you say?

S1: I am good at figuring ... nevertheless ...

Slide 43: 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 44: Oral Practice (15 m)1. **SC Activity: Mixer-Phrasal Verbs**

Introduction: Let's find some things out about our classmates.

Procedure: On the screen you can see some ideas for questions with phrasal verbs. Think of what you would answer to each of these ideas. Stand up and ask each question to at least one of your classmates. Make sure to ask complete questions and to answer with complete sentences. Think of the most interesting thing that you found out and be ready to share it with your classmates.

For example:

T: How can we ask the first question?

S1: Have you ever picked on someone due to some physical defect?

T: S2; answer the question.

S2: Yes, I have picked on someone due to some physical defect.

S1: What happened?

S2: Well, there was this guy in *secundaria* and we ...

Follow up: Did you find out anything interesting? (Have students share what they found out.)

Slide 45: Oral Practice (20 m)1. **FP Activity: Mapping and Presenting-Phrasal Verbs**

Introduction: Next, we are going to practice how to prepare a presentation. What can you see on the slide? Right we have an outline for a presentation. Let's say that our Central Topic is *How to get along with the boss, even if he is a* (Sketch out the outline on the board as shown on the slide.)

Procedure: Get together in teams of 4 and think of what to say in each one of the different parts of the presentation. Let's do this one together.

For example:

T: Let's begin with the **Introduction**. Here we need to say something that will attract our audience's attention about the importance of turning down an invitation gracefully. What ideas come to mind? (As students supply ideas, map them out on the board.)

Now, what can we say about this topic; what practical suggestions can we supply our audience with? This would be the **presentation and facts**. Let's brainstorm some ideas. Great ideas!

Now, for the last step, how can we end the presentation? What can we say to summarize our ideas and finish the presentation? This is the **conclusion**. Give me some ideas. (Elicit ideas and map them out on the board.)

Now that we have our ideas and our map; let's practice giving the presentation. I will begin and ask someone to continue. Then that person can choose another person to continue and so on.

T: It is never good to make enemies. Now more than ever, it's important to maintain good relationships with everybody. S1, Continue. (Point at the ideas in the mind map to help them.)

Okay, we did this first one together. (Click on the slide.) Now, there are several ideas on the board. Choose one and prepare your presentation the way we just did it. (Give them some minutes to prepare and have different groups present.)

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 did you practice doing?
2. Do you have any questions about today's class?
3. For homework, do Unit 23: Exercises 4, 5 and 6.

WorldView: Book 4B, Unit 24

(108-137 m)

Slide 2: Homework (5 m)

Slide 3: Objectives (3 m)

1. Write the objectives on the board.

Slide 4: Warm up Activity (10-15 m)

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

Introduction: Do you like to do housework? Do you have to help around the house? What do you have to do?

Procedure: You are going to work in groups of 3-4 and tell your classmates about what you least like to do around the house and why. See if anyone in your group dislikes the same thing as you. (Give them time to do this.)

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

Follow up: Now, share some of the things you dislike doing with the class. (Let some students say what they dislike doing.)

Slides 5-7: Vocabulary (5-7 m)

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

Word	Usage (teacher)	Usage (student)
fix something	When you fix something , you repair it. My father can fix almost anything . Can you fix anything ? What can you fix ?	I can fix XXX / I can't fix anything .
catering	When you are going to have a party and you hire someone to do all the preparations you hire a catering service. My mom hired a catering service for my 15 th birthday party. Have you ever hired a catering service? When and why?	Yes / No, I (didn't) hire a catering service. I hired a catering service for...
do the: housework grocery shopping laundry ironing dishes cooking	When we talk about these activities in the home, we use the verb " do the " with them. I usually do the dishes at home every day. What is something you do at home? (Ask 4-5 different students to see if you can get different responses with the actions.)	I usually do the housework / laundry / cooking / etc.

Slide 8: Vocabulary: Getting Started (10-12 m)

1. Open your books to page 110, exercise 1. Work in pairs. Look at the pictures on the page and discuss the questions. (Give them a minute to do this.)
2. Next, look at exercise 2. Underline the correct word in each sentence related to housework, chores, and home services. (Give them time to do this.)
3. Let's check your answers. (Click on the slide to show the answers.)

Slides 9-10: Reading (10-15 m)

1. Look at the slide. Read the information there. (Give them a minute to do this.)
2. What do you think the reading is going to be about? What kind of services do you think they offer? (Let students speculate, but don't say whether their predictions are right or not.)
3. Now, open your books to page 111, exercise 5. Read the rest of the ad and match the headings to the correct paragraphs in the ad. Were your predictions correct? (Give them time to read and do the exercise.)
4. Let's check your answers. What's the heading for paragraph 1? Paragraph 2? Etc. (You can go to slide 10 for the answers.)

Slide 11: Listening (5-10 m)

1. Now, look at exercise 6 in the book. You are going to listen to people talk about things they need to do. Write the number of the conversation next to the heading in exercise 5. (Play the audio. Click on the slide to show the answers.)
2. Next, listen to the audio again. Then, work in pairs and discuss the questions in exercise 7. (Give them a couple of minutes to do this.)

Slide 12: Grammar Focus: Passive Causatives & Reflexive Pronouns (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.
3. Elicit important patterns from students; ask:
 - a. Look at the second sentence. Who does the ironing and the cleaning? (Someone; not the person talking.) Right, so when we want to say that someone does something for us, we use a causative form.
 - b. What verb do we use for a causative form? (Have.)
 - c. What comes after the verb "have"? (An object; the thing that was done.)
 - d. What's the form of the main verb? (In past participle.)
 - e. When we want to say that we did the action, what can we use? (Reflexive pronoun.) Right, when we want to emphasize that we did an action, we use the reflexive pronoun.
 - f. Where does the reflexive pronoun go? (At the end of the sentence.)
 - g. What are the reflexive pronouns? (Click on the slide for them to appear.)
 - h. What is the difference between the pronouns used for singular subjects and those used for plural subjects? (Self vs. selves.)

Slides 13-14: 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 15: Oral Practice (10 m)

1. **SC Activity: Stimulus-Response: Passive Causative and Reflexive Pronouns**
Introduction: What things do you do at home? What things do others do for you?

Procedure:

1. Look at the slide. We have different information here. In yellow we have people. In purple we have things that people do and in green we have actions (verbs).
2. You are going to choose a subject, a thing and an action to make sentences that are true for you. (Give them time to do this. Walk around and do correction for semi controlled activities.)

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

Slide 16: Oral Practice (10-15 m)

1. **FP Activity: Presentation: Passive Causative**

Introduction: Do you sometimes dream about what it would be like to be rich? Do rich people clean their own houses and wash their cars and laundry? Who does all of these things for them?

Procedure: Work in groups of 3-4. You are going to tell your classmates about what you will have done for you when you become rich. Let's see who can come up with the most creative ideas. (Give them time to do this. Walk around and write down any mistakes you hear so you can do correction afterward.)

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

Slide 17: Pronunciation (if time)

1. Open your books to page 112, exercise 5. Listen to the sentences and notice the way the focus word in each sentence or clause stands out. The voice jumps up or down on this word and the vowel sound is long and clear. (Play the audio.)
2. Now, listen again and repeat. (Play it for them to repeat.)

Slide 18: Model Conversation (10 m)

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

Slides 19-20: Speaking: (10-15 m)

1. **FP Activity: Presentation- Passive Causative and Reflexive Pronouns**

Introduction: Are there things you like to do yourself? Are there things you'd prefer to have someone else do?

Procedure:

1. Open your books to page 113, exercise 7. Write down three things you'd like to have done for you and three things you'd prefer to do yourself. You can use the ideas in the book or you can use your own ideas. (Give them time to do this.)
2. Now, work in groups of three and compare your notes. You can ask and answer follow up questions. (Give them time to do this. Walk around and take note of mistakes you hear, so you can do correction after the activity.)

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

Slide 21: Wrap up & Homework (3 m)

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 24, exercises 1, 2, 3 and 4 in your workbooks.

WorldView: Book 4B, Unit 25
(136 m)

Slide 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board and have students repeat.

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

1. **FP Activity: Presentation-Strategies to make us buy brand name products**

Introduction: Please look at the two phrases on the slide. What do you think this unit is going to be about? (Click on the slide for images to appear.) Now, look again. What can you see? What do you think about these images?

Procedure: (Click on slide.) Now, work in pairs and choose a popular product and brand names. Together, come up with some strategies that companies use in order to make us buy. We have already mentioned creative ads and designs. What other strategies do companies use?

For example: I think that another strategy that they use is special sales where they offer two items for the price of one. Really the only thing they do is change the price, raise it and still make a profit.

Follow up: Who can share information? (Have 1 or 2 pairs share their ideas.)

Slides 7-11: 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)
advertisement/ad	An ad is public announcement about a product's benefits; usually printed, but it might appear on TV or radio. I love the Gandhi book store ads . What ad do you like?	I like the XXX ad .
advertise	To advertise is to tell the public about your product's benefits. Cola Cola advertises the benefits of Coca Zero. It says Coca Zero has no sugar and doesn't make people fat. What other companies advertise their products? What do they say about their products?	XXX advertises XXX. It says XXX ...
a business	A business is an establishment that produces money and creates jobs. A taquería is a good business in Mexico. What other activity is a good business in Mexico?	XXX is a good business .
do business	When you promote transactions that make money, you do business . Slim does business in many countries. What is necessary to do business ?	To do business it is necessary to ...
a market	A market is a sector of the population that you feel would be interested in your product. Teenagers are an excellent market for Nike tennis shoes. What is a good market for iPads?	A good market for iPads is ...
market	To market something is to promote a product's sales with different strategies and mechanisms to make it visible for the public. When Coke wants to market a new product, they make ads, the give it out in public areas. What other things do companies do to market a product?	Companies ... to market a new product.

a design	A design is a creative way of packaging or making something look. Look at the first picture, that bag has a very original design . I like the design for Axe deodorant. What designs do you like?	I like the design for ...
design	When you design something, you create it. Graphic designers are the people in charge of making creating designs, they design things. What do architects design ?	Architects design buildings.
a profit	A profit is the money you make when you sell a service or product after you deduct all the expenses. People say that food is a business that offers a big profit . Who keeps the profit ?	The owner of the business keeps the profit .
make a profit	To make a profit is to make money from a business. If you spend 5 pesos on a taco and you sell it for 10 you make a 5 peso profit . What do restaurants do to make a bigger profit ?	To make a bigger profit , restaurants...

Slide 12: Vocabulary Activity 1 (5 m)

1. Open your books to page 116, exercise 1. Look at the chart. Then, complete it with the correct form of the noun or verb (Give them a minute to do this.)
2. Let's check your answers. (First elicit answers and then click on slide for answers to appear.)

Slide 13: Pre listening Activity (10 m)

1. Look at the slide and read the statements there.
2. Order these statements according to how much you agree with them. Give the statement you most agree with a number one and the one you least agree with a number five. Do this individually. (Give them some time to do this.)
3. Now, work with another classmate and compare your opinions. Try to come up with a list that is fine for both. (Give them some time to do this.)
4. Let's check your answers. (Turn this into a mini discussion.)

Slides 14-15: Listening Activity (10 m)

1. Look at the slide and read the statements. In a minute you will listen to a radio report.
2. Write T if the statement is true and F if the statement is false.
3. Be ready to give the correct information if you think a statement is false. (Play the recording.)
4. Let's check your answers. (Have individual students give you the answers; then, click on slide for answers to appear.)
5. Now, in teams of three, discuss the questions on the slide. (Click to go to next slide.)
6. Who would like to share information? (Call on students.)

Slide 16: Reading Activity 1 (5 m)

1. Look at the pictures from the article on page 117. What do you think this reading is going to be about?
2. Read only the first paragraph and find out what Toby Mott's winning formula was.
3. Let's see if you are correct. (Click on slide for answers to appear.)

Slide 17-19: Reading Activity 2 (10 m)

1. (Write Retell. Predict and compare ideas on the board.) Look at the board. When I say start, you are going to begin to read and when I say stop, you are going to do one of the three things on the board. If it says **retell**, then without looking at the paragraph, you tell your partner as much as you can remember about the paragraph. If I say predict, then without looking at the next paragraph, you try to guess what will come next in the reading. If I say compare ideas, then, without looking at the reading, you will share anything that was interesting for you.
2. Look at the slide and it will tell you what to do and it will give you what you have to read.
3. Remember that we need to do this quickly. Let's start. (Click on slide for paragraph to appear. Once you feel that they have had enough time to read the paragraph, click on slide for paragraph to disappear and have them RETELL.)
4. (Click on the next slide.) Now, you have to RETELL and PREDICT. (Click on slide, give them some time; click again for slide to disappear and have them carry out the activity.)
5. (Click on slide.) Now, for this next paragraph, you have to compare ideas. (Click on slide, give them some time; click again for slide to disappear and have them carry out the activity.)

Slides 20-21: Reading Activity 3 (15 m)

1. Look at the slide. Let's see if you remember what these numbers refer to.
2. If you don't remember, you have one minute to find out. (Give them a minute to find out.)
3. Let's check your answers. (Ask students to supply the answers and then click on slide for answers to appear.)
4. (Go to the next slide.) Look at the questions in exercise 7, page 117. Can you answer these questions? (Give them a minute to answer the questions.)
5. Let's see if you are correct. (Click on slide for answers to appear.)

Slide 22: Grammar Focus: Defining Relative Clauses (10 m)

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board. **Note: Only write the sentences where the non defining relative clauses are included.**
2. Teacher clicks on slide several times until all the important elements are pointed out.
3. Elicit important patterns from students; ask:
 - a. What does the information between the commas tell us? (Extra information.) We call this extra information between commas non-defining relative clauses.
 - b. Can we eliminate the information between commas and still have a complete sentence? (Yes.)
 - c. How do non defining relative clauses begin? (With who, when, where, whose...)
 - d. When do we use where? (For places.)
 - e. When do we use who? (For people.)
 - f. When do we use when? (For times.)
 - g. And whose? (For ownership or relationship.)

Slides 23-25: Controlled Practice: Repeat /Complete /Change (10 m)

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually.
3. **Change:** Have students combine the two sentences into one using non-defining relative clauses; do some chorally and some individually.

Slide 26: Pronunciation (10 m)

1. Please look at the slide; listen to these sentences. Notice the way the speaker changes intonation and pauses before and after the non-defining relative clause. (Play the recording.)
2. Now, listen again and repeat the sentences after the recording.

Slide 27: 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 28-29: Oral Practice (10 m)

1. **FP Activity: Presentation-Product and strategy development**

Introduction: Would you like to have your own business? What advantages does having your own business have?

Procedure: (Click on slide 29.) In pairs, imagine that you want to start a new business. Think of the product or service you want to offer. Think of the price for your product; the advertising ideas you will use; the market you are shooting for and any other aspect you think will be important to be successful. Be prepared to share your ideas with your classmates.

For example: Our plan is to start a new website for international students. These students, who are eager to make friends from different backgrounds, will be able to find pen pals from other countries. We plan to charge a small fee.

Follow up: Who can share information? (Have 1 or 2 pairs share their ideas.)

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 did you practice doing?
2. Do you have any questions about today's class?
3. For homework, do Unit 25: Exercises 1, 2, 3 and 4.

WorldView: Book 4B, TOEIC Practice Exam
(120-130 m)

Slide 2: General Information: (3 m)

1. Go over and have them fill out the answer sheet.

Slide 3: Listening & Reading Sections (120 m)

1. **Listening:** Tell them that this section will take 45 minutes and that they should answer all questions on their answer sheet. Tell them to make sure they fill in the bubbles on the answer sheet completely. Open the file for the TOEIC practice exam.

Instructions:

1. Go to start (inicio) and open the TCM file. It will open the TOEIC Mastery program.
 2. Once there, it will open a page where you need to register your name. Put in your name and click on Start.
 3. A menu will appear. Go to Full Length Test 1 or Full Length Test 2; you can choose.
 4. The exam will start. Let it play completely and don't stop it.
2. **Reading:** Tell them that this section will take 75 minutes and that they should answer all questions on their answer sheet. Tell them to make sure they fill in the bubbles on the answer sheet completely. Hand out the written section of the exam.

Instructions:

1. Tell students they will have 75 minutes to finish this part of the test and that you will let them know periodically (every 15 minutes) how much time they have left. Tell them not to leave any questions unanswered and that they should work quickly in order to finish. The last section of the reading is what takes the longest.
2. When time is up, collect all the answer sheets and exams.

WorldView: Book 4B, Unit 26, Day 1
(106-120 m)

Slides 2-4: Homework (5 m)

Slide 5: Objectives (3 m)

1. Write the objectives on the board.

Slide 6: Warm up Activity (10-15 m)

1. **FP Activity: Presentation: Past, Past Perfect**

Introduction: Have you ever bought something expensive and then later regretted that you spent so much money? What did you buy? Why did you regret it?

Procedure: Work in trios and talk about something that you bought in the past that was expensive and that you later regretted buying. Explain why you regretted buying that item. (Give them time to do this.)

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

Slides 7-16: 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)
a bargain (pron: BAR gun)	A bargain is something that is very cheap. I bought a beautiful sweater in Liverpool for 120 pesos; it was a real bargain! What is something you bought in the past that was a bargain ?	I bought XXX and only paid YYY. It was a bargain .
shop around	When you go to various stores to compare the price of an item, we say you shop around . When I was looking for a new pair of shoes, I shopped around to find the best quality at the lowest price. Do you usually shop around when you buy something, or do you buy it at the first store you see?	I (don't) usually shop around .
clearance sale	A clearance sale is when a business has a sale to get rid of its stock; it can be seasonal items or because a business is going to close. In Sears they had a clearance sale on Christmas things starting on Dec. 26 th . What is something you have bought at a clearance sale ?	I bought XXX at a clearance sale .
take (something) back	When you take something back , you return it. I bought my mother a blouse, but she didn't like it so I took it back . What was the last time you took something back ? What was it?	I took XXX back because...
haggle	When you buy something in a market, you often have to negotiate the price with the person selling the item; you haggle with the seller to get a good price. When I went to León, I bought a leather jacket. I had to haggle with the seller to get a cheaper price. Do you like to haggle for things? Who do you know that is good at haggling ?	I (don't) like to haggle for things. XXX is very good at haggling .

try (something) on	Before you buy clothing, you usually put it on your body to see if it fits and looks okay; you try it on . We use try on for anything you put on your body: clothes, shoes, glasses, hats, jewelry, etc. Before I bought these shoes, I tried them on . Have you ever bought something without trying it on ? What happened?	Yes, I bought XXX without trying it/them on .
on impulse	When you buy something without thinking about it, you buy it on impulse . I was downtown last weekend and saw some hats; I bought one on impulse . What is something you have bought on impulse ?	I once bought XXX on impulse .
vendors	People who sell you things on the street are called vendors . We don't call people who work in stores or shops vendors . I bought a hot dog from a street vendor last night. What is something you usually buy from a street vendor ?	I usually buy XXX from a street vendor .
a refund	When you take something back, you want your money back; you want a refund . When I returned the blouse I had bought for my mother, they gave me a refund . Can you get a refund from a street vendor? What stores give you a refund ?	No, you can't get a refund from a street vendor. XXX stores give you a refund .
window shopping	When you go window shopping , you are just looking at the things in the stores, but aren't really interested in buying anything. My father thinks that window shopping is a total waste of time; he will never go with my mother when she goes window shopping . Do you like to go window shopping ? Where do you like to go window shopping ?	Yes/No, I (don't) like to go window shopping . I go window shopping at...

Slide 17: Vocabulary: Getting Started (15 m)

1. Open your books to page 120, exercise 1. Work in pairs and complete the sentences with the words in the box. (Give them a time to do this.)
2. Let's check your answers. (Click on the slide to show the answers.)
3. Now, look at exercise 2. Work in pairs and ask each other the questions from exercise 1 to find out about your partner's shopping habits. (Give them a few minutes to do this.)
4. Did you find out anything interesting? What? (Get one or two students to share.)

Slide 18: Listening (10-12 m)

1. Open your books to page 120, exercise 3. You are going to listen to two roommates talking about shopping. Read the questions in the book. (Give them a minute to do this.)
2. Now, listen to the dialog and then answer the questions. (Play the audio and then let them answer the questions. If necessary, play it a second time.)
3. Let's check your answers. (You can click on the slide for the answers.)
4. Look at exercise 4. Work in pairs and discuss the question. (Give them a minute to talk about this.)

Slides 19-20: Reading (15 m)

1. Look at the picture at the bottom of pages 120-121 or at the slide. Where do you think this place is? (Let them speculate a bit. It's actually called the Red Fort in India.)
2. (Click on the slide.) Now, look at exercise 5 on page 121 of your book, or at the slide. In pairs, discuss the questions you have there. (Give them time to do this.)
3. Next, look at the questions in exercise 6. Please read them. (Give them a minute.) You
4. Now, read the text and then answer the questions T (true) or F (false).
5. Let's check your answers. (Click on the slide to check the answers.)

Slide 21: Grammar Focus: Past Unreal / If only... / I wish... (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 important patterns from students; ask:
 - a. In the first sentence, did she know about the sale? (No.)
 - b. Did she save money? (No.) So, these are things that have already happened in the past that we can't change, but we like to imagine how they could be different if the circumstance had been different.
 - c. When we use the past unreal, what is the form of the verb in the *if clause*? (Past perfect.)
 - d. In the *result clause*, what modal auxiliary do we have? (Would.) We can also use could or might.
 - e. After *would*, what do we use? (Have + VPP.)
 - f. After *wish* or *if only*, what do we use? (Past perfect.)
 - g. Are these talking about real or imaginary situations in the past? (Imaginary.)

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

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have students say the complete sentence with the correct answer; do some chorally and some individually.
3. **Change:** Have students change the sentence from simple past to a sentence with *wish* or *if only*; do some chorally and some individually.

Slide 25: Model Conversation (10 m)

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

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 1, 2 and 3 in your workbooks.

WorldView: Book 4B, Unit 26, Day 2
(116-138 m)

Slide 28: Homework (5 m)

Slide 29: Objectives (3 m)

1. Write the objectives on the board.

Slide 30: Warm up Activity (10-15 m)

1. **FP Activity: Presentations: Regrets-I wish, if only, past, past perfect**

Introduction: Have you done things in the past that you later regretted? What do you wish you had done differently?

Procedure: Work in groups of 3-4 and tell your classmates about something you did in the past that you later regretted doing. Tell them what you wish you had done instead and why. (Give them time to do this.)

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

Slide 31: Grammar Focus Reminder: Past Unreal (10 m)

1. Open your books to page 122 and look at exercise 1. Look at the examples. (Give them a minute to do this.)
2. Now, look at the examples again and answer the questions in exercise 2. (Give them a few minutes.)
3. What did you answer for the first question? (Get students to tell you their answers. Make sure they understand that these things happened in the past, but that they can't be changed. They are all contrary to what is real or true.)
4. Look at exercise 3. Underline the correct answers. (Give them a minute to do this.)
5. Let's check your answers. (Click on the slide to show the answers.)

Slides 32-33: 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 34: Pronunciation (5-7 m)

1. Open your books to page 122, exercise 5. Listen to the sentences and notice that the /n/ can form a syllable by itself without a vowel sound. (Play the audio.)
2. Now, listen again and repeat. (Play it for them to repeat.)

Slide 35: Oral Practice (10 m)

1. **SC Activity: Stimulus-Response: Past Unreal**

Introduction: Do things you do or don't do sometimes have bad consequences? For example?

Procedure: I'm going to give you some information, and then you have to say what the consequences are using past unreal. The next student will use what you said to give the next consequence. (You will cue a student a situation and he will make a sentence with past unreal, the next student will use what the first student said to make his sentence. It's a bit like a chain drill. Once students can't think of anything else to say with the sentence, you can give a new cue.)

For example: (Click on the slide to show how they will make sentences.)

Cues: (You will use each cue for various students; when they can't say anything more; give a new cue.)

- Carol got pregnant when she was 15.
- Jaime didn't finish high school.
- Nancy lost her job because she arrived to work late every day.
- Raúl forgot his umbrella and got wet yesterday.
- Betty went out with friends and didn't study for the exam.
- Marcos fell asleep on the subway and someone took his wallet.

Slides 36-37: Oral Practice (15-20 m)**1. FP Activity: Presentation: Past Unreal, I wish, if only**

Introduction: Do you sometimes imagine how your life would have been different if you had been born in another country, or rich, or if you had been born a different sex, or if you had been born to famous parents?

Procedure:

1. Work in groups of 3-4. You are going to choose one of the ideas on the slide or you can come up with your own. You are going to give a presentation on how your life would have been different in those circumstances. Each person has to mention at least 5 things that would have been different.
2. Look at the ideas on slide 37 and prepare some ideas for your presentation; don't write complete sentences. (Give them 2-3 minutes to do this. When they're ready, have them give their presentations in groups; walk around and take note of mistakes so you can do correction after the activity.)

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

Slides 38-39: Speaking (15-20 m)**1. FP Information Gap: Past unreal, I wish, if only**

Introduction: Are there things you regret having done in the past? For example?

Procedure:

1. Open your books to page 122, exercise 8. Complete the notes. Write notes about something that you regret you: *did*, *didn't do*, *said*, and *didn't say*. (Give them a few minutes to do this.)
2. Next, work in groups of four and discuss your regrets. Ask and answer follow-up questions. (Give them time to do this. Walk around and take notes of mistakes you hear so you can do correction at the end.)

For example: (Go to slide 38 for the example.)

Follow up: Share your group's regrets with the rest of the class. Did anyone have similar regrets? Is it true that "you only regret what you did not do"?

For example: (Go to slide 39 for the example.)

Slides 40-41: Oral Practice (15-20 m)**1. FP Activity: Story-telling: Past, wish, if only**

Introduction: Have you ever been in a dangerous situation? What happened?

Procedure:

1. You are going to work in groups of 3-4. On the slide you can see some things that happened when a group of friends went hiking in the mountains two weeks ago. First, you have to put the ideas into the correct order. (Give them time to do that.)
2. Now, imagine you were the people who went hiking and all of these situations happened to you. Now that you are back home, talk about what you wish had been different and what you regret. (While they talk, walk around and take note of mistakes so you can do correction after the activity.)

For example: (Look at slide 41 for the example.)

Slide 42: Oral Practice (15-20 m)

1. **FP Activity: Presentation: Past, wish, if only**

Introduction: When people are old, do they sometimes regret things they did in the past?
What things do they regret?

Procedure:

1. Work in groups of 3-4. Imagine that you are now 90 years old and you are thinking about your past, and about the things you did and didn't do. Talk about the things you did and didn't do and say the things you regret and wish you had done differently. (Give them 2-3 minutes to think of some ideas, and then share them with their group. When they're ready, have them give their presentations in groups; walk around and take note of mistakes so you can do correction after the activity.)

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

Slide 43: Wrap up & Homework (3 m)

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What things did we talk about?
2. Do you have any questions about today's class?
3. For homework, do Unit 26, exercises 4, 5 and 6 in your workbooks.

WorldView: Book 4B, Unit 27, Day 1 (116-126 m)

Slides 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board and have students repeat.

Slide 5: Warm up Activity (12 m)

1. **FP Activity: Presentations-Memories**

Introduction: Who are you? What characteristics make you who you are? What things would you like to change about yourself?

Procedure:

3. Take a minute, and on a piece of paper write 5 adjectives or words that describe you.
4. Now, work with at least 5 different people and share what you like about yourself and what you would like to change about yourself.

For example:

T: I really like the fact that I'm persistent. When I want something I really try until I get it.

What I don't like about myself is that sometimes I'm nervous and impatient. What about

you S1, What characteristics do you like about yourself? What would you like to change and why?

S1: Well...

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)
bitter	When someone is hostile or hates all that is around and is not satisfied with life; usually because of some bad experience in the past, we say the person is bitter . People who do not achieve what they want in life become bitter . People become bitter for what other reasons?	People become bitter when...
pessimistic	A person that always expects the worst is pessimistic . Mothers who always think their kids are in trouble when they are not home are pessimistic . Are you pessimistic ? How do you react to difficult situations?	No, I'm not pessimistic I try to see the good side of things.
level-headed	A person that analyses and thinks before acting is level-headed . When I'm mad; I'm not level-headed . When are you not level-headed ?	I'm not level-headed when...
easygoing	A person that is nice, casual and gets along well with people is easygoing . All teachers here at Aliat are easygoing . Who is the most easygoing person you know? Why is this person easygoing ?	The most easygoing person I know is XX. She/he is easygoing because...
cheerful	When a person is happy and optimistic, and this attitude is contagious; we say that this person is cheerful . Game show animators on TV are usually cheerful . Are clowns cheerful ?	Yes/No, clowns are/aren't cheerful .

short-tempered	If you get mad or become aggressive easily, you are short-tempered . Some soccer players are short-tempered . Is anyone here short-tempered ?	XX is short-tempered .
optimistic	A person that sees life positively and sees a good side of things even in adverse situations is optimistic . Optimistic is the opposite of pessimistic. Is it easy to always be optimistic ? Why not?	No, it is not always easy to be optimistic because...
glum	People who usually look sad and depressed are glum . I sometimes feel glum when I have a serious problem. What makes you feel glum ?	I feel glum when ...
cynical	Someone who doesn't trust other people and that doesn't believe anything is cynical . Sometimes I make cynical comments about the government. Do you like cynical people? Why/why not?	Yes, I like/No, I don't like cynical people because...
sociable	People who like to be with other people and talk and have fun are sociable . People become more sociable when they drink. Are you sociable ?	Yes, I am/No I am not sociable .

Slides 16 Vocabulary Activity 1 (10 m)

1. Open your books to page 125; look at the pictures of the two people there and get ready to describe the two people. Use the vocabulary we have just learned.
2. Let's check your answers. (Click on the slide for answers to appear.)

Slides 17 Vocabulary Activity 2 (5 m)

1. Now, go to exercise 2; in pairs **look at the adjectives describing personalities. Mark each one, for positive or for negative.**
2. Let's check your answers. (Click on slide for answers to appear.)

Slides 18 Vocabulary Activity 3 (5 m)

1. Now, go to exercise 3. In pairs, answer each question with one of the adjectives in the blue box.
2. Let's check your answers. (Click on slide for answers to appear.)

Slide 19: Pre Listening Activity (8 m)

1. Look at the picture on the slide and look at the glass of water and in your mind, answer the question.
2. Now, turn to the person to your right and share your answers. Give examples of why you think you are that kind of a person.

Slide 20: Listening Activity (10 m)

1. Look at exercise 5. In a moment you will hear some people talking. Choose one of the adjectives we have been working with to describe each person.
2. Now, listen and write your answers in the spaces. The first one is already done for you.
3. What did you write in space number 2? Why? (Continue in this fashion for all spaces to get them to talk and give you reasons for their answers.)
4. Now let's check your answers. (Click on slide for answers to appear.)

Slides 21-22: Reading/Oral Activity (15 m)

1. Look at the slide. Are you an optimist or a pessimist? (Click on slide.)
2. First, take some time to read the survey on page 125 and answer the questions to yourself. (Give them some time to do this.)
3. Now, get into pairs and ask each other these questions from the survey.
4. Then, look at the keys on the slide and tell your classmate your analysis of his personality.

Slide 23: Grammar Focus: Phrasal Verbs (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 important patterns to students; ask:
 - a. Look at all of the sentences, do we have verbs? (Yes.)
 - b. Which ones are they? (Sell, plan, imagine and look forward to.)
 - c. Do all these sentences have something after the verb? (Yes.)
 - d. Are all the same? (No.)
 - e. What is the difference? (The first is an object and the rest are actions.)
 - f. Are all of the actions the same? (No.)
 - g. What is the difference? (The first is the verb is in infinitive and the rest are gerunds.)
 - h. So, do some verbs take gerunds and some take infinitives? (Yes.)
 - i. Is there a specific rule for gerunds or infinitives after a verb? (No.)
 - j. What goes after a verb that includes a preposition? (Gerund.)
 - k. What goes after a preposition alone? (Gerund.)

Slides 24-25: Controlled Practice all forms: Repeat/Question Answer (10 m)

1. **Introduction:** Now, let's practice some sentences with verbs.
2. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
3. **Question Answer:** Have one student complete the question and another answer with whatever is true for him.

For example:

T: S1, complete question number 1.

S1: Where do you imagine being in 10 years?

T: S2, answer with whatever is true for you.

S2: I imagine being ...

Slide 26: Pronunciation (8 m)

1. Now look at the slide. In a moment you are going to hear these statements.
2. Please listen carefully and notice how some words are stressed. Also, notice how the words **to** and **of** are pronounced. (Play the audio.)
3. Now, listen again and repeat after the recording. (Play the audio.)

Slide 27: Model Conversation (10 m)

4. Have students practice the conversation in pairs.
5. Have them do it again substituting their own information. They can practice this various times and switching roles.
6. 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 28: Wrap up & Homework (3 m)

1. What was the objective for today's class? (Have them look at the board.) What are some vocabulary words you learned today? What new grammar did we see? What did you practice doing?
2. Do you have any questions about today's class?
3. For homework, do Unit 27: Exercises 1, 2 and 3.

WorldView: Book 4B, Unit 27, Day 2
(111-120 m)

Slide 30: Homework (5 m)

Slide 31: Objectives (3 m)

1. Write the objectives on the board and have students repeat.

Slide 32: Warm up Activity (10 m)

1. **SC Activity: Prove it / Disprove it**

Introduction: Now, let's do some research to prove or disprove the statements on the slide.

Procedure: Look at the statements and ask as many classmates as necessary to prove the theory or disprove it. Make sure to ask and answer with complete sentences. So, get up and ask and answer questions. Once you have completed the task, sit down.

For example:

T: S1, are you planning to live in another city in the future?

S1: Yes, I am planning to live in another city in the future.

T: So, I have one person, but I still need to find another two people to prove the sentence.

Follow up: Okay, so are these sentences true or false? What information did you find out?

(Have students share what they found.)

Slides 33-38: 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)
touch base on	When you communicate and connect with another person or persons about a certain subject we say you touch base on the topic. Managers touch base on sales topics with their salespeople. What do you touch base on with your classmates?	We touch base on ...
convey a message/idea	To convey a message or idea is to communicate and make another person or persons understand the idea. TV commercials sometimes convey ideas without openly saying it. Do gestures convey ideas sometimes? Can you give me an example?	Yes, gestures sometimes convey ideas . For example when ... it conveys the idea of ...
crappy situation	The surfer in the picture is in a crappy situation . His situation does not look good. I was in a crappy situation when I was in a car accident. Have you ever been in a crappy situation ?	Yes, I have/ No, I haven't been in a crappy situation .
stuff	Stuff is the same as things. I have a lot of stuff in my desk drawer. Do you have a lot of stuff in your room? Do people sometimes buy stuff they don't need?	Yes / No, I (don't) have a lot of stuff in my room. Yes, people buy a lot of stuff they don't need.
propose an idea	When you propose an idea , you suggest an action to be taken. I propose that you pay a peso each time you speak Spanish. What do you propose to make this class better?	I propose ...

thankful/grateful	When you appreciate something and you express gratitude, you are thankful or grateful . I'm grateful for having a job. What are you thankful for?	I'm thankful for ...
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Slide 39: Pre-Video Activity (15 m)

1. **FP Activity: Discussion-Happiness**

Introduction: Look at the slide and read the paragraph. In silence, think of the answers to the questions below.

Procedure: Now, stand up and share your answers with as many classmates as you can.

For example:

T: I don't agree with this statement. I think life plays tricks on us and we react anyway we can. Some people are just born to suffer and no matter how they face life or what actions they take they end up suffering. What do you think, S1?

S1: I think...

Slides 40-43: Video Activity (20 m)

1. Look at the question on the slide. Work with two classmates and come up with 3 actions we can do to have a happier life.
2. Now, look at the video and answer the question below. (Click on video.)
3. So, what is the main idea that the speaker wants to convey? (Have students participate.)
4. Now, we're going to watch the video again. (Click to go to the next slide.) Pay attention to the three exercises that the speaker proposes; write them down.
5. Let's check your answers. (Click on slide for answers to appear.)
6. Look at the slide. Think of five positive things that happened to you yesterday and five things that you are thankful for.
7. Now, stand up and share your answers with at least 4 different classmates.

Slide 44: Oral Practice (15 m)

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

Introduction: Do you remember the verbs that take infinitives or gerunds that we saw in our last class? (Have students supply different verbs.)

Procedure: Look at the verbs on page 126, exercise 2. Imagine that you are a therapist in charge of helping people with problems. In a minute you will see a statement on the screen. Use the verbs and expressions and give suggestions according to the statement on the screen.

Imagine that the person next to you is the patient. Take turns being the therapist.

For example:

T: You see: **My life is empty. I don't look forward to living another day.** What can you say? For example: Instead of thinking that way, you should be thinking about things you have never done and want to do. S1, what can you say?

S1: You should not think this way; you should not be afraid of living.

Slides 45-46: Speaking (10 m)

1. Go to page 127, exercise 5. Fill in the "Student A" part with your personal information.
2. Now, take a survey of you classmates' thoughts about the future.
For example:
A: What do you plan to do in the future?
B: I plan to take a long trip to Canada. I look forward to seeing some beautiful scenery and practicing my English, too.
3. (Click to go to the next slide.) What did you find out? Did you discover anything interesting?

Slide 47: Jeopardy Teacher's Resource Book (20 m) Please note: you need copies for this activity

1. Get into groups of 4. Each group will get a set of cards.
2. Look at the chart that is on the slide.
3. Each student from the group will choose a category and take a card. The objective is to make a sentence with the information on the card and a gerund or infinitive related to the category that was chosen. The person that makes more correct sentences wins the game.

For example:

T: Let's say that I choose childhood memories and the expression I get on the card is "spend time". My sentence is: When I was a child I remember that I used to spend a lot of time riding my bike and going to the park.

If the sentence is correct, I get a point. Now it is your turn S1. Let's say that the expression is "without" and you choose food and restaurants as a category. What is your sentence?

S1: I really can't live without eating...

Slide 48: 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 27: Exercises 4, 5 and 6.

by 100	afraid of 100	interested in 100	instead of 100	want 100
need 100	can't stand 100	start 100	love 100	hate 100
about 200	keep on 200	enjoy 200	of 200	give up 200
learn 200	try 200	think about 200	sick of 200	decide 200
quit 300	prefer 300	look forward to 300	spend time 300	hope 300
can't help 300	waste time 300	without 300	forget 300	remember 300
afford 400	plan 400	stop 400	choose 400	imagine 400
into 400	finish 400	promise 400	expect 400	avoid 400
consider 500	offer 500	pretend 500	fail 500	refuse 500
intend 500	manage 500	seem 500	mind 500	attempt 500

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WorldView: Book 4B, Unit 28, Day 1
(116-126 m)

Slides 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board and have students repeat.

Slide 5: Warm up Activity (10 m)

1. **FP Activity: Video/discussion-Customs**

Introduction: In a moment you are going to watch a video. Try to understand what the video is about.

Procedure: (Click on the video for it to play.) Watch the video and answer the first two questions in pairs. (Have students share their answers.) Now, answer these next two questions. (Click on slide for the next questions to appear.)

For example:

T: A custom that my family had, and that we still follow sometimes, is having a traditional posada at Christmas where we sing the “peregrinos” and have a piñata.

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)
culture	Attitudes, values, goals and practices that characterize a group are called culture . Some companies have a company culture because all the people that work in that company share goals, values and a way of thinking. What are some things that are examples of the Mexican culture ? Is mariachi music part of our culture ?	XX are part of our culture . Yes, mariachi music is part of our culture .
tribe	A tribe is a group of people that share customs, traditions, the place where they live and many times race. The Apaches were a tribe . Can you tell me some other tribes ?	XX were a tribe .
society	Society is a large group of individuals that interact, do business, share institutions and share customs, traditions and culture. Crime is not accepted by society . What other things are not accepted by society ?	XX is not accepted by society .
status	The prestige or place that one has in society is your status . Doctors have a certain status in society, they are well-respected. Is status important in marriage?	Yes/No, status is/is not important in marriage.
ancestor	The people that you descended from are your ancestors . My ancestors are Mayan. Where are your ancestors from?	My ancestors are from XXX.
generation	People of the same age constitute a generation . My generation grew up with bikes and games. Kids now belong to the chip generation . Is José José from your generation ?	No, he isn’t from my generation .

Slide 12: Vocabulary Activity (10 m)

1. Open your books to page 128, exercise 1.
2. Match the words from the left with the definitions on the right.
3. Let’s check your answers. (Click on the slide for answers to appear.)

Slides 13-15: Pre Reading Activity (8 m)

1. Look at the pictures on page 129 and try to answer the two questions in exercise 3.
2. Work in pairs and compare your answers.
3. (Click to go to slide 15.) Now, read the first paragraph and check your answers.
4. Were you correct? Who are they? What are they doing? What did they discover? (Have students share their answers with the class and click on slide for answers to appear.)

Slide 16: Reading Activity (10 m)

1. Look at the statements in exercise 5. Read them to yourself.
2. Now, read the rest of the article and look for the reasons for each of these facts.
3. Compare your answers in pairs.
4. Let's check your answers: (Click on slide for answers to appear.)
5. What key words gave you the reasons for each fact? (Have students identify modal auxiliaries.)

Slide 17: Listening Activity (10 m)

5. Look at the slide. In a minute you will be listening to a dialog about a TV documentary on the Ice Maiden.
6. Write true or false after the sentences in exercise 7 on page 129. (Click for audio to play.)
7. Let's check your answers: (Click on slide for answers to appear.)

Slide 18: Grammar Focus: Modals for Deduction (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 different elements with students' help.
3. Elicit important patterns to students; ask:
 - a. Look at all of the sentences, are we talking about deductions? (Yes.)
 - b. Are we talking about the present or the past? (Past.)
 - c. How do you know we are talking about the past? What auxiliary indicates that we are talking about the past? (Have.)
 - d. What modal do we use to indicate **almost certain**? (Must have.)
 - e. What modals do we use to indicate **maybe or it's possible**? (Might have/ May have.)
 - f. What modal do we use to indicate **almost certain it wasn't true**? (Can't have.)
 - g. What form is the main verb in the sentence in? (Past participle.)

Slides 19-20: Controlled Practice all forms: Repeat/Question Answer (10 m)

1. **Repeat:** Have students repeat the sentences after you. Do each example first chorally and then individually.
2. **Complete:** Have one student complete the sentence. Do some individual and some choral.

Slide 21: Pronunciation (8 m)

1. Now look at the slide. In a moment you are going to hear these statements.
2. Please listen carefully and notice the soft pronunciation of have in the sentences and how the nodal and have are blended. (Play the audio.)
3. Now, listen again and repeat after the recording. (Play the audio.)

Slide 22: 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 23-24: Speaking (15)

1. Go to page 131, exercise 6. Think about what life was like 2500 years ago. Here are some ideas for you to develop. You don't have to write, but you can take some notes. (Give students a few minutes to do this.)
2. (Click to go to the next slide.) Now, in groups of three, discuss your ideas and be ready to share your ideas with your classmates. (Give students some time to do this.) Look at the example on the slide:
3. What group would like to share their ideas? (Have one or two groups present.)

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 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.

WorldView: Book 4B, Unit 27, Day 2
(111-120 m)

Slides 27-28: Homework (5 m)

Slide 29: Objectives (3 m)

1. Write the objectives on the board and have students repeat.

Slide 30: Warm up Activity (15 m)

1. In a moment some words will appear. As this happens, turn to the person you have on the left and tell him/her what these words make you think of. (Click on the screen for each word to appear. Do not give them too much time; the idea is for this to be a brainstorming type activity.)
2. What did you think about when these words appeared? (Have different students share their ideas.)
3. Now, in a minute you are going to see a video. Watch the video and when it is over; answer the question that appears on the lower part of the slide. (Click for video to play.)
4. Talk to the person on the right now and share your answer.
5. (Click on slide for the rest of the questions to appear.) Now, answer the next two questions together with your partner.
6. Tell me some of your ideas. (Go through the questions and have different pairs share their ideas.)

Slides 31-35: Vocabulary (8 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)
abducted	When a person is taken by force we say that that person has been abducted . Unfortunately, many people are abducted in Mexico every day. Can you tell me someone famous who was abducted ?	XX was abducted .
struggle	To struggle means to fight. Some people struggle every day to support their families. Do you struggle with traffic or transportation every day?	Yes, I struggle with traffic every day.
Shrine	A shrine is a holy place where kings were buried. In our Mexican pyramids and ruins there are many shrines . What other countries have important shrines ?	There are important shrines in XXX.
Soil	Soil is the place where we plant trees or plants. Chiapas has very good soil for coffee. Where is there good soil for avocados?	There is good soil for avocados in XXX.

Slide 36: Oral Practice (15 m)

1. **SC Activity: Stimulus Response-Past deduction**

Introduction: Do you remember the auxiliaries for Past deduction that we saw in the last class? (Write them on the board as students supply them.)

Procedure: Now, a sentence will appear on the slide and your job is to make as many past deductions as possible related to the sentence. (Click on slide for sentences to appear.)

For example:

T: You see: **Van Gogh cut off his ear!**

You say: He must have had a bad earache. Can you give me other logical deductions?

S1: He must have been crazy.

Slides 37-40: Oral Practice (15 m)1. **FP Activity: Discussion-Past deduction**

Introduction: Do you know what an enigma is? Tell a classmate about an enigma you know about.

Procedure: Now, on the screen, you will see some information about some enigmas that exist in the world. Read each enigma and in teams of three, discuss each enigma using the modals for deduction that we have seen.

For example:

T: I think that the civilization in Nazca must have been very advanced. They must have had flying machines. That's why they built these figures to be seen from the air.

Follow up: Now, get together with another team and share your ideas.

Note: there are three different slides with enigmas. Do only two, choose the ones that are more suitable for the group.

Slides 41-43: Oral Practice (20 m)1. **FP Activity: Problem Solving-Past deductions**

Introduction: Are you good at solving riddles? (If students don't know what a riddle is take a moment to explain.)

Procedure: In a minute you will see a riddle, work in teams of 4 to solve the riddle, use past modals.

For example:

T: Let's look at the first riddle and do it together. Why do you think the man got fired?

I think the boss must have gotten angry because he thought that the employee wanted him dead. What do you think?

S1: I think that ...

Note: There are four different riddles to work with.

Slides 44-45: Video Activity (10 m)

- Are you good detectives? What does a good detective do? (Click on slide.)
- We are going to watch a video about an unsolved mystery. Your first objective is to understand all the facts and gather the evidence. Take notes about the crime and jot down all the facts and what witnesses say.
- Watch the video, then get into teams of 4 and compare your notes; be ready to tell the other detectives what happened. (Click and video will play automatically.)
- We are going to watch it once again, for you to check the information you have. (Click on video for it to play.)
- So, what are the facts; what facts have you gathered? (Have students give you the facts.)

For example:

S1: The last time they were seen was at their friend's house at a graduation party.

S3: They said they were going home and that they would get together with their friends in the morning.

S2: One of the girls is very responsible and always tells her mother where she is.

- Watch it once more to gather more evidence. (Click on video for it to play.)
- Now, work together to solve this mystery. You are detectives so you will be deducting from the evidence that you have gathered.

For example:

T4: They must have been abducted by someone they knew or were familiar with because the door was unlocked.

Slide 46: Wrap up & Homework (3 m)

- 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?
- Do you have any questions about today's class?
- For homework, do Unit 28: Exercises 4, 5 and 6.

WorldView: Book 4B, Final Review (111-146 m)

Slides 2-3: Homework: (5 m)

Slide 4: Objectives: (3 m)

1. Go over each of the objectives; don't write them on the board.

Slide 5: Oral Practice (10-15 m)

1. **SC Activity: Question-Answer–Future real conditional**

Introduction: What will you do if you win the lottery? Will you buy a car? A house?

Procedure:

1. Look at the questions on the slide. First, write your answers to the questions. (Give them a few minutes to do this.)
2. Now, stand up and ask your classmates the questions until you find someone who will do the same thing as you. When you find someone who answered the question the same as you, write his or her name in your notebook. Continue until you have the name of a classmate who will do the same as you will for each question. (Give them time to do this.)

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

Slide 6: 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 7: Oral Practice (10-15 m)

1. **FP Activity: Presentation–Present Unreal**

Introduction: Is it easy to be the president? What would you do if you were the president?

Procedure: Work in pairs or trios and talk about what you would do if you were president.

Mention the things you'd do to help your country. (While they practice, walk around and take note of mistakes so you can correct them at the end.)

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

Slide 8: Oral Activity (15 m)

1. **FP Activity: Presentation-Phrasal verbs, simple past**

Introduction: What was your life like when you were a child? What do you remember?

Procedure:

1. Listen to the conversation between two friends who are talking about their childhoods. What do they remember? (Play the audio; if necessary you can play it a second time.)
2. So, what did the friends talk about? What do they remember? (Get some students tell you what the friends said.)
3. Now, work in groups of 3 and take turns talking about your own childhood memories. Have you had similar experiences? Try to use the phrasal verbs we learned in unit 23. (Click on slide to show some the verbs. While they practice, walk around and take note of mistakes so you can correct them at the end.)

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

Slides 9-10: Oral Activity (15-20 m)

1. FP Activity: Presentation / Role-Play-Passive Causatives

Introduction: Do you like to do everything at home yourself, or do you prefer to have someone do things for you?

Procedure:

1. Look at the slide. You can see a list of services that are provided by the company called “Lend-a-Hand Services.” Look at the list and decide which of these services you would like to have done for you. (Give them a minute to decide what they want done.)
2. Now, work in pairs and tell your classmate what you’d like done for you and what you prefer to do by yourself. (Give them time to do this; walk around and take note of any mistakes you hear.)

For example:

T: I want my housecleaning done for me and I would like to have my grocery shopping done, too. I would definitely want my laundry washed and ironed. I would prefer to buy gifts myself and wrap them myself; it’s more personal. What about you?

Procedure:

3. Next, you are going to imagine that one of you is an employee at Lend-a-Hand Services and you are trying to sell convince a customer to use your services, but the customer isn’t really interested. The salesperson has to convince the customer that he/she really needs the services that they offer.

For example: (Click on slide 10 to show the example.)

Slide 11: Oral Activity (10-15 m)

1. FP Activity: Presentation–Non-defining Relative Clauses

Introduction: What are some products that you think will exist in the future?

Procedure:

1. Open you book to page 132. You can see an ad for a wireless phone. Please read the ad. (Give them a minute to do this.)
2. (Click on the slide.) Now, look at the slide. These are some products of the future. You are going to work in groups of three and make up an ad like the one in the book. You can write an ad for one of the products on the slide, or you can use your own product. You need to include at least 6 selling points and must use one non-defining relative clause in the ad. When you are ready, you’ll present your product to the group. (Give them time to work on this. They can use the example in the book for guidance.)
3. Now, present your product to the rest of the class. Each member of the group will give two selling points. (Take notes of student mistakes and do correction after the activity.)

For example: (The example is in the book.)

Follow up: Which group did the best job selling its product? Which one was the most convincing?

Slide 12: Oral Activity (10-15 m)

1. FP Activity: Presentation-Regrets, past unreal, I wish, if only

Introduction: Are there things you have done that you regret? For example?

Procedure: Work in pairs or trios and tell your classmates about something you did in the past that you regret. Talk about what you wish you had done differently and what would have happened if you had made a different choice. (Walk around and take notes of mistakes you hear so you can do correction at the end.)

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

Slide 13: Oral Activity: (10-15 m)

1. **FP Activity: Role-Play – Verb + gerund, verb + infinitive, preposition+ gerund**

Introduction: Are you a pessimist or an optimist? Let's practice being pessimists and optimists.

Procedure:

1. Open your books to page 133. You are going to work in pairs. You are going to take turns being a pessimist and an optimist in the situations in your book. Look at the sentences and imagine how you would react to them.
2. Now, Student A is going to imagine s/he is an optimist for situations 1, 2 and 3, and Student B will be the pessimist for those situations. Have a dialog.
3. Next, Student A will be the pessimist for situations 4, 5 and 6, and Student B will be the optimist for those situations.

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

Slide 14: Oral Activity: (10-15 m)

1. **FP Activity: Discussion – Modals in the past**

Introduction: Why and how did the dinosaurs disappear?

Procedure:

1. Open your books to page 133. Look at exercise 9 and in pairs, discuss the questions.
2. Now, listen to part of a lecture about what happened to the dinosaurs. Two theories are discussed. Take notes on those two theories. (Play the audio; if necessary play it a second time.)
3. What are the two theories? Work in pairs and use the ideas on the note and others of your own to discuss the reasons why the dinosaurs may have disappeared. Discuss what might or could have happened, what can't have happened and what must have happened.

For example:

T: The dinosaurs must have died because of a meteor. When it exploded in the Yucatan peninsula, it must have killed all the dinosaurs. Aliens can't have killed the dinosaurs. That's ridiculous.

Slide 15: Wrap up & Homework (3 m)

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

