

Plans Sky High Starter

KATHLEEN MARGARET JOHNSON SCHOLL

Red Tercer Milenio

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Sky High Starter: Pre Book Material, Lesson 1

Slide 2: *Cómo calificamos* (5 m)

1. *En este curso, tu calificación final depende de 4 elementos: calificación de medio curso (30%), calificación final (30%), tareas (10%) y participación oral (30%). Hay dos exámenes en el curso, uno a mediados del curso y otro al final de curso. La participación oral se checa diario. Si no vienen a clase, no tienen participación oral por ese día. Igual, la tarea se checa diario y si no vienen a clase, no se toma en cuenta la tarea por ese día. La calificación mínimo para pasar al siguiente nivel es 7. Necesitan asistir un mínimo de 80% de las clases.*

Slide 3: Objectives (2 m)

1. *Los objetivos hoy son aprender y practicar vocabulario que se va a usar en el salón de clase.* (Write the objectives on the board in English, but explain in Spanish. Don't have students repeat.)

Slides 4-6: Classroom Vocabulary (10-15 m total)

1. *Vamos a aprender vocabulario que van a necesitar en el salón de clase.* (You will be teaching only 4 words at a time and practicing them before moving on to the next four words.) *Vamos a ver los primeros 4 palabras.* Let's look at the first 4 words.
2. **Show image:** Look. (Click on each slide; the image will appear. If you have the item that is on the slide, inside your classroom, you can also use the item (realia) to teach the word.)
3. **Form:** Repeat the word 3-6 times and have students repeat after you each time. Repeat as many times as necessary so that students can say the word well.
4. **Meaning:** Use the picture to show the meaning of the word.
5. **Recognition:** *Les voy a enseñar una imagen y me van a decir la palabra en inglés.* I show a picture and you say the correct word in English. (Click on the slide; as you do, different images will appear. Do this chorally with all the pictures. When you finish, go back to the beginning of the slide and do it individually. You will have to go back to the beginning of the slide various times so that each student gets to say at least one word.)

Slides 7-9: Classroom Vocabulary (10-15 m total)

1. Let's look at the next 4 words. *Vamos a ver las siguientes 4 palabras.*
2. **Show image:** Look. (Click on each slide; the image will appear. If you have the item that is on the slide, inside your classroom, you can also use the item (realia) to teach the word.)
3. **Form:** Repeat the word 3-6 times and have students repeat after you each time. Repeat as many times as necessary so that students can say the word well.
4. **Meaning:** Use the picture to show the meaning of the word.
5. **Recognition:** *Les voy a enseñar una imagen y me van a decir la palabra en inglés.* I show a picture and you say the correct word in English. (Click on the slide; as you do, different images will appear. Do this chorally with all the pictures. When you finish, go back to the beginning of the slide and do it individually. You will have to go back to the beginning of the slide various times so that each student gets to say at least one word.)

Slides 10-12: Classroom Vocabulary (25-35 m total)

1. Let's look at the last 4 words. *Vamos a ver las últimas 4 palabras.*
2. **Show image:** Look. (Click on each slide; the image will appear. If you have the item that is on the slide, inside your classroom, you can also use the item (realia) to teach the word.)
3. **Form:** Repeat the word 3-6 times and have students repeat after you each time. Repeat as many times as necessary so that students can say the word well.
4. **Meaning:** Use the picture to show the meaning of the word.
5. **Recognition:** *Les voy a enseñar una imagen y me van a decir la palabra en inglés.* I show a picture and you say the correct word in English. (Click on the slide; as you do, different images will appear. Do this chorally with all the pictures. When you finish, go back to the beginning of the slide and do it individually. You will have to go back to the beginning of the slide various times so that each student gets to say at least one word.)

Slides 13-14: Classroom Vocabulary (15-20 m total)

1. **Recognition:** *Les voy a enseñar una imagen y me van a decir la palabra en inglés.* I show a picture and you say the correct word in English. (Click on the slide; as you do, different images will appear. Do this chorally with all the pictures. When you finish, go back to the beginning of the slide and do it individually. You may have to go back to the beginning of the slide various times so that each student gets to say at least one word.)
2. Look at the slide. (Click to go on to slide 14.) Work in pairs. One says the number and the other says the object. *Van a trabajar en parejas. Un alumno va a decir el número y el otro va a decir el nombre del objeto.*
3. (Collect as many objects from the classroom as possible that correspond to the vocabulary you have just taught. Put all the objects at the front or in the center of the room.)
4. **CP Activity: Recognition-Classroom vocabulary (5-10 m)**

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

Procedure: Let's divide the group into two teams. *Vamos a dividir el grupo en dos equipos.* I will say a word and one student from each team comes to the front and must take the item. *Voy a decir una palabra y un alumno de cada equipo ova a tratar de tomar el objeto.* The first student to get the item, takes it back to his/her team. *El alumno que agarra el objeto primero y lo lleva a su equipo, gana un punto para su equipo.* The team with the most items at the end, wins. *El equipo que tiene más objetos (puntos) al final gana.*

Cues: (the objects you were able to gather)

5. **CP Activity: Recognition-Classroom vocabulary (5-10 m)**

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

Procedure: Let's divide the group into two teams. *Vamos a dividir el grupo en dos equipos.* I will write a word on the board and one student from each team will have to draw the object. *Voy a escribir una palabra en el pizarrón y un alumno de cada equipo tiene que venir al pizarrón y hacer el dibujo del objeto.* The first person to draw the item gets a point for his/her team. *El alumno termina primero el dibujo, gana un punto para su equipo.* The team with the most items at the end, wins. *El equipo que tiene más puntos al final gana.*

Cues: (the objects you taught)

Slide 15: Classroom Vocabulary (10-15 m total)

1. **CP Activity: Recognition-Classroom vocabulary (5-10 m)**

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

Procedure: Let's divide the group into two teams. *Vamos a dividir el grupo en dos equipos.* I will show a picture and one student from each team will have to write the name of the object on the board. *Voy a demostrar una imagen y un alumno de cada equipo tiene que venir al pizarrón y escribir el nombre del objeto en el pizarrón.* The first person to write the word correctly gets a point for his/her team. *El alumno escriba la palabra correctamente, gana un punto para su equipo.* The team with the most items at the end, wins. *El equipo que tiene más puntos al final gana.* (As you click on the slide each object will appear. Let students write the name of the object. When they have finished, check the spelling. Remember, they don't know the alphabet yet, so you can't have them spell the word "in English." Continue with all the words on the slide.)

Cues: (the objects you taught)

Slide 16: Classroom Vocabulary (10-15 m total)

1. **CP Activity: Recognition-Classroom vocabulary (10-15 m)**

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

Procedure: Let's divide the group into two teams. *Vamos a dividir el grupo en dos equipos.* I will write the blanks for a vocabulary word on the board and each team will take turns saying a letter to guess the word. *Voy a hacer unos espacios en el pizarrón para que pueden ver cuántas letras tiene la palabra que van a averiguar. Los equipos van a tomar turnos para decir una letra para poder adivinar el palabra. Cada letra que me dicen correcto, lo pongo en un espacio, pero cuando me digan una letra que no está en la palabra, voy a empezar a formar el hombre que está colgando de la horca.* The first team to complete the word, gets a point. *El primer equipo que completa la palabra correctamente sin ser ahorcado, gana un*

punto para su equipo. The team with the most items at the end, wins. *El equipo que tiene más puntos al final gana.* (Click on the slide various times to show the example. This is a typical Hangman game. Make the gallows on the board like the one on the slide; click on the slide once. There will be one hangman for each team. Students will guess letters; they will have to say the letters in Spanish. For each incorrect letter, you will draw part of the hangman. You can click on the slide to show students how you will draw the man that will hang. The team that guesses the word first and doesn't get hung, wins.)

Cues: (the objects you taught)

Slide 17: Classroom Vocabulary (10-15 m total)

1. CP Activity: Writing-Classroom Vocabulary (10-15 m)

Introduction: Let's check the vocabulary. *Vamos a checar el vocabulario.*

Procedure: I will show you some words, but all the letters are mixed up. You need to figure out what each word is and write it correctly. *Voy a demostrar unas palabras, pero las letras están revueltas. Necesitan averiguara cuál es cada palabra y escribirlo correctamente.* (Show students the slide with the mixed up words. Let them figure out the words. When they finish, ask different students to come to the board and write the words. You can also show the correct words by clicking on the slide; it will remove the mixed up word and show the correct word.)

Cues: (the objects you taught)

Slides 18-20: Classroom Vocabulary (20-25 m total)

- Let's look at the four more words. *Vamos a ver cuatro palabras más.*
- Show image:** Look. (Click on each slide; the image will appear. These four verbs can best be taught by showing students; open and close the door, book, notebook or window. Look at and point to the book, table, chair, backpack, etc.)
- Form:** Repeat the word 3-6 times and have students repeat after you each time. Repeat as many times as necessary so that students can say the word well.
- Meaning:** Use the picture to show the meaning of the word.
- Recognition:** *Les voy a enseñar una imagen y me van a decir la palabra en inglés.* I show a picture and you say the correct word in English. (Click on the slide; as you do, different images will appear. Do this chorally with all the pictures. When you finish, go back to the beginning of the slide and do it individually. You will have to go back to the beginning of the slide various times so that each student gets to say at least one word.)

6. CP Activity: Recognition-Classroom vocabulary (10-15 m)

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

Procedure: Let's divide the group into two teams. *Vamos a dividir el grupo en dos equipos.* I will say a command and you do the action I say. The first person to do the action correctly, gets a point for his/her team. *Voy a darles un orden y la primera persona de cada equipo tiene que hacer el orden. La primera persona que lo hace correcto, gana un punto para su equipo.* The team with the most items at the end, wins. *El equipo que tiene más puntos al final gana.* (Have one student from each team go to the front. Say the command and the first person to do it, gets a point for his/her team. You can vary the cues depending on what you have in your classroom.)

Cues:

Open the door.	Open the window.
Close the window.	Close the backpack.
Point to a book.	Point to the pen.
Look at the door.	Look at the pencil.
Close the notebook.	Close the book.
Point to the eraser.	Point to the door.
Look at the marker.	Look at the desk.
Open the book.	Open the backpack.
Look at the chair.	Look at the eraser.
Point to the desk.	Point to the table.

Slide 21: Classroom Vocabulary (20-25 m total)**1. CP Activity: Recognition/Production-Classroom vocabulary (10-15 m)****Introduction:** Let's play a game. *Vamos a jugar.***Procedure:** Let's divide the group into two teams. *Vamos a dividir el grupo en dos equipos.* Each team will write 10 commands using the vocabulary on the slide. *Cada equipo tiene que escribir 10 órdenes usando el vocabulario que se ve en la diapositiva.* (Give them some time for this. If it's taking too long, make them only write five commands. Help them if necessary.) Now, a student from team 1 says a command and a person from team 2 needs to do that command. If you do the command correctly, you get a point for your team. *Una persona del primer equipo va a dar un orden a una persona del otro equipo. Si esa persona hace bien el orden, obtiene un punto para su equipo.* The team with the most items at the end wins. *El equipo que tiene más puntos al final gana.***Cues:** Students cues.**2. CP Activity: Recognition/Production-Classroom vocabulary (5-10 m)****Part 1:****Introduction:** Let's play a game. *Vamos a jugar.***Procedure:** Everyone stand up. *Todos se paran.* I'm going to say a command, and you need to do that command. If you make a mistake, you sit down. The last person standing is the winner. *Voy a dar algunos ordenes y tienen que hacerlos. Si te equivocas, te tienes que sentar. La persona que queda parado al final, gana.***Cues:** Give commands using Open, Close, Point to and Look at.**Part 2: (Only do this if you think the group can handle it.)****Procedure:** Now, you are the teacher. You say a command and the students need to do the command. *Ahora vamos a hacer el mismo juego pero en éste, ustedes van a ser los maestros. Van a decir un orden y los demás alumnos tienen que hacer lo que dice.* Everyone stand up. *Todos se paran.* S3 is the teacher. S/he is going to say a command, and you need to do that command. If you make a mistake, you sit down. The last person standing is the winner. *S3 va a ser el maestro. El/ella va a dar algunos órdenes y los demás tienen que hacerlos. Si alguien se equivoca, se tiene que sentar. La persona que queda parado al final, gana.* (Let various students take the role of teacher and give the commands.)**Slide 22: Homework (3-5 m)**

1. *¿Cuáles fueron los objetivos hoy? ¿Qué palabras nuevas vimos hoy? ¿De qué hablamos hoy?*
2. *¿Tienen alguna duda o pregunta acerca de la clase de hoy?*
3. For homework, write 4 commands with the vocabulary you learned today. *Para tarea, escribir 4 órdenes con el vocabulario que aprendieron hoy.*

Sky High Starter: Pre Book Material, Lesson 2

Slide 2: *Cómo calificamos* (5 m)

1. *En este curso, tu calificación final depende de 4 elementos: calificación de medio curso (30%), calificación final (30%), tareas (10%) y participación oral (30%). Hay dos exámenes en el curso, uno a mediados del curso y otro al final de curso. La participación oral se checa diario. Si no vienen a clase, no tienen participación oral por ese día. Igual, la tarea se checa diario y si no vienen a clase, no se toma en cuenta la tarea por ese día. La calificación mínimo para pasar al siguiente nivel es 7. Necesitan asistir un mínimo de 80% de las clases.*

Slide 3: Objectives (7 m)

1. *Los objetivos hoy son aprender y practicar vocabulario que se va a usar en el salón de clase y aprender a dar órdenes.* (Write the objectives on the board in English, but explain in Spanish. Have students repeat after you.)
2. Let's check your homework. (Have 4-5 students read the commands they wrote for homework. Collect the homework and check it. Give it back the next class.)

Slide 4: Warm up (5-7 m)

1. **CP Activity: Recognition-Classroom vocabulary (5-7 m)**

Introduction: Let's review the vocabulary. *Vamos a repasar el vocabulario.*

Procedure: I show you a picture and you say the word. *Les enseño una imagen y me dicen la palabra en inglés.* (Click on the slide; as you do, different images will appear. Make sure each student gets to say at least one object/verb. You can go back to the beginning on various occasions to practice/review if necessary.)

Slide 5: Review Vocabulary and Commands (7-10 m)

1. **SC Activity: Stimulus & Response-Commands and classroom vocabulary (5-7 m)**

Introduction: Let's practice commands. *Vamos a practicar los órdenes.*

Procedure: Work in pairs. Look at the slide, and give your partner a command. Your partner does the command you say. Take turns. *Van a trabajar en parejas. Mira la diapositiva, y dar órdenes a tu pareja. Tu pareja tiene que hacer el orden. Luego, se cambian para que los dos tengan oportunidad de dar órdenes.*

Slides 6-8: Commands and Classroom Vocabulary (7-10 m total)

1. *Vamos a aprender más vocabulario que van a necesitar en el salón de clase.* (You will be teaching only 4 words at a time and practicing them before moving on to the next four words.) *Vamos a ver los primeros 4 palabras.* Let's look at the first 4 words.
2. **Show image:** Look. (Click on each slide; the image will appear. With these words, it's best if you act it out in order to teach the word.)
3. **Form:** Repeat the word 3-6 times and have students repeat after you each time. Repeat as many times as necessary so that students can say the word well.
4. **Meaning:** Use the picture to show the meaning of the word.
5. **Recognition:** *Les voy a enseñar una imagen y me van a decir la palabra en inglés.* I show a picture and you say the correct word in English. (Click on the slide; as you do, different images will appear. Do this chorally with all the pictures. When you finish, go back to the beginning of the slide and do it individually. You will have to go back to the beginning of the slide various times so that each student gets to say at least one word.)

Slide 9: Commands and Classroom Vocabulary (10-20 m total)

1. **CP Activity: Recognition/Production-Commands and classroom vocabulary (10 m)**

Part 1:

Introduction: Let's play a game. *Vamos a jugar.* (Click on the slide to show the possible words.)

Procedure: Everyone stand up. *Todos se paran.* I'm going to say a command, and you need to do that command. If you make a mistake, you sit down. The last person standing is the winner. *Voy a dar algunos ordenes y tienen que hacerlos. Si te equivocas, te tienes que sentar. La persona que queda parado al final, gana.*

Cues: (Start by giving commands fairly slowly, but as fewer people are left standing, give them more quickly. The commands below can be used with the vocabulary that is indicated.)

- Stand up
- Sit down
- Draw: (a table, a chair, a pen, a pencil, a marker, a door, a window, etc.)
- Write: (book, table, chair, pen, notebook, eraser, desk, backpack, etc.)
- Open: (the book, the door, the window, the notebook)
- Close: (the book, the door, the window, the notebook)
- Point to: (a book, a chair, a pen, a pencil, a marker, a door, a window, etc.)
- Look at: (the table, the chair, the pen, the notebook, the eraser, the desk, the backpack, etc.)

Part 2: (Only do this if you think the group can handle it.) (10 m)

Procedure: Now, you are the teacher. You say a command and the students need to do the command. *Abora vamos a hacer el mismo juego pero en éste, ustedes van a ser los maestros. Van a decir un orden y los demás alumnos tienen que hacer lo que dice.* Everyone stand up. *Todos se paran.* S3 is the teacher. S/he is going to say a command, and you need to do that command. If you make a mistake, you sit down. The last person standing is the winner. *S3 va a ser el maestro. El/ella va a dar algunos órdenes y los demás tienen que hacerlos. Si alguien se equivoca, se tiene que sentar. La persona que queda parado al final, gana.* (Let various students take the role of teacher and give the commands.)

Slides 10-14: Commands and Classroom Vocabulary (10 m total)

1. Let's look at the next 6 words. *Vamos a ver las siguientes 6 palabras.*
2. **Show image:** Look. (Click on each slide; the image will appear. With these words, it's best if you act it out in order to teach the word.)
3. **Form:** Repeat the word 3-6 times and have students repeat after you each time. Repeat as many times as necessary so that students can say the word well.
4. **Meaning:** Use the picture to show the meaning of the word.
5. **Recognition:** *Les voy a enseñar una imagen y me van a decir la palabra en inglés.* I show a picture and you say the correct word in English. (Click on the slide; as you do, different images will appear. Do this chorally with all the pictures. When you finish, go back to the beginning of the slide and do it individually. You will have to go back to the beginning of the slide various times so that each student gets to say at least one word.)
6. Look at the slide. (Click to go on to slide 15.) Work in pairs. One says the number and the other says the object. *Van a trabajar en parejas. Un alumno va a decir el número y el otro va a decir el nombre del objeto.*

Slides 15: Commands and Classroom Vocabulary (10-15 m total)

1. **CP Activity: Recognition-Classroom vocabulary (10-15 m)**

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

Procedure: Let's divide the group into two teams. *Vamos a dividir el grupo en dos equipos.* I will show a picture and one student from each team will have to write the command or the command and object on the board. *Voy a demostrar una imagen y un alumno de cada equipo tiene que venir al pizarrón y escribir el orden o el orden y el objeto en el pizarrón.* The first person to write the word or words correctly gets a point for his/her team. *El alumno escriba la palabra o las palabras correctamente, gana un punto para su equipo.* The team with the most points at the end, wins. *El equipo que tiene más puntos al final gana.* (As you click on the slide each object will appear. Let students write the command or the command and object. When they have finished, check the spelling. Remember, they don't know the alphabet yet, so you can't have them spell the word "in English." Continue with all the words on the slide.)

Cues: (the vocabulary you taught)

Slides 16-17: Writing: Commands and Classroom Vocabulary (40-55 m total)**1. CP Activity: Writing-Commands and classroom vocabulary (15-20 m)**

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

Procedure: Look at the puzzle on the slide. Work in pairs and fill in the blanks with the missing letters. When you finish, decipher the hidden message in the yellow boxes in the middle. *Observa el crucigrama en la diapositiva. Van a trabajar en parejas y llenar los espacios con las letras que faltan. Cuando terminan, tienen que descifrar el mensaje oculto de los espacios de color amarillo.* (Give students time to do this. They can simply write out the words in their notebooks. When they finish, ask them what the hidden message is and write it on the board: "I like English." Ask them if they know what this says, if not, translate it for them. When you go to the next slide, you can show them the answers.)

2. SC Activity: Charades-Commands and classroom vocabulary (15-20 m)

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

Procedure: Let's divide the group into two teams. *Vamos a dividir el grupo en dos equipos.* One person from the first team comes to the front and acts out the command that I say. *Una persona del primer equipo va al frente del salón y va a tener que hacer el orden que yo le digo. Los equipos tienen que averiguar el orden. El equipo que lo dice correcto primero, gana un punto para su equipo.* The team with the most items at the end, wins. *El equipo que tiene más objetos (puntos) al final gana.*

Cues: (the objects you were able to gather)

3. SC Activity: Stimulus & Response-Commands and classroom vocabulary (10-15 m)

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

Procedure: I will say a word, and you write as many possible commands as you can think of using that word in 30 seconds. The person with the most commands, gets a point and the person with the most points at the end, wins. *Voy a decirles una palabra y ustedes tienen que escribir tantos órdenes que sean posibles con esa palabra en 30 segundos. La persona que tiene más puntos al final gana.*

For example:

T: book

Ss: Point to the book.

Open the book.

Look at the book.

Close the book.

Etc.

Cues:

Open

Notebook

Close

Look at

Backpack

Point to

Write

Window

Draw

Door

Slide 18: Homework (3-5 m)

1. *¿Cuáles fueron los objetivos hoy? ¿Qué palabras nuevas vimos hoy? ¿De qué hablamos hoy?*
2. *¿Tienen alguna duda o pregunta acerca de la clase de hoy?*
3. For homework, write 4 commands with the new vocabulary you learned today. *Para tarea, escribir 4 órdenes con el vocabulario nuevo que aprendieron hoy.*

Sky High Starter: Unit Intro, Lesson 1

Slide 2: Objectives (3 m)

1. Write the objectives on the board. Do them in Spanish and English. (The objectives for today are to learn and practice... *Los objetivos de hoy son aprender y practicar...*)

Slide 3: Nice to meet you (20 m total)

1. (Click once.) Hello! (Mimic so students understand.) Everyone repeat: Hello! (Say the word and have everyone repeat 3 times. Go to one student and say hello. Gesture for him/her to say hello to you. Continue with all the students.)
2. (Click once.) Look. Mariana and Ricardo. (Point to the pictures.) (Click once.) What's this? (Students should say "hello.") Right, or you can say "Hi!" (Click on the slide. Point to Mariana and say "Hi," then point to Ricardo and say "Hi.") Everyone repeat: Hi! (Say the word 3 times and have everyone repeat.)
3. (Click once.) Look. Mariana says: I'm Mariana. (Point to yourself and say your name: I'm _____.) Everyone repeat: "I'm" (3 times). (Say: "I'm" and your name. Indicate to students that they should do the same. Have each student tell you his/her name and correct and pronunciation mistakes.) Look. I'm _____. (Point to a student.) What's your name? (Make a gesture of asking. Get the student to say his/her name.) Everyone repeat: What's your name? (Repeat it as many times as necessary for students to say it well. If necessary, do it in parts. Say your name and a student "What's your name?" and the student answer you and then ask the next student the same question.)
4. (Click once.) Look. What are they doing? (*¿Qué están haciendo?*) (Let students answer in Spanish then click to show the text.) Mariana says: "Nice to meet you," and Ricardo says the same. Please repeat: "Nice to meet you." (Repeat it as many times as necessary for students to say it well. If necessary, do it in parts. Say nice to meet you to a student and have the student answer you, and then say the phrase to the next student. Etc.)
5. Open your books to page 4. Look at the dialog and listen. (Play the dialog once or twice.)
6. Work in pairs and practice the conversation. Use your own names. (Do an example with one student for them to see.) (As students work, walk around and help with pronunciation.)

Slides 4-18: Vocabulary: International words in English (20-25 m total)

1. Do you know some words in English? (*¿Saben algunas palabras en inglés? Hay aproximadamente 4000 palabras que son casi igual en inglés y español. Dicen que entre 30 y 40% de las palabras son parecidas ya que vienen los dos de latín.*) So, let's look at some pictures.
2. **Show image:** Tell me the word for the image. (Click on each slide, the image will appear first. Let students guess the word, then click to show each word.)
3. **Form:** Repeat the word 3 times and have students repeat after you each time.
4. **Meaning:** Use the picture to show the meaning of the word.
5. **Recognition:** I show a picture and you say the correct word. (Click on the slide; as you do, different images will appear. Do this chorally with all the pictures. When you finish, go back to the beginning of the slide and do it individually. You may have to go back to the beginning of the slide so that each student gets to say one word.)
6. Now, open your books to page 5. Match the words in the box to the pictures. Write the words. (Give them a few minutes to do this.) Let's check your answers. (Play the audio for them to listen and check. Then click on the slide to show the answers.)
7. Look at the slide. We say some syllables stronger than others. Look at the words. The strong syllables are in bold. (Explain in Spanish if necessary.) Listen again and repeat. (Play the audio and have students repeat the words.)

Slides 19-33: Numbers 0-12 (12-15 m)

1. **Show the number:** (Click on the slides; each number will appear consecutively.)
2. **Form:** Repeat each number 3 times and have students repeat after you each time. Then click on the slide to show the written word.

3. **Recognition:** I show a number, and you say the correct number. (Click on the slide; as you do, different numbers will appear. Do this chorally with all the numbers. When you finish, go back to the beginning of the slide and do it individually. You may have to go back to the beginning of the slide more than once, so that each student gets to say a number.)
4. Listen to the audio and read the numbers. (Play the audio.)
5. Listen and repeat the numbers after the audio. Repeat the numbers after the audio or the teacher. (Play the audio again or say the numbers for students to repeat.)
6. Look at exercise 3c. Work in pairs. Look at exercise 2a and practice. Look at the example on the slide and listen to the audio. (Explain in Spanish if necessary. Monitor students and check their pronunciation.)

Slide 9: Numbers (20 m)

1. CP Activity: Stimulus & Response-Numbers (5 m)

Introduction: Let's practice the numbers.

Procedure: I say a number, and you say the next number.

For example: T: 5 (five)

S1: 6 (six)

Cues: (You'll have to repeat cues.)

0	7	9	3	1	6
2	4	10	8	11	5

2. CP Activity: Stimulus & Response-Numbers (5 m)

Introduction: Let's practice the numbers.

Procedure: I say a number and you say the previous number.

For example: T: 5 (five)

S1: 4 (four)

Cues: (You'll have to repeat cues.)

6	7	9	3	1	6	9	2
2	4	10	8	11	5	3	12

3. CP Activity: Stimulus & Response-Numbers (5-10 m)

Introduction: Let's practice the numbers.

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

For example: T: five

On the board: S1: 4 (sorry, wrong)

S5: 5 (correct, 1 point)

Cues: (You'll have to repeat cues.)

0	1	2	3	4	5	6	7
8	9	10	11	12			

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

Introduction: Let's practice the numbers.

Procedure: Let's divide the group into two teams. I say a number and one person from each team goes to the board and writes the number I say; you have to write the word (six); you can't write the number (6). The first person to write the number correctly, gets a point for his/her team.

For example: T: 5

On the board: S4: fiv (sorry, wrong)

S2: five (correct, 1 point)

Cues: (You'll have to repeat cues.)

0	1	2	3	4	5	6	7
8	9	10	11	12			

Slide 34: Speaking (30-40 m total)**1. SC Activity: Stimulus & Response-Numbers (15-20 m)**

Introduction: Let's practice the numbers.

Part 1: Procedure: Make a chart like the one on the slide. (Give them a minute to do this.)

What question can you ask to get the number? (Click on the slide: What's your number?)

Please repeat: What's your number? Now, stand up and ask seven classmates for their phone numbers.

For example: See the slide.

Part 2: Procedure: Each student is going to dictate a phone number to a classmate. The classmate is going to write the number on the board.

For example:

S2: (five, five, four, three, nine, eight, six, seven, three, four)

S3: 55-4398-6724

T: Is that correct?

Group: Yes/no... (Have the group correct the number.)

2. SC Activity: Stimulus & Response-Numbers (7-10 m)

Introduction: Let's do some math.

Procedure: Can you add? (Explain this to students.) Let's work in two teams. A student from each team comes to the board. I will write a math problem on the board, and the first student to write the correct answer, and say the correct answer, gets a point for his/her team.

For example:

T: (Write on bb.) $3+7$

S5: 10 (ten) (Correct!)

S8: 11 (ten) (Sorry!)

Cues:

2+5	6+2	1+9	11+1	4+8
6+3	0+2	1+3	2+8	1+4
5+7	5+6	4+7	3+8	0+12
7+4	3+2	5+4	6+2	1+7

3. SC Activity: Stimulus & Response-Numbers (7-10 m)

Introduction: Let's practice the numbers.

Procedure: Write 2 numbers in your notebook. Don't show the number to your classmates.

Now, let's divide the group into two teams again. You say a number and a person from the other team writes the number on the board; for example "eight." You can't write the number 8! The team that gets the most correct numbers wins.

Cues: (student's cues)

Slides 35-43 Fast finishers (7-10 m)

- Show the word:** What do you think this word is? (These are all cognates in English and Spanish. Click on each slide, the word will appear first, then the image.)
- Form:** Repeat the word 3 times and have students repeat after you each time.
- Meaning:** Use the picture to show the meaning of the word.
- Recognition:** I show a picture and you say the correct word. (Click on the slide; as you do, different images will appear. Do this chorally with all the pictures. When you finish, go back to the beginning of the slide and do it individually. You may have to go back to the beginning of the slide so that each student gets to say one word.)

Slide 44: Speaking (7-10 m)

SC Activity: Model Dialog-Introductions and numbers

Introduction: Let's practice a dialog.

Procedure: Look at the dialog on the slide. Work in pairs. One student begins the conversation, the other continues. First, do the conversation exactly the same as on the slide. Then, do it again with your information. (Make sure student switch and practice both roles. When they finish, change the slide and ask a few pairs to go to the front and do the dialog without looking at the slide. Accept anything that is logical.)

For example: (See the slide.)

Slide 45: Homework (3-5 m)

1. ¿Cuáles fueron los objetivos hoy? ¿Qué palabras nuevas vimos hoy? ¿Qué gramática nueva vimos hoy? ¿De qué hablamos hoy?
2. ¿Tienen alguna duda o pregunta acerca de la clase de hoy?
3. For homework, do page 4 in your workbook.

Sky High Starter: Unit Intro, Lesson 2

Slides 2-3: Homework (5 m)

Slide 4: Objectives (2 m)

1. Write the objectives on the board. Do them in Spanish and English. (The objectives for today are to learn and practice... *Los objetivos de hoy son aprender y practicar...*)

Slide 5: Warm up Activity: Review of Numbers and Vocabulary (5 m)

1. **Introduction:** Let's review the vocabulary from yesterday.
Procedure: Look at the slide. One student says a number and the other must say the word.
For example: S1: 5
 S2: café. 4
 S1: hotel.

Slides 6-22: Vocabulary: More International Words (20-25 m total)

1. **Show image:** Tell me the word for the image. (Click on each slide, the image will appear first. Let students guess the word, then click to show each word.)
2. **Form:** Repeat the word 3 times and have students repeat after you each time.
3. **Meaning:** Use the picture to show the meaning of the word.
4. **Recognition:** I show a picture and you say the correct word. (Click on the slide; as you do, different images will appear. Do this chorally with all the pictures. When you finish, go back to the beginning of the slide and do it individually. You may have to go back to the beginning of the slide so that each student gets to say one word.)
5. Now, open your books to page 6. Match the words in the box to the pictures. Write the words. (Give them a few minutes to do this.) Let's check your answers. (Play the audio for them to listen and check. Then click on the slide to show the answers.)
6. Now, listen again and repeat the words. (Play the audio a second time.)
7. Look at exercise 1d in your books. Work in pairs. Write the words from page 5 and 6 in the appropriate list. (Go over the different examples so that they understand the categories. Monitor them as they work; help with anything they have questions with.) Let's check your answers. (Check them orally, they can be in any order.)
 3-4: pilot, actor
 6-8: baseball, tennis, soccer
 10-12: hamburger, pizza, spaghetti
 14-16: bus, train, helicopter
 18-19: fax, Internet

Slides 23-31: Numbers 13-20 (15-20 m)

1. **Show the number:** (Click on the slides; each number will appear consecutively.)
2. **Form:** Repeat each number 3 times and have students repeat after you each time. Then click on the slide to show the written word.
3. **Recognition:** I show a number, and you say the correct number. (Click on the slide; as you do, different numbers will appear. Do this chorally with all the numbers. When you finish, go back to the beginning of the slide and do it individually. You may have to go back to the beginning of the slide more than once, so that each student gets to say a number.)
4. Listen and repeat the numbers after the audio. Repeat the numbers after the audio or the teacher. (Play the audio or say the numbers for students to repeat.)
5. Look at exercise 2b Write the numbers next to the words. (Give them time to do this.) Now, check your answers in pairs.
6. Look at exercise 2c. Write the numbers 0 to twenty in order. Then say the numbers.

Slide 32: Numbers and Words (15-20 m total)

1. Look at number 3. Work in pairs. Look at the photographs and practice. (Show the slide with the example. Let students practice with the vocabulary and numbers; help them with pronunciation.)

2. **CP Activity: Stimulus & Response-Numbers (10-15- m)**

Introduction: Let's practice the numbers.

Procedure: (Take a sheet of paper and crumple it up into a ball.) Let's play a game. Everyone stand up. I say a number, and toss the ball to a student. S/he says the next number. Then, s/he tosses the ball to another person, who says the next number. If you make a mistake, you sit down; the last person standing wins.

For example: T: 5 (throws the ball)

S1: 6 (throws the ball)

S6: 7 (throws the ball) etc.

(The first time, do this with consecutive numbers: 1, 2, 3, 4, etc. After that, you can vary it. Do the game at least twice; more if they seem to enjoy it and if you have time. Some possible variations are:)

1. Do the numbers backwards: 20, 19, 18, 17, etc.

2. Do the numbers 2 by 2 even: 2, 4, 6, 8, etc.

3. Do the numbers 2 by 2 odd: 1, 3, 5, 7, etc.

Slide 33: The Alphabet (35 m total)

1. Look at the slide. Please repeat the letters after me. (Say each letter 3 times and have students repeat. When you click a second time, the pronunciation will appear using Spanish letters.

2. Listen to the audio and read the numbers. (Play the audio for them to hear.)

3. Listen again and repeat after the audio. (Play the audio again for them to repeat.)

4. Look at exercise 3c. Work in pairs. Student A point to a letter and Student B say the letter. Check for correct pronunciation.

5. **CP Activity: Stimulus & Response-Alphabet (5 m)**

Introduction: Let's practice the alphabet.

Procedure: I say a letter and you say the next letter.

For example: T: D

S1: E

Cues: (Cue any letter.)

6. **CP Activity: Stimulus & Response-Alphabet (5-7 m)**

Introduction: Let's practice the alphabet.

Procedure: I write a letter on the board, and you tell me the letter. (Do some with the group and then individually.)

For example: T: (On the board: G)

Group: Jay

T: No...

Group: Gee

T: Yes.

Cues: (Cue any letter.)

7. **CP Activity: Stimulus & Response-Alphabet (10 m)**

Introduction: Let's practice the alphabet.

Procedure: Let's divide the group into two teams. One student from each team will go to the board. I will spell a word and you write what you hear. The first student to spell the word correctly gets a point for his/her team. (Make sure everyone gets a chance to spell a word for his/her team.)

For example: T: A-C-T-O-R

S1: E-C-T-O-R (Sorry!)

S5: A-C-T-O-R (Correct!)

Cues: (Cue any words from the first two lessons of the book; include vocabulary and numbers.)

8. **CP Activity: Stimulus & Response-Alphabet (5-7 m)**

Introduction: Let's practice spelling.

Procedure: In your notebook, write your best friend's complete name: for example José Oscar Ramirez Solis. Don't show it to your classmates. (Give them a minute to do this.) Work in pairs and spell your best friend's name to your classmate. When you finish, check to see if it's correct.

For example: S1: JOSE OSCAR RAMIREZ SOLIS

S5: JOSI OSCAR REMIREZ SOLIS (Sorry, not correct!)

Cues: (Students' cues.)

Slide 34: Speaking (15-20 m total)

1. **SC Activity: Stimulus & Response-Alphabet and Numbers (15-20 m)**

Introduction: Let's practice the alphabet and numbers.

Part 1: Procedure: Make a chart like the one on the slide. (Give them a minute to do this.)

What question can you ask to get the name? (Click on the slide to show the example.) How do you ask for the spelling? To get the RFC? Please repeat: What's your name? What's your RFC (are eff see)? Please spell it. Now, stand up and ask seven classmates for their complete name, the spelling and the RFC.

For example: See the slide.

Part 2: Procedure: Each student is going to dictate an RFC to a classmate. The classmate is going to write the RFC on the board.

For example:

S2: FUPA-901009

S3: FUPA-901009

T: Is that correct?

Group: Yes/no... (Have the group correct the RFC.)

Slide 35: Speaking (7-10 m)

SC Activity: Model Dialog-Introductions and numbers

Introduction: Let's practice a dialog.

Procedure: Look at the dialog on the slide. Work in pairs. One student begins the conversation, the other continues. First, do the conversation exactly the same as on the slide. Then, do it again with your information. (Make sure students switch and practice both roles.)

For example: (See the slide.)

Slide 36: Homework (3-5 m)

1. ¿Cuáles fueron los objetivos hoy? ¿Qué palabras nuevas vimos hoy? ¿Qué gramática nueva vimos hoy? ¿De qué hablamos hoy?
2. ¿Tienen alguna duda o pregunta acerca de la clase de hoy?
3. For homework, do page 4 in your workbook.

Sky High Starter: Unit 1, Lesson 1

Slides 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board.

Slide 5: Warm up activity (20 m total)

1. (Click once.) Where are they? At work? At home? At school? Right, they're at school. They are friends. (Click once.) Where are they? At school? At home? At work? Right, they're at work. At work, is it possible to say hi to co-workers the same way you say hi to friends at school? (In Spanish if necessary.) Why not?
2. Let's look at some words. Let's see what words you can use with friends, what words you can use with people at work and what words we can use for both. (Click on the slide, the first word will appear. On the board write "friends," "work," and "both.") Where can we put this word? (Click on the slide for the second word to appear.) Where can we put this word? (Continue clicking on the slide until all the words appear. Explain any words that they don't know. In the end, your board should look like this:)

<u>friends</u>	<u>work</u>	<u>both</u>
What's new?	Good morning.	Hello.
What's up?	Good evening.	Hi!
	Good afternoon.	

3. **CP Activity: Repeat: Greetings (5-7 m)**

Introduction: Let's practice these greetings.

Procedure: I say an expression and please repeat after me. (Do all of the expressions chorally first, then do them individually; have each student repeat a different expression after you.)

For example:

T: Good evening
Ss: Good evening
T: Hello
Ss: Hello

Procedure: I say an expression and repeat after me individually.

For example:

T: Good evening
S2: Good evening
T: Hello
S6: Hello

4. **SP Activity: Stimulus & Response: Greetings (5 m)**

Introduction: Let's practice with these expressions.

Procedure: I say "friends," "work," or "both" and you tell me an appropriate expression.

For example:

T: friends
S2: What's up?
T: work
S9: Good evening.
Etc.

Slides 6-7: Writing, Listening, and Speaking (20 m total)

1. So, first you say hi, then what can you say to a classmate you are meeting? Can you say your name? Right, so you say Hi. (Click once to show the information. The dialog will go from grey to dark pink.) What can the other person respond? Right, hi, hello, etc. (Click on the slide again to show the next line.) Then what can you say? Can you say your name? Right, so you can say "I'm ____." (Click on the slide again to show the next line. Continue this way until you have all the lines of the dialog on the board.)

- Let's practice saying these lines. (Say each line and have students repeat each line after you as many times as necessary to say them well.)
- Can we change the information in the dialog? Is it possible to start the dialog with "Good morning"? Right, so let's work in pairs (mimic) and practice the dialog with a classmate. Use your own information. Change the parts that are underlined. (Click on the slide to show those parts. As students practice, walk around and monitor them, helping with pronunciation.)
- Now, open your books to page 8. Work in pairs and complete the conversation. (Give them a few minutes to do this.)
- Now, let's listen to the dialog and check your answers. (Play the audio once or twice, depending on students for them to check. Click on the slide to show the answers.)

Slide 8: Pronunciation (7 m)

- Listen to the conversation. Listen to the words that are strong in the sentences. (Play the audio.)
- Repeat the sentences after the audio or the teacher. (Play the audio again or say the sentences for students to repeat.)
- Work in pairs and practice the pronunciation of the conversation with your names. When you finish, switch.

Slide 9: Numbers (20 m)

- Let's practice some numbers. Please repeat. (First, show the slide with the numbers. Say each number 3-4 times and have students repeat after you. Point out that the stress goes on the first syllable of these words: FORTy, NINEty, etc. Click after you say each number for the word to appear.)
- Listen to the numbers and repeat. (Play the audio and have students repeat.)
- Work in pairs and write the missing words. (Walk around and help them if necessary.)
- Now, let's listen to the audio and check your answers. (Play the audio, then click on the slide for the answers.)
- Let's listen again and repeat after the audio. (Play the audio again for them to repeat.)

Oral Practice

1. SC Activity: Stimulus & Response-Numbers (7-10 m)

Introduction: Let's practice the numbers.

Procedure: Let's divide the group into two teams; team 1 and team 2. I say a number and the first student in each team runs to the board and writes the number I say. The first student to do it correctly gets a point for his/her team.

Cues:

34	57	98	29	17	63	74	87
21	46	100	50	12	94	85	39

2. SC Activity: Stimulus & Response-Numbers (7-10 m)

Introduction: Let's practice the numbers.

Procedure: Write 2 numbers in your notebook. Don't show the number to your classmates. Now, let's divide the group into two teams again. You say a number and a person from the other team writes the number on the board; for example fifty-eight. You can't write the numbers 58! The team that gets the most correct numbers wins.

Cues: (student's cues)

3. SC Activity: Stimulus & Response-Numbers (7-10 m)

Introduction: Let's practice the numbers.

Procedure: Can you add? (Explain this to students.) Let's add some numbers. I say two numbers and you write the answer in your notebooks.

For example:

I say: What's 20 and 15? And you write 35 (write the number on the board) in your notebook. (Do 2-3 examples with students. When you finish, write the correct answers on the board for them to see.)

Cues:

What's 45 and 33?	78
What's 67 and 24?	91
What's 76 and 10?	86
What's 58 and 42?	100
What's 81 and 13?	92

Slide 10: Speaking (10 m)

1. Can you tell me the names of all the students in class? Let's see if you know all the names. Work in groups of 4-5 and say the names of your classmates. (Show the slide with the example.) Stand up and practice saying the names of your classmates. (Let students do this, when they know the names of the people in their small groups, mix up the groups, so that they can learn all the names of their classmates.)

Slide 11: Reading, Listening and Speaking (15 m)

1. Open your books to page 9. Look at the picture. Now, listen to the dialog and write the names of the students in the spaces in your books. (Play the audio 1-2 times for students to answer.)
2. Let's check your answers. Who is A? (Lucy.) And B? (Manuel.) C? (Eric.) And D? (Barbara.)
3. (Click on the slide.) Look at the slide. Please repeat after me. (Say each of the Sub+verb and have students repeat.) Can we say these things in a shorter way? Look at the dialog at the top of the slide. What does Barbara say, I am or I'm? (I'm.) Right, so we use contractions in English. (Click on the slide twice.)
4. What is the contraction for "I am?" (I'm.) And for "You are?" (You're.) Etc. What are the changes you can see? (Point out that we eliminate some letters to make the contraction and that contractions are very common in English. Click on the slide.) Now, repeat each of the contractions after me. (Say each contraction and have students repeat them until they can say them well.)
5. Now, work in pairs. Point to different classmates and say their names. (Click to show the next slide. Do the example with a student, then let them work in pairs. Walk around and help them if necessary.)

Oral Practice (7-10 m)

1. SC Activity: Chain Activity-Commands (7-10 m)

Introduction: Let's practice saying all the student's names.

Procedure: I say my name, then you say your name. The next person says his name, your name and my name. Etc. (Do the chain with all the students if possible. If it's too hard, do a chain with 10 students, and then start over and do it again with the other 10 students.)

For example:

T: I'm Erica.

S1: I'm Marcos and you're Erica.

S2: I'm Laura, he's Marcos and you're Erica.

S3: I'm Ernesto, she's Laura, he's Marcos and you're Erica.

Etc.

Slide 12: Homework (3-5 m)

1. ¿Cuáles fueron los objetivos hoy? ¿Qué palabras nuevas vimos hoy? ¿Qué gramática nueva vimos hoy? ¿De que hablamos hoy?
2. ¿Tienen alguna duda o pregunta acerca de la clase de hoy?
3. For homework, do pages 6 and 7 in your workbook.

Sky High Starter: Unit 1, Lesson 2

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. Who is in the classroom today? Look at the picture. Are the three people students? Let's look at the dialog. (Click on the slide.) Let's read the dialog. (Point to the person speaking while you read the complete dialog to students.)
2. Let's practice the dialog. Work in trios. One student is the teacher and the others are Student A and Student B. Use your own names. (Let students practice, have them switch roles when they finish.)

Slides 6-16: Vocabulary/Repeat (20 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time.
2. **Meaning:** Use the picture to show the meaning of the word. If they don't understand, you may have to use Spanish.
3. **Recognition:** I show a picture and you say the correct occupation. (Click on the slide; as you do, different occupations will appear. Do this chorally with all the pictures. When you finish, go back to the beginning of the slide and do it individually. You may have to go back to the beginning of the slide on various occasions so that each student gets to say one profession.)
4. **Recognition:** I show a picture and you say the occupation that corresponds to the location or thing that you see. (Show the different locations/things and students say who works or belongs in the location. Click on the slide to show each location. Students say the location chorally; then go back to the beginning it and do them individually. Make sure each student gets to do one individually.)
5. Open your books to page 10, exercise 1. Match the pictures to the occupations. Write the correct occupation below each word. (Give them a few minutes to do this.) Now, let's check your answers. (Play the audio and have them listen to check their answers. Then, click on the slide to show the answers.)

Slide17: Language Assistant (Grammar) (10 m total)

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels.)
3. Point out certain patterns to students:
 - a. We use **"a"** before occupations beginning with a consonant sound.
 - b. We use **"an"** before occupations beginning with a vowel sound.

4. CP Activity: Recognition-Occupations with articles (5 m)

Introduction: Let's practice with occupations with articles.

Procedure: I say an occupation and you say the occupation with the correct article.

For example:

T: doctor

S1: a doctor

Cues:	homemaker	doctor	accountant
	engineer	office worker	receptionist
	student	teacher	

Slides18-19: Reading, Listening and Speaking (30 m total)

1. (Click on the slide. Students can look at the slide or their books.) Open your books to page 10, exercise 2. Look at the dialogs. (Give students a minute to read the dialogs.) Now, listen to the dialogs. (Play the audio once.)

2. Now, listen again, and repeat after the audio. (Play the audio again and have students repeat.) Have students repeat the sentences after you. Do each example first chorally and then individually.
3. Look at the slide. (Click to show the information.) To ask about a person's occupation we say: What do you do? (Repeat 3 times. **DO NOT** explain the grammar of this sentence; teach it as an expression only.)
4. Look at the slide. (Click twice to show the intonation and the first dialog.) The first time we ask a question, we say: "What do you **do**?" We say the second "do" stronger. (Say the sentence and have students repeat it 3 times.) (Click on the slide.) The second person to ask, changes the intonation. We say: What do **you** do?" We say the "you" stronger. (Say the sentence and have students repeat it 3 times.)
5. Work in pairs and complete the chart on page 10, exercise 2a. (Check student's answers orally.)
6. Now, work in pairs and practice the conversation. Use your own information. Use the correct intonation. (Give students time to do this. If they ask about any professions that haven't been taught, give them the word and write the words on the board. You will explain and go over those words with the whole group in a minute.)
7. Let's look at some professions of the students in this class. Please repeat: (Say each profession 3 times and have students repeat. Explain the professions if necessary.)
8. Open your books to page 10, exercise 2c. Look at the chart. What information is necessary? (Name and occupation of 3 classmates.) Now, in a minute you are going to stand up and ask three classmates their names and professions.

For example: T: What's your name?

S2: Elena.

T: Name-Elena (mimic writing) What do you do?

S2: I'm a dentist.

T: Occupation-dentist (mimic writing)

T: Do this with three classmates. (Give them time to do this.)

Slide 20: Listening and Speaking (5-7 m)

1. Look at the dialog in your book on page 11, exercise 3a. Let's read the instructions. (Go over the instructions with the group.) Now, listen to the audio and fill in the correct word: he's or she's. (Play the audio.)
2. Now, work in pairs and check your answers. (Click on the slide to show the answers.)
3. Listen again and practice the conversation. Use the information from page 10, exercise 2c.

For example: T: Who's that?

S4: That's Pablo. He's an accountant.

T: Who's that?

S4: That's Tere. She's a student.

Etc.

(Let students practice, monitor and help them if necessary.)

Slide 21: Grammar Builder (35-40 m total)

1. (Show the slide.) What words are missing? What word goes in the first blank? (It) Right. (Click on the slide to show the answer.) And what goes in the second blank? (is). Correct. (Click on the slide to show the answer. Continue this way until you have all the answers.)
2. Now, what are the contractions for these words? Open your books to page 11, exercise 4. Work in pairs to fill in the information for section 4a only. (Walk around and help if necessary. When they finish say:) Let's check your answers. (Click on the slide to show the answers.)
3. Do you have any questions? (Explain anything that's not clear.)
4. Now, in pairs complete the table in exercise 4b. (While they are working, put the table on the board with the blank spaces. When they are ready say:) Let's check your answers. Who wants to write in the information for "I"? (Have different students come to the board and write the answers. Correct any mistakes.) Any questions?

5. Let's look the dialog in exercise 4c. Work in pairs and complete the conversation. (Monitor students.)
6. Let's check your answers. Listen to the audio. (Play the audio for students to check the answers. Then click on the slide to show the answers.)
7. Let's practice. Practice the conversation in pairs. (Have them do the conversation as it is in the book, then have them switch.) Practice the conversation with your own information. (Have them do the conversation again using their own information. When they finish, have them switch.)
8. Now, close your books. Practice the conversation without the book. (Change the slide so they can't see the dialog. Accept any logical conversation even if it isn't exactly the same as the one in the book.)

9. **SC Activity: Chain Drill-Occupations with I, you , he, she (10 m)**

Introduction: Let's practice with occupations.

Procedure: You say your occupation and then say the occupation of your classmates. (Have students' occupations, their classmates' occupations and your occupation. Stop the chain and restart it after 10 students so that it doesn't get too long.)

For example:

T: I'm a teacher.

S1: I'm an accountant and you're a teacher.

S2: I'm a student, he's an accountant and you're a teacher.

Etc.

Slide 22: Speaking (10 m total)

1. What can you say when you don't know something? We say: "I don't know." (Say the expression 3 times and have students repeat.)
2. Let's practice a dialog. Look at the slide. Work in trios and ask about other classmates. (Have them do it various times, and then switch roles so that they can practice each role.)
3. (Change the slide so they can't see the dialog.) Now, let's practice again without the dialog. (Have them practice again without looking.)

Slide 23: Additional Material (fast finishers) (20-25 m total)

1. What are some other occupations? Let's look at some occupations that are almost the same in English and Spanish.
2. **Form:** Repeat the word 3 times and have students repeat after you each time.
3. **Meaning:** Use the picture to show the meaning of the word. If they don't understand, you may have to use Spanish.
4. **Recognition:** I show a picture and you say the correct occupation. (Click on the slide; as you do, different occupations will appear. Do this chorally with all the pictures. When you finish, go back to the beginning of the slide and do it individually. You may have to go back to the beginning of the slide on various occasions so that each student gets to say one profession.)
5. **SC Activity: Find Someone Who...-Occupations (10 m)**

Introduction: Let's practice with occupations.

Procedure: Imagine you have a new occupation. Think about your new name and new occupation. (Explain in Spanish if necessary.) Now, stand up and find someone who has the following occupations: (Click on the slide to show the occupations.)

For example: (Show the example on the slide. Go over the possible answers and the question.)

When you have a name for each occupation, sit down.

Slide 12: Homework (3 m)

1. ¿Cuáles fueron los objetivos hoy? ¿Qué palabras nuevas vimos hoy? ¿Qué gramática nueva vimos hoy? ¿De que hablamos hoy?
2. ¿Tienen alguna duda o pregunta acerca de la clase de hoy?
3. For homework, do pages 8 and 9 in your workbook.

Sky High Starter: Unit 1, Lesson 3

Slides 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board.

Slide 5: Warm up activity (3 m)

1. Who are these people? (Let students identify the people on the slide.) Are they famous? Tell me the name of some other famous people in Mexico. Do these people have the same occupation? Right, they have different occupations.

Slides 5-10: Vocabulary (20 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time.
2. **Meaning:** Use the picture to show the meaning of the word. If they don't understand, you may have to use Spanish.
3. **Usage:** Give an "example," and elicit a complete answer or example using the new word.

Word	Usage (teacher)	Usage (student)
actor	Salma Hayek is an actor . We can use actor for a man or a woman. Tell me the name of another actor .	XX is an actor .
singer	Luis Miguel is a singer . Tell me the name of another singer .	XX is a singer .
musician	Carlos Santana is a musician . Tell me the name of another musician .	XX is a musician .
movie director	González Inárritu is a movie director. Tell me the name of another movie director.	XX is a movie director .
fashion designer	This is Donatella Versace; she's a fashion designer . Tell me the name of another fashion designer . (Calvin Klein, Tommy Hilfiger, Ralph Lauren, Giorgio Armani, etc.)	XX is a fashion designer .
tennis player	Rafael Nadal is a tennis player. Tell me the name of another tennis player .	XX is a tennis player .
soccer player	(Cuauhtemoc Blanco) is a soccer player. Tell me the name of another soccer player .	XX is a soccer player .
model	This is Naomi Campbell; she's a model. Tell me the name of another model .	XX is a model .

4. **Recognition:** I show a picture and you say the correct occupation. (Click on the slide; as you do, different occupations will appear. Do this chorally with all the pictures. When you finish, go back to the beginning of the slide and do it individually. You may have to go back to the beginning of the slide on various occasions so that each student gets to say one profession.)
5. Open your books to page 12, exercise 1. Match the pictures to the occupations. Write the correct occupation below each word. (Give them a few minutes to do this. They may not recognize some of the people, and you'll have to help them with those pictures.) Now, let's check your answers. (Play the audio and have them listen to check their answers. Then, click on the slide to show the answers.)
6. Look at the pictures again. Who are the people in the pictures? What are their names? (If they don't know, tell them their names. A: David Beckham, B: Mariah Carey, C: Donatella Versace, D: Naomi Campbell, E: Roger Federer, F: Carlos Santana, G: Sandra Bullock, H: Steven Spielberg.)

Slide11: Reading, Listening and Speaking (15 m total)

1. (Click on the slide.) Open your books to page 12, exercise 2. Look at the dialogs. (Give students a minute to read the dialogs.) Now, listen to the dialogs and read. (Play the audio once.)

- Now, listen again, and complete the dialogs with the words you hear. (Play the audio again and have students complete the dialogs.) Compare your answers with a classmate. (After they have compared their answers, you can click on the slide to show the correct answers.)
- Listen again and repeat after the audio.
- Now, work in pairs and practice the conversations. Practice with different celebrities. (Give students time to do this. Monitor and help them if necessary.)

Slide 12: Grammar Builder (10 m total)

- Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
- Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels.)
- Point out certain patterns to students:
 - In **questions**, the order is **Verb + Subject**.
 - In **answers** the order is **Subject + Verb**.
 - The short answer in negative is the Subject + Verb in negative. You can use contractions.
 - The short answer in affirmative is the Subject + Verb in affirmative. You **can't** use contractions.
- Look at page 13, number 3a. Look at the information in the table. (Give students a few minutes to do this.)
- Now, look at 3b. Put the sentences in the correct column. (Give them a minute to do this. Check the answers orally.)

Slides 12-13: Repeat/Complete: Questions & Short Answers Aff. (7 m)

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

Slides 14-15: Repeat/Complete: Questions & Short Answers Neg. (7 m)

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

Slides 16-18: Grammar Builder Cont. (25-30 m total)

- Open your books to page 13, exercise 3c. Work in pairs to complete the questions. (Give students time to do this. Monitor them carefully and help them with any problems.)
- Now, let's listen to the audio. Check your answers. (Play the audio for them to check their answers, then click on the slide to show the correct answers. **Note: tell your students that the answers in the audio are in a different order.**)
- SC Activity: Stimulus & Response-Occupations (10 m)**

Introduction: Let's practice with occupations.

Procedure: I say an occupation and you say a person who has that occupation.

For example:

T: singer

S1: Luis Miguel is a singer.

Cues: (Use each cue more than once.)

actor	tennis player	movie director
musician	model	singer
soccer player	fashion designer	

4. **SC Activity: Question & Answer-Occupations (10 m)**

Introduction: Let's practice with occupations.

Procedure: What are some occupations you know? (Write different occupations on the board; include some from the previous class.) Imagine you have a new occupation and a new name. Write your new name and occupation. Don't show your classmates. (Mimic. Click on the slide to show that you want them to write their new name and occupation.) Now, let's ask questions to find out the student's new names and occupations.

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

Slide 22: Speaking (10-15 m total)

1. Open your books to page 13 and look at exercise 3c. Practice the different dialogs. Then, switch roles and do them again. (Let students practice and monitor them.)
2. Now, let's practice without the book. Close your books and practice one dialog without the book. (Give them a few minutes to do this.) Now, who wants to do the dialog for the group. (Have several pairs do the dialog for the group.)

Slide 23: Additional Material (fast finishers) (20-25 m total)

1. What are some other occupations? Let's look at some other occupations of famous people.
2. **Form:** Repeat the word 3 times and have students repeat after you each time.
3. **Meaning:** Use the picture to show the meaning of the word. If they don't understand, you may have to use Spanish.
4. **Recognition:** I show a picture and you say the correct occupation. (Click on the slide; as you do, different occupations will appear. Do this chorally with all the pictures. When you finish, go back to the beginning of the slide and do it individually. You may have to go back to the beginning of the slide on various occasions so that each student gets to say one profession.)
5. **SC Activity: Find Someone Who...-Occupations (15 m)**

Introduction: Let's practice with occupations.

Procedure: Write an occupation and name on a piece of paper. Be creative. (Give them a minute to do that.) Now, give me the papers. (Collect the papers and redistribute them to the students.) Now you have a new occupation and name. Imagine you are at a party. Stand up and meet the people at the party. Introduce yourself and tell people your new name and occupation. (Explain in Spanish if necessary.)

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

Follow up: Tell the class about some of the people you met.

For example: This is Ronaldinho. He's a soccer player. And this is Shakira. She's a singer and dancer.

Slide 12: Homework (3 m)

1. ¿Cuáles fueron los objetivos hoy? ¿Qué palabras nuevas vimos hoy? ¿Qué gramática nueva vimos hoy? ¿De que hablamos hoy?
2. ¿Tienen alguna duda o pregunta acerca de la clase de hoy?
3. **For homework tell students to bring 2 pictures of famous people to class; they should be people who are NOT dead. They can be pictures from a magazine or newspaper.**
Also, do pages 10 and 11 in your workbook.

Sky High Starter: Unit 1, Lesson 4

Slides 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board.

Warm up activity (10-15 m)

1. **SC Activity: Stimulus & Response-Occupations**

Introduction: What are some occupations you know, now? Let's make a list on the board.

(Write the occupations students mention on the bb.)

Procedure: Let's divide the group in two teams. I will say an occupation in the ear of one student and that student will come to the front and act out the occupation. The first team to ask the correct question for the occupation gets a point.

For example:

T: (Whisper "office worker" into a student's ear.)

S1: (Acts out being an office worker.)

Team 1: Are you a receptionist?

S1: No, I'm not.

Team 2: Are you a student?

S1: No, I'm not.

Team 1: Are you an accountant?

S1: No, I'm not.

Team 2: Are you an office worker?

S1: Yes, I am.

T: Team 2 gets one point.

Cues:

actor

tennis player

movie director

musician

singer

model

fashion designer

soccer player

teacher

student

engineer

accountant

pilot

dentist

doctor

dancer

race car driver

homemaker

basketball player

receptionist

artist

chef

movie director

musician

Slides 5-6: Reading & Listening (18-20 m)

1. Let's listen to a song. First, look at the slide. What information are you going to listen for? (Go over the three things on the slide. Make sure they understand what you're looking for. Play the audio only once if possible. If it's too hard, play it again.)
2. Now, work in pairs and compare your answers. (Check their answers orally. Don't say if their answers are correct or incorrect at this point. This exercise is for discovery.)
3. Now, look at the next two questions. Listen again and see if you can find the answer to the questions. (Go over the questions on the slide. Make sure they understand the questions. Play the audio only once if possible. If it's too hard, play it again.) Now, work in pairs and compare your answers. (When they have finished discussing their answers, click on the slide to show the answers.)
4. Now, open your books to page 14. Look at the picture. Read and listen to the song. (Play the audio again.)
5. Let's listen again to the first four lines. Pay attention to the pronunciation of "What do you do?" (Click on the slide to show the question. Play the first 4 lines of the audio again.)
6. Is it possible to hear each word of the question in the song? What does the question sound like? What word or words aren't pronounced completely? (do and you) So, when we ask this question with normal intonation in English we say "**what dyou do**" not "**what do you do.**"
7. Let's listen again and see if you can hear the question. (Play the audio again for them to identify the correct pronunciation of the question.)

Slides 7-8: Reading, Writing, Listening and Speaking (15-20 m total)

1. Open your books to page 15, exercise 2. Look at the information in the box. Work in pairs and write the sentences in the correct blank spaces in your books to form a logical conversation. (Give students time to do this.)
2. Now, listen to the dialogs and check your answers. (Play the audio once or twice. When they have finished, tell them to look at the slide for the answers.)

3. FP Activity: Role Play-Occupations (10 m)

Introduction: Let's practice with occupations.

Procedure: Create a new person; think of a new name and occupation for yourself. (Give students a few minutes to do this.) Now, what are some questions you know? (Write the questions they mention on the board. These should include: What's your name? Who's that? Are you a...? What do you do?) Now, imagine you are at a party. Stand up and meet the other people in the class. Find out their new names and occupations.

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

Slide 9: Oral Activity: Use the magazine cut outs students have brought in. (15 m)

1. SC Activity: Guessing Game-Occupations (15 m)

Introduction: Let's look at the occupations of the people in the pictures you brought to class today. (Have students show you the pictures and tell you the names of the people. If there are people that students don't know the professions for, teach those professions. You may have things like: politician, president, etc.)

Procedure: Now, give me all the pictures. One student will come to the front of the class and stand with his back to the board. I will put the picture of the famous person on the board so the student can't see it. The student needs to ask questions to guess who "she/he is" according to the picture. He/she can only ask yes/no questions. (Explain this in Spanish if necessary.)

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

Slide 10: Reading and Writing (15-20 m total)

1. Open your books to page 15, exercise 3a. Look at the information in the box. Work in pairs and complete the dialog. (Give students time to do this. When they finish, click on the slide to check their answers.)
2. Now, work in pairs and write a similar conversation. When you finish, you can present it to the class. (Give them time to write their conversation, help them if necessary. When they finish, have different pairs go to the front to do their dialogs.)

Speaking (10 m total)

1. Open your books to page 12, exercise 4. Look at the pictures. Try to identify the people and the occupations. (Students should work individually on this. When they finish, see who got the most correct.)
2. Who is in the first picture? Anyone? What's his occupation? (Tommy Hilfiger-fashion designer.) What about the second? (Serena Williams-tennis player) Etc. (Answers: C: Pedro Almodóva-movie director; D: Shaquille O'Neal-basketball player; E: Nicole Kidman-actor; F: Ronaldinho-soccer player; G: Claudia Schiffer-model; H: Enrique Iglesias-singer)
3. Now, work in pairs and point to a picture and ask yes/no questions about the person. (Let students do this, monitor them and help if necessary.)

Slides 11-12: Writing Activities (25-35 m total)

1. Writing Activity: What's the order?-Occupations (10-15 m)

Introduction: Let's play a game.

Procedure: Let's divide the group into two teams. I show you a sentence, but the sentence is scrambled (revuelto). One person from each team comes to the board, and writes the sentence in the correct order. The first person to get the correct order, gets a point for his/her team.

For example:

T: (Write on the board.) [do / do / what / ? / you] What's the correct order for this?

Ss: What do you do?

T: Correct. Let's start. (Click on the slide. As you do, each sentence will come up. Each student should have at least 1 opportunity to write a sentence on the board.)

2. Writing Activity: Correct the Mistake-Occupations (10-15 m)

Introduction: Let's play another game.

Procedure: Can you find mistakes in English? Let's see. Let's divide the group into two teams again. (Make sure to mix up the students so they aren't the same people on the teams.) I show you a sentence, but the sentence has errors. One person from each team comes to the board, and writes the correct sentence. The first person to get the correct sentence, gets a point for his/her team.

For example:

T: (Write on the board.) [Are you model?] What's the correct question?

Ss: Are you a model?

T: Correct. Let's start. (Click on the slide. As you do, each sentence will come up. Each student should have at least 1 opportunity to write a sentence on the board.)

3. Dictation Activity: Occupations (5 m)

Introduction: Let's do a dictation.

Procedure: I say an occupation and you write it in your notebook.

Cues: engineer teacher fashion designer musician singer

(When you finish, ask students to go to the board and write the words. Check spelling.)

Slide 13: Dictation Activities (10 m)

1. Dictation Activity: Occupations (10 m)

Introduction: Let's do another dictation.

Procedure: I am going to read a dialog. These two people are talking. (Click on the slide to show Gabriela and Sandra.) Write what you hear. (Click on the slide once to show the how many lines there will be. Read each sentence or part of a sentence twice and give them time to write. When you finish, tell them to exchange notebooks and check each other's work. Click on the slide to show the complete dialog.)

For example:

S: Hi.

G: Hi. I'm Gabriela. What's your name?

S: I'm Sandra. Nice to meet you.

G: Nice to meet you.

S: Are you a fashion designer?

G: No, I'm not. I'm a singer. What do you do?

S: I'm a teacher

Slide 14: Homework (3 m)

4. ¿Cuáles fueron los objetivos hoy? ¿Qué palabras nuevas vimos hoy? ¿Qué gramática nueva vimos hoy? ¿De qué hablamos hoy?
5. ¿Tienen alguna duda o pregunta acerca de la clase de hoy?
6. Write a dialog like the one on page 15, exercise 2a. Write 6-8 lines maximum.

Sky High Starter: Unit 2, Lesson 1

Slide 2: Homework (5 m)

1. Students wrote dialogs like the one on page 15, exercise 2a for homework. Have them work in pairs and act out their dialogs. Then collect the homework to check it. Give it back to them the next class.

Slide 3: Objectives (3 m)

1. Write the objectives on the board.

Slides 4-5: Warm up activity (15 m)

1. Look at the pictures. What do they do? (Have students identify all the occupations as a review.)
2. Now let's play. Imagine you are one of the occupations on the slide. Now walk around the class and ask questions to complete the chart. (Explain in Spanish if necessary. Practice once using the example on the slide. Bring one student to the front to role play with you.)

Slides 6-13: Vocabulary/Repeat/Complete (15 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time.
2. **Meaning:** Use the picture to show the meaning of the word. If they don't understand, you may have to use Spanish.
3. **Recognition:** I show a picture and you say what it is. (Click on the slide; as you do, the different pictures will appear. Do this chorally with all the pictures. When you finish, go back to the beginning of the slide and do it individually. You may have to go back to the beginning of the slide on various occasions so that each student gets to say one vocabulary word.)

Slide 14: Listening (10 m)

1. (Ask each student to give you the following objects.) Give me a... (cell phone, a bag, a book)
2. Now hold up each object and ask them. What's this in English?
3. Now look at page 16, exercise 1. Look at picture A, B and C. You are going to listen to 3 conversations. Number the pictures in order. (Play the audio and have them listen to check their answers. Then, click on the slide to show the answers.)

Slide 15 Word Builder (15m)

1. Look around the classroom. Co you see a board? (Point to your eyes to show "see") Yes, so you circle (mime circle in the air.) yes.
2. Get into pairs and complete exercise 2c. (Give them time to complete the task. Monitor students and help them with any words they don't know. Answers will vary; some students may have the items in their personal belongings.)
3. Now listen to the words and repeat. (This is the moment students practice pronunciation of the new words. Listen for problems as the students repeat.)

Slide 16 Word Builder-Oral Practice (5m)

1. Get into pairs. Student A will point to an object. Student B will point to the object and say the word.

For example: (Look at the slide for a visual of the example.)

S1: Point to the desk.

S2: Desk (Pointing with his finger to the desk in the book.)

S2: Point to the...

S1: _____

Slide17: Language Assistant (Grammar) (5 m total)

1. Teacher shows the slide; explain this and that.
2. Point out certain patterns to students:
 - a. We use **"this"** when the item is close. You can touch it.
 - b. We use **"that"** when the item is far. You can't touch it.
 - c. We use **"this"** and **"that"** to talk about singular; one thing.

(To better explain put the eraser in your hand and emphasizing THIS. Say **this is an eraser**. After that put the eraser on the teacher's desk and stand away from the eraser; on the other side of the room. Say **that is an eraser**.)

Slides 18-19: Repeat/Complete (7m)

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: Language Practice (5 m)

1. **CP Activity: Recognition-Items with this and that (5 m)**

Introduction: Let's practice with the different items.

Procedure: I show you the slide. You tell me the sentence.

For example:

T: (Click on the slide.)

S1: This is a desk.

Slide 21: Language Assistant & Oral Practice (10 m)

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels.)
3. Point out certain patterns to students:
 - a. We use **this** for things that are **close**; we can touch. We use **that** for things that are **far**; we can't touch.
 - b. In **questions**, we ask with **this** or **that**, but in the answer, we use **it**.
 - c. We use the verb **is** with **this**, **that** or **it**.
4. **SC Activity: Question – Answer: This and That**

Introduction: What's this...?

Procedure: Get into pairs. Ask each other questions about things you find in your classroom.

For example:

S1: What's this? (Shows his book.)

S2: It's a book

S2: What's that? (Points to the board.)

S1: It's a board.

Slide 22: Reading, Listening and Speaking (15 m total)

1. (Click on the slide. Students can look at the slide or their books.) Open your books to page 17, exercise 3a. Look at the dialog. (Give students a minute to read the dialog.) Now, listen to the dialog. (Play the audio once.)
2. Now, listen again, and repeat after the audio. (Play the audio again and have students repeat.) Have students repeat the sentences after you. Do each example first chorally and then individually.
3. Now, work in pairs and practice the conversation. Talk about things in your classroom. (Give students time to do this. If they ask about any words they haven't been taught, give them the word and write the words on the board. You will explain and go over those words with the whole group in a minute.)

For example: S1: What's this?

S2: It's a cell phone.

S1: How do you spell it?

S2: C-E-L-L-P-H-O-N-E

S2: What's that?

S1: It's...

Slide23: Language Assistant (Grammar) (5 m total)

1. Teacher shows the slide; explain **these** and **those**.
2. Point out certain patterns to students:
 - d. We use **“these”** when the items are near. You can touch them.
 - e. We use **“those”** when the items are far. You can’t touch them.
 - f. We use **“these”** and **“those”** to talk about plurals. More than one thing.

(To better explain, put two pens in your hand and emphasizing THESE. Say: **These are pens**. After that put the two pens on the teacher’s desk and stand away from the pens; on the other side of the room. Say: **Those are pens**.)

Slides 24-25: Repeat/Complete (5 m)

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

Slide 26: Language Practice: (5 m)

CP Activity: Recognition-Items with these and those (5 m)

Introduction: Let’s practice with the different items.

Procedure: I show you the slide. You have to tell me the sentence.

For example:

T: (Click on the slide)

S1: These are desks.

Slide 27: Language Assistant & Oral Practice (10 m)

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students’ participation. (Click on the slide to show the labels.)
3. Point out certain patterns to students:
 - a. We use **these** for things that are **close**; we can touch. We use **those** for things that are **far**; we can’t touch.
 - b. In **questions**, we ask with **these** or **those**, but in the answer, we use **they**.
 - c. We use the verb **are** with **these**, **those** or **they**.
4. **SC Activity: Question – Answer: These and Those.**

Introduction: What are these...?

Procedure: Get into pairs. Ask each other questions about things you find in your classroom.

For example:

S1: What are these? (Shows his books.)

S2: They’re books

S2: What are those? (Points to the board.)

S1: They’re boards.

Slides 28: Reading, Listening and Speaking (15 m)

1. (Click on the slide. Students can look at the slide or their books.) Open your books to page 17, exercise 4a. Look at the dialog. (Give students a minute to read the dialog.) Now, listen to the dialog. (Play the audio once.)
2. Now, listen again, and repeat after the audio. (Play the audio again and have students repeat.) Have students repeat the sentences after you. Do each example first chorally and then individually.
3. Work in pairs and practice the dialog.
4. Now, look at page 17 exercise 4b. Work in pairs and practice plurals with the words in the box. Students A, holds or points to the object; student B says the word.

For example: (Refer to book for example.)

5. Let's practice singular and plurals. Look at page 17 exercise 4c. Talk about things in your classroom. (Give students time to do this. If they ask about any words they haven't been taught, give them the word and write the words on the board. You will explain and go over those words with the whole group in a minute.)

For example: S1: What's this?

S2: It's a cell phone.

S1: What are those?

S2: They're books.

S2: What's that?

S1: It's...

Oral Practice (10 m)

1. **SC Activity: Question & Answer-This, that, these, those (10 m)**

Introduction: Look.

Procedure:

1. (Give students a blank sheet of paper.) I want you to draw one thing of the vocabulary words. (Draw an example on the board. Draw a rectangle simulating a sheet of paper. Draw one cell phone.) On the other side I want you to draw two things of the vocabulary words. (Draw the example on the board. Draw another rectangle simulating a sheet of paper. Draw two windows.)
2. Now walk around the room finding a partner and you show your sheets of paper. You will show yours and say this or that and you point to your partner and say that or those. When you finish find another partner.

For example:

S1: (Shows his sheet of paper.) This is cell phone.

S2: (Shows his sheet of paper.) This is a book.

S1: (Turns over the sheet of paper.) These are windows.

S2: (Turns over the sheet of paper.) These are maps.

Slide 29: Homework (3 m)

1. ¿Cuáles fueron los objetivos hoy? ¿Qué palabras nuevas vimos hoy? ¿Qué gramática nueva vimos hoy? ¿De qué hablamos hoy?
2. ¿Tienen alguna duda o pregunta acerca de la clase de hoy?
3. Make a clock for homework with hands that move. Also, prepare cards (tarjetas bibliográficas) with the numbers 1 to 20 (one card per number.) For homework, do pages 12 and 13 in your workbook.

Sky High Starter: Unit 2, Lesson 2

Slides 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board.

Slide 5: Warm up Activity (5 m)

1. Look. What number is this? (Repeat several times to review numbers.)
2. (Have them take out the number cards they made for homework.) Show me 6! (Students must say the number when they hold up the card. Repeat this several times to review the numbers.)
3. Now we are going to play the ship is sinking. I will say "The ship is sinking, the boats have 5" You must get into groups of five. If you are left without a group you sit down. (You will probably have to explain this in Spanish. Do this with numbers 1 to 12.)

Slides 6-7: Vocabulary/Repeat/Complete (10-15 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time.
2. **Meaning:** Use Spanish to explain days of the week if necessary
3. **Recognition:** Look at this week. These people study English different days of the week. What day does the model study? Monday! Excellent. (Repeat several times to practice the days of the week. For a little more challenge you can ask "Who studies on Saturdays? The fashion designer!")
4. (Start with a day of the week (eg. Monday) and throw an object to someone. It can be a sheet of paper made into a ball. Try to get them to say the next day of the week and throw the object to someone else. Continue this a few times to give students a chance to remember the new vocabulary. You can also do this in reverse: You say Friday and they say Thursday. Etc.)

Slide 8: Listening (7 m)

1. (Books closed, play the audio and have students repeat, correcting any pronunciation mistakes.)
2. Open your books to page 18, exercise 1a. Listen to the audio and complete the task. (Click on the slide to check answers.)

Slide 9: Oral Practice-Time (5-7 m)

1. (Ask a student to come to the front of the class and model the dialog with you.)
2. Now practice the dialog with the whole class.
3. Now divide the class in two. One half is A and the other B. (Once they finish have them switch roles.)
4. Now get into pairs and practice.

Slide10: Language Assistant (Grammar) (7 m total)

1. Teacher shows the slide; explains time
2. Point out certain patterns to students:
 - a. We use **"It's"** for all times. It's 5 o'clock. (Show the time on your clock.)
 - b. We say **"What time is it?"** to ask for the time. (Go to a student and ask him to give you the current time.)
 - c. We say **"What day is it?"** to ask what day it is. (Ask a student to tell you what day it is today.)
 - d. To say an exact hour, we say a **number + o'clock** (9:00=nine o'clock)
 - e. To say 8:15 we say "It's eight **fifteen**."
 - f. To say time from 2:01 to 2:09 we say two **oh-one**, two **oh-nine**.
 - g. To say 5:30 we say five **thirty**.

Slide 11: Oral Practice-Time (5-10 m)

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

Introduction: Let's practice.

Procedure: Get into pairs and practice asking each other time. Use the examples from the board, and then try some on your own. (Monitor students to check that they pronounce the times correctly. Emphasize the use of o'clock, fifteen, oh-five and thirty.)

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

Slide 12: Word Builder (7-10 m)

1. Listen and repeat. (Books closed, play audio **track 27** and have students repeat, correcting any pronunciation mistakes.)
2. Open your books to page 18, exercise 2a. Listen to the audio again and repeat the times.
3. Now, I say a time and you will write it. (Say different times and have students write them. Then, write the times on the board so students can check them.)
4. Open your books to page 18, exercise 2b. Listen to audio **track 28** and complete the task. (Repeat the audio if necessary. Click on the slide to check answers.)
5. Now, listen again and repeat after the audio.

Slides 13-14: Repeat/Complete (5-7 m)

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

Word Builder Oral Practice (5-7 m)

1. **CP Activity: Recognition-Time**
Introduction: What time is it?
Procedure: (Previous to class prepare two balls and a clock.) Get into a circle I will throw one ball to one student and the one to another student. The first student asks the time. The other student says the time according to my clock.
For example:
 S1: What time is it? (Teacher's clock says 5:30.)
 S5: It's 5:30.

Slide 15: Listening and Speaking (10 m)

1. Open your books to page 19, exercise 3a. What do you see? (Let students answer in Spanish.) Look at the sentences. What do you think is happening? (Make sure they grasp the situation clearly.)
2. Listen to the audio and number the sentences in the correct order. (Play the audio again if needed.)
3. Get into pairs and agree on your answers. (Play the audio again if needed. Click on the slide to check answers.)
4. Now let's practice the dialog. (Have the whole class say the dialog.)
5. (Now divide the class in two. One half is the man and the other half is the lady. Once they finish, have them switch roles.)
6. Now get into pairs and practice. You can change the time and day.
7. Find a different pair and practice the dialog again.

Slide 16: Oral Practice (10-15 m)

1. **CP Activity: Recognition-Time and day**
Introduction: Let's go to the movies.
Procedure: Get into pairs. Look at the movies playing at the cinema. Ask each other questions about what time each movie is. Agree on what movie you are going to see, what day and time.
For example: (Look at the slide for the example)

Slide 17: Reading and Writing (7-10 m)

1. Look at the picture. Is it the same place as exercise 3? Yes! It's a beauty salon. (Explain the word if necessary.)
2. Explain in Spanish that they shouldn't worry about the new expressions in the conversation.
3. Get into pairs. Look at page 19, exercise 4. This is a reading about the beauty salon read the text and complete the task. (Give them a short time limit of three or four minutes. Click on the slide to check their answers. Make sure you focus on the correct information and not on perfect sentences. Answer any doubts they might have.)

Slide 18: Oral practice- Time (15-23 m)

1. **CP Activity: Recognition-Time (5-7 m)** (This activity is a preview to the board game.)
Introduction: Let's practice.
Procedure: I show you the slide and you tell me what time it is. (Monitor students to check they pronounce the times correctly. Emphasize the use of o'clock, fifteen, oh-five and thirty.)
For example: (See the board for the example.)
2. **SC Activity: Stimulus & Response – Time (10-15 m)**
Introduction: Let's play!
Procedure: Get into pairs. (Give each pair of students a game board.) Each student needs a token and a coin. "Aguila" you move one space. "Sol" you move two spaces. When you land on a space you have to say the time. If it's wrong you move back one space.

Slide 19: Homework (3 m)

1. ¿Cuáles fueron los objetivos hoy? ¿Qué palabras nuevas vimos hoy? ¿Qué gramática nueva vimos hoy? ¿De qué hablamos hoy?
2. ¿Tienen alguna duda o pregunta acerca de la clase de hoy?
3. For homework, do pages 14 and 15 in your workbook.



Sky High Starter: Unit 2, Lesson 3

Slide 2: Homework (5 m)

Slide 3: Objectives (3 m)

1. Write the objectives on the board.

Warm up Activity (5-7 m)

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

Introduction: What time is it?

Procedure: (Previous to class prepare two balls and a clock.) Get into a circle I will throw one ball to one student and the one to another student. The first student asks the time. The other student says the time according to my clock.

For example:

S1: What time is it? (Teacher's clock says 5:30.)

S5: It's 5:30.

Slides 4-11: Vocabulary (20-25 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time.
2. **Meaning:** Use the picture to show the meaning of the word. If they don't understand, you may have to use Spanish.
3. **Usage:** Give an "example," and elicit a complete answer or example using the new word.

Word	Usage (teacher)	Usage (student)
concert	A concert is this. When a famous person sings in front of people. What concert do you want to see?	An (Alejandro Fernandez) concert .
interview	When you ask for a job you go for an interview . (With a student mime that you are interviewing him.) Are interviews difficult or easy?	Interviews are...
date	When a boy and a girl go out they go on a date . What's your favorite date , movies, dinner?	My favorite date is...
meeting	When the boss gets together with his employees he has a meeting . (Point to the picture.) Are meetings interesting or boring?	Meetings are...
game	When two teams play soccer they play a game of soccer. What soccer game did you see Sunday?	(They mention what soccer game they saw.)
party	When it is your birthday you have a party . Are parties usually on Saturdays or Mondays?	Parties are usually on Saturdays.
graduation	When you finish the university you will have a graduation . When is your graduation ?	My graduation is in _____ years.
picnic	When you take food to a park and eat you have a picnic . What do you eat on a picnic ?	Answers may vary accept answers in Spanish.

4. **Recognition:** I show a picture and you say the correct event it belongs to. (Click on the slide; as you do, different items will appear. Do this chorally with all the pictures. When you finish, go back to the beginning of the slide and do it individually. You may have to go back to the beginning of the slide on various occasions so that each student gets to say one event.)

5. **SC Activity: Stimulus & Response – Vocabulary (10-15 m)**

Introduction: Let's play charades!

Procedure: (Before the game prepare cards with one vocabulary word on each one. You also need to prepare an equal number of cards with times on them and the days of the week.) Let's divide the class into two teams. Team 1 sits on one side of the room; team 2 on the other. Team 1 selects the classmate to act out the information. Team 2 has 1 minute to guess the event, the day and the time. If you guess it correctly, you get one point. Each team takes a turn. The first team to reach 5 points wins.

For Example:

S1: (Mimes dancing)

Team 1: A party

S1: (Mimes the letters of Monday)

Team 1: A party on Monday.

S1: (Mimes 7:30)

Team 1: A party on Monday at 7:30

Slide 13: Oral Practice (10–15 m)

1. **SC Activity: Question & Answer - review verb to be/ time and day / vocabulary.**

Introduction: Guess what?

Procedure: (Before the game.) Write 3 events with the day and time of each event on a piece of paper. (See the slide for the example.) Work in pairs. Ask correct questions to find out the information. (Refer to example.) Once you guess, switch roles.

For example: (See slide for example.)

Slide 14-15: Listening (5-7 m)

1. Look at the three diary notes. What event does it say? (Explain wedding by showing the picture on the slide.) You are going to listen to the audio and match each conversation to the calendar. (Play the audio. If necessary play again. Click on the slide to check answers.)
2. Now look at the big picture on page 20. Conversation 3 belongs to this picture. Listen to conversation 3 again, but this time you are going to answer activity 1c on page 20. (Once they finish click on the slide to check answers.)

Slide 16: Word Builder (7-10 m)

1. Look at the pictures on page 21 exercise 2a. Now look at the words in the box. (Don't translate anything unless more than one student is totally lost when trying to understand.)
2. Get into pairs. Match the word with the correct picture.
3. Look at page 21 exercise 2b. Repeat the words after the audio. (Repeat as necessary.)

Slide 17: Language Assistant (3 m)

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Point out certain patterns to students:
 - a. We say **"on"** a day, **"at"** a time.

Slides 18-19: Repeat/Complete: Questions & Short Answers Neg. (5-7 m)

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

Slide 20: Oral Practice (10 m)**1. SC Activity: Question & Answer-Day and time (10 m)****Introduction:** Tell me!**Procedure:** Write on a piece of paper three events or activities you have this coming week. Get into pairs. Point to one of your partners events and ask him. When is....? What time is...? Switch roles after you finish.**For example:**

A: When is the party?

B: It's on Saturday.

A: What time is the party?

B: It's at seven thirty.

Slide 21: Oral Practice (Model Conversation) (10 m)

1. Model the conversation with one student first. (To demonstrate proper pronunciation.)
2. Have the whole class repeat the conversation after you.
3. Have students practice the conversation in pairs.
4. Then, have them do it again substituting their own information; they can practice this various times switching roles.
5. Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.

Slide 22: Language Assistant (5 m)

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation.
3. Point out certain patterns to students:
 - a. Verb to be in plural is **"are."**
 - b. In affirmative: **Subject + verb.**
 - c. In questions: **Verb + subject.**
 - d. Singular ***you*** and plural ***you*** are exactly the same.

Slide 23: Language Assistant-Plurals (7 m)

1. (On the board write **"model"** and **"soccer player"**. Explain students that to make these words plural we add an **"s"** at the end of the word. **For example: Model – models, soccer player – soccer players.** (Make sure you explain that in compound words you add the **"s"** to the second word.)
2. Let's practice! Get into pairs. Look at the slide and complete the chart. (Depending on time you can have them complete it in their notebooks.)

Slides 24-25: Repeat/Complete: Questions & Short Answers Neg. (7-10 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: Oral Practice (10-15 m)

1. Open your books to page 21, exercise 4a. Look at the picture. What event do you see there? A party! Very good. Get into pairs and complete the conversation with the words in the box. (Give them time to do this. Monitor your students and help them with any words they don't know. Click on the slide to check their answers.)
2. Now let's practice the conversation. With your partner, role play the dialog. When you finish switch roles. (Monitor your students and help them with any words they don't know.)

Slide 27: Homework (3 m)

1. ¿Cuáles fueron los objetivos hoy? ¿Qué palabras nuevas vimos hoy? ¿Qué gramática nueva vimos hoy? ¿De que hablamos hoy?
2. ¿Tienen alguna duda o pregunta acerca de la clase de hoy?
3. Do homework pages 16 and 17 in your workbook.

Sky High Starter: Unit 2, Lesson 4

Slides 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board.

Warm up Activity (5 m)

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

Introduction: What time is it?

Procedure: (Tell students to set their watches at any time they want.) Now I want you to go around the room and ask 5 different classmates what time it is. Write the name and the time of each classmate you ask. (Once everyone has finished ask different students what time they have.)

For example:

T: What time is it? (The teacher's clock says 5:30.)

S5: It's 5:30.

T: S3, what time does S7 have?

S3: 8:30.

Slide 5: Language Assistant Vocabulary (10-15 m)

1. **Form:** Repeat the expression 3 times and have students repeat after you each time.
2. **Meaning:** Explain the meaning by acting it out. If they don't understand, you may have to use Spanish. (As you click on the slide, the words will change color to show which word you are on.)
3. **Usage:** Give an "example," and elicit a complete answer or example using the new word.

Word	Usage (teacher)	Example
Excuse me.	You use this to interrupt a conversation. Or to leave a place. Excuse me , can I ask a question? Ask to open the door/window?	Excuse me , can I open the door?
May I come in?	When you want to enter a place, you say may I come in? S2, go outside. Now, ask to come into class.	Miss, May I come in?
Thank you.	To show appreciation for something. S3, give S7 a pen. S7, what do you say?	Thank you for the pen.
You're welcome.	The person you say thank you to, says you're welcome . S3, what do you say to S7?	You're welcome .
I'm sorry	When you want to apologize you say I'm sorry . S5, imagine you hit S4. (Mimic this for Ss.) What do you say?	I'm sorry I hit you.
I have to leave.	When it's necessary to go, you tell your friends I have to leave . Imagine, you are at a party with your friends. You look at your watch; it's 4:00 in the morning. What do you say?	I have to leave .
No problem.	When a person asks you for something, and it is ok you say; no problem . S9, can I borrow your pen?	No problem .
What's this / that (word in Spanish) in English?	When you want to know how you say a word in English you say, what's this in English? S5, ask me about the word <i>puerta</i> ?	What's <i>puerta</i> in English?
I don't know.	When you don't know something you say, I don't know . S6, what is <i>engrapadora</i> in English?	S: I don't know .
I don't understand.	When you do not comprehend an idea you say, I don't understand . (Say the following to a student fast:) "If I had been born in 1750, I wouldn't have driven a car." What do you say?	I don't understand .

Slides 6-7: Repeat/Complete: (7-10 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 8: Oral Practice (15 m)

1. **SC Activity: Question & Answer–Day and time of events.**

Introduction: What day is...? What time is...?

Procedure: (Use the cards at the end of this lesson plan; make sure you cut them out ahead of time. Click on the slide for the example.) This is a calendar of activities. You have to walk around the class asking for the information to complete the chart. You have to answer according to what your card says. If you don't have the answer remember the vocabulary we learned. (The events should be: graduation, picnic, meeting, party, interview, game, date, concert, seminar and wedding. Explain any words they don't know.)

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

Slide 9: Reading and Listening (15-20 m)

1. (Books closed have students listen to the song.) What day is it? What time is it? What time is the meeting? What time is the party? (Click on the slide; only show the questions.)
2. Open your books on page 22 exercise 1a. Listen to the song again, but this time I want you to underline the answers to these questions. (Play the song. Play it again if needed. Click on the slide to check answers.)
3. Now read the song with students and demonstrate the correct pronunciation of the different words. Monitor your students helping those that have a hard time.)
4. Now play the song again and invite everyone to sing.

Slide 10: Reading, Writing, Listening and Speaking (15-20 m)

1. Book closed. You are going to listen to two people talking. Listen to the conversation. (Play the audio and ask the following questions.) What is the name of the boy? (Brad.) Where is he going? (A game.)
2. Open your books to page 23, exercise 2a. Read the words in the box. (Answer any questions the students might have.) Now listen again and complete the conversation.
3. Get into pairs and compare your answers. (Play the audio again.)
4. (Click on the slide to check answers.)
5. Now I want you to practice the conversation in pairs.
6. (Have students come to the front and act it out.)

Slide 11: Oral Practice (Model Conversation) (10-15 m)

1. Model the conversation with one student first. (To demonstrate proper pronunciation.)
2. Have the whole class repeat the conversation after you.
3. Have students practice the conversation in pairs.
4. Then, have them do it again substituting their own information; they can practice this various times switching roles. (Tell students they can get some ideas from the book. Page 23 exercise 2c.)
5. Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.

Slide 12: Oral Practice (10-15 m)

1. **CP/SC Activity: Stimulus & Response–Day and time**

Introduction: Let's go!

Procedure: (Click on the slide.) These are different events you can go to. Get into pairs and ask each other about them. When I say change, you find a new partner.

For example:

T: Let's go to the party!

S4: What day is it?

T: It's on Saturday.

S4: What time is it?

T: It's at seven thirty.

Slide 13: Oral Practice (10-12 m)

1. **FP Activity: Role Play–Day and time**

Introduction: TV is the best!

Procedure: Get into trios and think about three different TV shows you know or you watch.

(Give them time to write down 2 shows.) (Click on the slide.) Now, so you know this show?

What day is it? What time is it? Practice asking and answering questions about TV shows with your classmates. (Click on the slide again.)

For example:

A: What day is "Lost"?

B: I don't know.

C: It's on Monday.

B: What time is it?

A: It's at seven thirty.

C: What day is...?

Slide 14: Homework (3 m)

1. ¿Cuáles fueron los objetivos hoy? ¿Qué palabras nuevas vimos hoy? ¿Qué gramática nueva vimos hoy? ¿De que hablamos hoy?
2. ¿Tienen alguna duda o pregunta acerca de la clase de hoy?
3. For homework, do Checkpoint 1 in your books on page 24 (this is in the student book; not in the workbook).

Event: graduation Day: Time: 8:00 p.m.	Event: graduation Day: Wednesday Time:
Event: picnic Day: Sunday Time:	Event: picnic Day: Time: 1:00 p.m.
Event: meeting Day: Tuesday Time:	Event: meeting Day: Time: 8:00 a.m.
Event: party Day: Friday Time:	Event: party Day: Time: 8:30 p.m.
Event: interview Day: Thursday Time:	Event: interview Day: Time: 9:00 a.m.
Event: game Day: Wednesday Time:	Event: game Day: Time: 6:30 p.m.
Event: date Day: Tuesday Time:	Event: date Day: Time: 6:00 p.m.
Event: concert Day: Thursday Time:	Event: concert Day: Time: 7:30 p.m.
Event: seminar Day: Monday Time:	Event: seminar Day: Time: 10:00 a.m.
Event: wedding Day: Time: 4:00 p.m.	Event: wedding Day: Saturday Time:

Sky High Starter: Midterm Review

Slide 2: Homework (5 m)

Slide 3: Objectives (3 m)

1. Write the objectives on the board.

Slides 4-5: Classroom Vocabulary & Commands (27-30 m)

1. **Recognition-Classroom Vocabulary:** Let's see if you remember the classroom vocabulary. I show a picture and you say the correct word in English. (Click on the slide; as you do, different images will appear. You can do some chorally and some individually. If there are words they don't remember, you can go back and check them again.)
2. **Recognition-Commands:** Let's see if you remember the commands. I show a picture and you say the correct command in English. (Click on the slide; as you do, different images will appear. You can do some chorally and some individually. If there are commands they don't remember, you can go back and check them again.)
3. **SC Activity: Classroom Vocabulary & Commands (5 m)**

Introduction: Let's practice with the vocabulary and commands.

Procedure: I say a command, and you do the command. If you make a mistake, you sit down. The last person standing, is the winner.

For example:

T: Write book. (Students write the word book. If someone does something else, s/he sits down.)

Etc.

Cues:

- Stand up
- Sit down
- Draw: (a table, a chair, a pen, a pencil, a marker, a door, a window, etc.)
- Write: (book, table, chair, pen, notebook, eraser, desk, backpack, etc.)
- Open: (the book, the door, the window, the notebook)
- Close: (the book, the door, the window, the notebook)
- Point to: (a book, a chair, a pen, a pencil, a marker, a door, a window, etc.)
- Look at: (the table, the chair, the pen, the notebook, the eraser, the desk, the backpack, etc.)

4. **SC Activity: Classroom Vocabulary & Commands (7-10 m)**

Introduction: Let's practice again, but now you are the teacher.

Procedure: Work in groups of 4-5. One person is the teacher. The "teacher" says a command and the students do the command. If you make a mistake, you sit down. The last person standing, is the winner. When you finish, a different student becomes the teacher and gives commands. (Play it long enough for most students to be the teacher.)

For example:

S3: Sit down. (Students sit down. If someone does something else, s/he sits down.)

Etc.

Number Practice: (20-25 m)

1. **CP Activity: Vocabulary-numbers (10 m)**

Introduction: Can you remember the numbers? Let's see.

Procedure: (Make a ball out of a sheet of paper.) I say a number, and throw the ball to a student. That student needs to say the next number in the sequence, and then throw the ball to another student, who says the next number.

For example:

T: one (Throws the ball to S1.)

S1: two (Throws the ball to S4.)

S4: three (Throws the ball to S3.)

Etc.

Procedure: You can do the numbers in a variety of sequences to challenge students:

1. one, two, three, four, etc.
2. one, three, five, seven, nine, etc.
3. two, four, six, eight, ten, etc.
4. 5, 10, 15, 20, etc.
5. 100, 99, 98, 97, etc.
6. 100, 98, 96, 94, etc.
7. Any sequence that you want. You can start at the beginning, middle or end.

2. **CP Activity: Vocabulary-numbers (10-15 m)**

Introduction: Can you remember the numbers? Let's play a game.

Procedure: Let's divide the group into two teams. I will write a math problem on the board, and one person from each team comes to the board to write the answer. You have to write the number and then write out the word(s). You can get one point for the correct answer, one point for the correct word.

For example:

T: $19+5$

S1 from Team 1: (writes) 24 twenty for (Gets 1 point because four is misspelled.)

S1 from Team 2: (writes) 24 twenty four (Gets 2 points because the number and word are correct.)

Etc.

Cues:

$35+6$	$20-13$	$14+23$	$56-22$	$94-30$	$25+13$	$47-12$
$86+10$	$100-25$	$16+13$	$75-40$	$28+5$	$64+7$	$39-13$

My cues:

Slides 6-7: Oral Activity (10 m)

1. **CP Activity: What time is it?-Time and numbers**

Introduction: Can you remember the time? Let's play a game.

Procedure: Let's divide the group into two teams. This is a race against time. Each team will stand up in a line. I will show you a time, and the first person asks the second: What time is it? The second person needs to answer correctly. Then the second person asks the third person in line: What time is it? Etc., until you reach the end of the line. When the last person says the time correctly, I will stop the clock and we will write how long it took for the team to say all the times correctly. Then, we'll do the same with the second team. The team in the end with the fastest time wins. (This activity is a race against the clock, so you have to make sure you take the time at the beginning of the game for each team. If you have more students on one team than on the other, for example 9 on one team and 10 on the other, then only time the team with more members until student number 9 finishes. Have the last two participate, but stop the clock after student 9 answers. Click on the slide and as you do, different times will appear. Don't go on to the next time, until the students from the team have asked and answered the questions correctly. The team that says all the answers correctly the fastest, wins.)

For example:

- T: Okay, let's start. It's exactly... 8:15 and 30 seconds. Go! (Click on the slide to show the time.) 2:27
 S1: What time is it?
 S2: It's two two seven.
 T: No, try again.
 S2: It's two twenty seven.
 T: Correct. (Click on slide for next time.) 7:19
 S2: What time is it?
 T: No, try again.
 S2: What time is it?
 S3: It's seven nineteen.
 T: Correct. (Click on slide for next time.)
 Etc.

Slide 8: Writing Activity (10-15 m)

1. **CP Activity: What time is it?-Time and numbers (10-15 m)**

Introduction: Can you remember the time? Let's play another game.

Procedure: Let's divide the group into two teams. I will show you a time, and one student from each team comes to the board and writes the time. When we finish with all the times, we'll check them to see who has the most correct. (Click on the slide and as you do, times will appear. When students finish writing, click to show the next time. When you finish, check the spelling; let the group help determine if the times are correct or not. Any misspelled times don't get a point. If one team has more people than the other team, someone from the smaller team will have to participate twice.)

For example:

- T: Okay, let's start. (Click on the slide to show the time.) 2:27
 S1 from Team 1: two two seven.
 S1 from Team 2: two twenty seven.
 T: (At the end.) Okay, let's check the first one. Is two two seven correct? No, so zero points. What about two twenty seven? Yes, so 1 point for team 2. What about the second one? Etc.

Slide 9: Oral Practice (25 m)

1. **SC Activity: Question & Answer-Day and time of events (15 m)**

Introduction: Let's talk about some special events.

Procedure: On a piece of paper, make your calendar for next week. (Click on the slide to show your calendar.) What are some events that you usually have during the week? (Brainstorm and write different events on the board, for example: graduation, party, school, concert, meeting, picnic, interview, date, game, etc.) Now, fill in your calendar with at least 6 activities for next week, and the time you will do those activities. (Give them time to do this. Click on the slide to show your activities and times.) Now, stand up and ask people to do different things with you next week. You need to find a time you can both do the same thing. You need to make plans with at least 4 people.

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

(After you show them the example, click on the slide again to show that you have added a new event into your calendar.)

2. **FP Activity: Role-Play–Day and time of events (10 m)**

Introduction: Let's invite our friends to different events.

Procedure: Think about an event that you have next week. Now, work in pairs and invite a friend to your event. (Have students work in pairs doing this. When they finish, have them switch roles. You can also have them switch pairs if they finish quickly.)

For example:

T: Let's go to a movie.

S4: OK. What movie?

T: Let's see (Un Sueño Posible).

S4: OK. What day?

T: Let's go on Friday.

S4: I'm sorry, Friday isn't possible.

T: Let's go on Saturday.

S4: Saturday is fine. What time is the movie?

T: It's at 3:00 p.m., 5:30 p.m., 8:00 p.m. or 10:30 p.m.

T: Great!

Slides 10-11: Oral Practice (15 m)

1. **FP Activity: Role-Play–Day and time of events (15 m)**

Introduction: Are businessmen busy people? (Explain if necessary.)

Procedure: Imagine, one of you is a businessman/woman and the other is his/her secretary. The businessman has many things to do and he/she is calling the secretary to find out about his/her schedule. The businessman is writing it down on a piece of paper. (The student playing the part of the businessman/woman must look away from the slide and the secretary must look at it to tell him/her about their activities. Click on the slide to show the secretary the activities. When they finish, they will switch roles and you need to change the slide.)

For example:

T: What day is the meeting with Carlos Slim?

S4: It's on Monday, at 11:00.

T: OK. And what day is the interview with Mr. López?

S4: It's on Wednesday.

T: What time is it?

S4: It's at 2:30 p.m.

T: What day is the company picnic?

S4: It's on Sunday, at 2:00 p.m.

T: Great. Oh, and where am I on Thursday, in Monterrey or Guadalajara?

T: You are in Guadalajara. There is a meeting with the accountants there.

Oral Practice (25 m)

1. **SC Activity: Question & Answer–Occupations (15 m)**

Introduction: What are some occupations you know? Tell me some that you remember. (Write the occupations on the board that they say.)

Procedure: Now, on a piece of paper, write the name of a famous person and his/her occupation. (On the board write your example; for example: Hugo Sanchez, soccer player.) Now, give me all of the papers. Let's see if you can guess the occupations. One student comes to the front. I am going to give him/her one of the papers. The group asks questions to guess the occupation and name. (If after 3-4 questions they can't get the occupation, tell them to ask What do you do?, and if after 3-4 questions you can't get the name, tell them to ask for the name with What's your name?)

For example:

T: (Luis Miguel, singer)
 S4: Are you a man or woman?
 T: I'm a man.
 S4: Are you a doctor?
 T: No, I'm not.
 S7: Are you an actor?
 T: No, I'm not.
 S10: What do you do?
 T: I'm a singer
 S2: Are you Enrique Iglesias?
 T: No, I'm not.
 S6: Are you Bono?
 T: No, I'm not.
 S2: Are you Luis Miguel?
 T: Yes, I am.

2. FP Activity: Role-Play–Occupations (10 m)

Introduction: Let's go to a party!

Procedure: Imagine you are at a party. You are a famous person. Stand up and meet other people at the party. Find out their names and occupations.

For example:

T: Hi. I'm Luis Miguel.
 S4: I'm David Beckham. Nice to meet you.
 T: Nice to meet you, too.
 S4: Are you an actor?
 T: No, I'm not. I'm a singer. What do you do?
 S4: I'm a soccer player.
 T: Interesting.

Follow up: Now, present one of the people you met at the party to the class.

For example:

T: This is David Beckham. He's a soccer player.

Slide 12: Homework (3 m)

1. ¿Cuáles fueron los objetivos hoy? ¿Qué estructuras repasamos? ¿Cuáles de estos se les hace difíciles? ¿Cuáles son fáciles?
2. ¿Tienen alguna duda o pregunta acerca de la clase de hoy?
3. For homework, study for the exam.

Sky High Starter: Unit 3, Lesson 1

Slide 2: Objectives (3 m)

1. Write the objectives on the board.

Warm up activity (5 m)

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

Introduction: Let's Play!

Procedure: (Divide the class in two. Leave two markers available for students to grab.) I am going to say a time. The first team to write the time wins a point. The first team to reach 10 points wins.

For example:

T: It's 5:45.

(Students run to the board and write the time. The first team to leave the marker, and raise their hands wins the point.)

Slide 3: Listening (10 m)

1. Open your books to page 26, exercise 1a. Look at the picture. They are visiting. They are from another country. Read the sentences. (Answer any questions they might have in reference to meaning of words.)
2. Listen to the audio and underline the correct sentence. (Play the audio. If necessary, play again.)
3. Get into pairs and compare your answers. (Play the audio again. Click on the slide to check answers.)

Slides 4-6: Repeat/Complete: Countries (15 m total)

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

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

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

For example: S1: Are you in France?

S2: No, I'm not.

S1: Are you in Germany?

S2: No, I'm not.

S1: Are you in Brazil?

S2: No, I'm not.

S1: Where are you?

S2: I'm in Argentina.

Slides 6-7: Repeat/Complete/Change: Nationalities (15-25 m total)

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

3. **Change: Countries to nationalities (10 m)**

Introduction: Let's practice the countries and nationalities.

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

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

Cues: (Repeat cues so that each student says at least one.)

England	France	Germany	Brazil	Peru
Italy	Japan	U.S.A.	Mexico	Spain

4. **Optional Activity: Change: Nationalities to countries (10 m)** (Do the same drill as above, but this time you say the nationality and students say the country.)

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

Cues: (Repeat cues so that each student says at least one.)

English	French	German	Brazilian	Peruvian
Italian	Japanese	American	Mexican	Spanish

Slide 8: Language Assistant (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. Point out certain patterns to students:
 - a. We use capital letters for: country, nationality and language.

Slides 8-10: Repeat/Complete: Countries and Nationalities (5 m)

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

Slide 11: Word Builder (10 m)

1. Look at page 26 exercise 2a. Now look at the words in the box.
2. Complete the activity individually. (Give time to finish the activity. Help weak students if needed.)
3. Get into pairs. Compare your answers. Do you agree? Now listen to the audio to check your answers. (Play the audio again if needed. Click on the slide to check answers.)

Slide 12 Reading and Speaking (10 m)

1. Look at page 27, exercise 3a. Read the questions. Are there any words you don't know? (Answer any questions they might have.)
2. Now, in your notebooks prepare your answers for each question.
3. Now, get into pairs. Student A asks a question and student B answers. Switch roles so that every student asks and answers a question. (Use the slide to model an example with a student.)

Slide 13-14: Grammar Builder–Verb be (10-15 m)

1. Look at the slide. Do you remember the verb be?
2. Teacher shows the slide; says the sentence(s) and have students repeat as s/he writes it/them on the board.
3. Teacher labels the sentence(s) with students' participation.
3. Point out certain patterns to students:
 - a. The question word to ask about nationality is "**what nationality?**"
 - b. In questions, we use the verb to be first, then the subject.
 - c. In answers, we use the subject first, then the verb.
 - d. Remember contractions. (I'm, you're, he's, she's, she isn't, they aren't, etc.)
 - e. Contractions are normal in conversations and informal writing.
4. Now look at page 27 exercise 4b. Get into pairs and complete the task. (Click on the slide to check answers.)

Slide 15: Oral Practice (10 m)

1. **SC Activity: Stimulus & Response-Verb be**

Introduction: Who is she?

Procedure: Get into pairs and ask each other about the people and the animal you see on the slide. Ask their name, what country they are from, what nationality they are.

For example: (See slide for the example.)

Slide 16: Oral Practice (Model Conversation) (7-10 m)

1. Model the conversation with one student first. (To demonstrate proper pronunciation.)
2. Have the whole class repeat the conversation after you.
3. Have students practice the conversation in pairs. Tell them to imagine they are someone else from a different country and that they have a different occupation.
4. Then, have them do it again substituting their own information; they can practice this various times switching roles.
5. Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.

Slide 17: Homework (3 m)

1. ¿Cuáles fueron los objetivos hoy? ¿Qué palabras nuevas vimos hoy? ¿Qué gramática nueva vimos hoy? ¿De que hablamos hoy?
2. ¿Tienen alguna duda o pregunta acerca de la clase de hoy?
3. For homework, do pages 18 and 19 in your workbook.

Sky High Starter: Unit 3, Lesson 2

Slides 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board.

Warm up Activity (10 m)

1. **SC Activity: Information Gap-Countries / nationalities**

Introduction: Am I...?

Procedure: (Before class prepare ¼ sheet of paper with countries and nationalities. On one piece of paper you put the country, and on another the nationality and so on. Make sure you take tape to class that day.) I am going to tape a piece of paper to your back. No cheating so the game works. Now every student has either a country or nationality. You have to go around the room asking each other Ex. Am I from Mexico? Or Am I Mexican? The student will see your back and **only answer yes or no**. The idea is that you find your match. Mexico – Mexican. (You must make sure you don't leave incomplete pairs. If necessary you will need to play.)

For example:

S1: Am I Mexican? (Student 5 looks at S1's back.)

S5: No. Am I Spanish?

S1: Yes. (Goes on to look for the student that has "Spain" on his / her back.)

Slide 5-9: Language Assistant Vocabulary (10-15 m)

1. **Form:** Repeat the expression 3 times and have students repeat after you each time.
2. **Meaning:** Explain the meaning by acting it out. If they don't understand, you may have to use Spanish. (As you click on the slide, the words will change color to show which word you are on.)
3. **Usage:** Give an "example," and elicit a complete answer or example using the new word.

Word	Usage (teacher)	Example
colors	(Every time you present a color show the students something of that color you have around the room.)	What color is this? It's _____
t-shirt	This is a t-shirt . When it's hot you wear a t-shirt . (Pointing to any piece of clothing.) Is this a t-shirt ? Show me a t-shirt .	No, it isn't. (Student points or shows a t-shirt .)
pants	This is a pair of pants . What color are your pants ? (Students may need help with the color.)	My pants are _____.
shoes	These are shoes. Different shoes! What color are your shoes?	My shoes are...
sweater	This is a sweater . When you are cold (act out cold.) you wear a sweater . What color is your favorite sweater ?	My favorite sweater is...

Slide 10: Listening (7-10 m)

1. (Pointing to each color ask.) What color is this? (Repeat this process with each color.)
2. Open your books to page 28, exercise 1a. Get into pairs and complete the task. (Click on the slide to check answers.)
3. Listen to the audio and repeat each color. (Correct any pronunciation mistakes students may have.)

Slide 11: Oral Practice (5 m)

1. **CP Activity: Stimulus & Response–Vocabulary**

Introduction: What's this?

Procedure: (Click on the slide.) I am going to click on the slide and ask you "What's this?" You have to answer in a complete sentence. Remember singular and plurals.

For example:

T: What's this?

S: It's a shirt.

T: What are these?

S: They're sweaters.

Slide 12 Language Assistant (5 m)

1. Open your books to page 28. (Have students look at the language assistant box.)
2. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
3. Point out certain patterns to students:
 - a. Emphasize the word order. We say *the + nationality + noun*.
 - b. We do not pluralize colors when talking about more than one object.
4. Have students give more examples.

Slides 13-14: Repeat/Complete: (7-10 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 (10-15 m)

1. **CP Activity: Complete–Vocabulary**

Introduction: What color is this?

Procedure: (Click on the slide.) I am going to click on the slide and ask you "What color is this?" or "What color are these?" You have to answer in a complete sentence.

For example:

T: What color is this?

S5: It's green.

T: And if it has two colors?

S5: It's green and blue.

Further practice: (Pointing to board.) What color is this? (Students) White! Great. Get into pairs and ask each other the colors of different things you see around the classroom.

Slide 16: Oral Practice Word Builder (10-15 m)

1. **SC Activity: Stimulus & Response–Countries, nationalities and vocabulary.**

Introduction: What color is the shirt? What color is the flag?

Procedure: Open your books to page 28, exercise 2a. (Demonstrate with a student or two before you put them into pairs.) You are going to describe the shirts and the flags you see in the picture.

For example: (Help students with the nationalities of the countries they haven't learned.)

T: What color is the Mexican shirt?

S1: It's green and white. What color is the Spanish flag?

T: It's red and yellow.

Further practice: (click on the slide.) These shirts belong to different teams. In pairs I want you to ask about them.

For example:

T: What color is the shirt from Japan?

S: The Japanese shirt is blue. What color is the shirt from Argentina?

T: The Argentinean shirt is blue and white.

Slide 17: Word Builder Practice (7-10 m)

1. Open your books to page 28, exercise 2b. Complete the task individually. (Monitor students and help them if needed.)
2. Get into pairs and compare your answers. Come to an agreement on the answers. (Click on the slide to check answers. Clarify any doubts they have.)

Slide 18: Listening, Writing, and Speaking (10-15 m)

1. Open your books to page 29, exercise 3a. Look at the picture. What do you think is happening? (Get some ideas from students. Emphasize those ideas that are in relation to meeting people.)
2. Now, I want you to read the conversation. Are there any words you don't know?
3. You are going to listen to two people that are meeting. Fill in the blanks according to what you hear. (Play the audio two times. Play the audio again if necessary. Click on the slide to check answers.)
4. (Ask a student to come to the front and act out the dialog with you.) Get into pairs and practice the dialog. When you finish switch roles.

Slide 19 Language Assistant (5 m)

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels.)
3. Point out certain patterns to students:
 - a. When we ask with **"Where... from?"** we want to know the origin: the city, state, country, etc. of the person or thing.
 - b. In questions, the preposition **"from"** goes at the end.
 - c. In statements, the preposition **"from"** is before the place of origin.

Slides 20-21: Repeat/Complete: (5-7 m)

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

Slide 22: Oral Practice (Model Conversation) (10-15 m)

1. Model the conversation with one student first. (To demonstrate proper pronunciation.)
2. Have the whole class repeat the conversation after you.
3. Have students practice the conversation in pairs.
4. Then, have them do it again substituting their own information; they can practice this various times switching roles.
5. Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.

Slide 23: Oral Practice (20-25 m)

1. **SC Activity: Question & Answer–Country and Nationalities.**

Introduction: Where are you from?

Procedure: Open your books to page 29, exercise 3c. You are going to interview each other. (Explain to students that they can say their city, state or country.) You have to ask four different students. When you finish please sit down.

For example: (Click on the slide. Ask a student to come to the front of the class to demonstrate what they have to do.)

T: What's your name? (Student says her name and teacher writes it on the chart he/she has on the board.)

T: Where are you from? (Student answers and teacher writes it on the chart.)

2. Open your books to page 29, exercise 3d. Get into trios. Write the names of your classmates and where they are from. If you are missing people you can go and ask them. REMEMBER ONLY ENGLISH! (Once they finish ask students who is not from your city, your state or country. Ask: Who isn't from Mexico? Or who isn't from this state. Have them answer in complete sentences.)
3. **FP Activity: Presentations–Country, nationalities, colors, occupations (10 m)**
Introduction: Where are you from?
Procedure: Think about a famous person from another country. Think about the color of the flag of that country. Now, work in groups of 3-4 and tell your classmates about the person. Mention his/her nationality, origin, the color of the flag from his/her country and his/her occupation.
For example:
 T: Brad Pitt is a famous actor. He's from the United States. He's American. The American flag is red, white and blue.

Slide 24: Homework (3 m)

1. ¿Cuáles fueron los objetivos hoy? ¿Qué palabras nuevas vimos hoy? ¿Qué gramática nueva vimos hoy? ¿De qué hablamos hoy?
2. ¿Tienen alguna duda o pregunta acerca de la clase de hoy?
3. For homework, do pages 20 and 21 in your workbook.

Sky High Starter: Unit 3, Lesson 3

Slides 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board.

Warm up Activity (5 m)

1. **SC Activity: Chain Game: Nationalities and origin (10 m)**

Introduction: Let's practice nationalities and origin.

Procedure: Get into a circle. Imagine you are from a different country. I am going to start. I say my origin and nationality and you have to continue saying your origin and nationality and then you have to repeat what each of your classmates said. (I recommend you start the game again after 8 students.)

For example:

T: I'm from the U.S.A. I'm American.

S1: She's from the U.S.A. She's American. I'm from Spain. I'm Spanish.

S2: She's from the U.S.A. She's American. He's from Spain. He's Spanish. I'm from Japan. I'm Japanese.

S3: Etc.

Slides 5-13: Vocabulary (10-15 m)

1. **Form:** Repeat the expression 3 times and have students repeat after you each time.
2. **Meaning:** Use the picture to show the meaning of the word. If they don't understand, you may have to use Spanish.
3. **Usage:** Give an "example," and elicit a complete answer or example using the new word.

Word	Usage (teacher)	Example
clock	This is a clock . A clock tells you time. What color is the clock?	The clock is...
bus	This is a bus . Who takes a bus to school?	I take a bus to school.
office	This is an office . People work in an office . Who in your family works in an office ?	My _____ works in an office .
sandwich	This is a sandwich . What kind of sandwich do you like?	I like _____ sandwich .
city	This is a city . New York is a city . Tell me the name of a big city .	_____ is a big city .
camera	This is a camera . Who has a camera on their cell phone? Show me your camera .	This is my camera .
team	This is a basketball team . What is your favorite soccer team ?	Mt favorite soccer team is _____.
book	This is a book . What color is your English book ?	My English book is _____.
class	All of the students here are the class . How many students are in this class ?	There are _____ students in this class .

Slides 14: Vocabulary Practice (5 m)

1. **Recognition:** I show a picture and you say the correct word in English. (Click on the slide; as you do, different images will appear. Do this chorally with all the pictures. When you finish, go back to the beginning of the slide and do it individually. You will have to go back to the beginning of the slide various times so that each student gets to say at least one word.)

Slide 15: Vocabulary Practice (10 m)

1. Let's play. (Divide the class in four teams. You need to have four markers at the board.) I will show you a slide and a member of your team must come to the board and write what it is. If the answer is correct you get 1 point. The first team to reach 5 points wins.
2. Get into pairs. Play "hangman" with a partner to practice the vocabulary words. (Do an example with the whole class. Write the blanks for a vocabulary word on the board and have students take turns saying a letter to guess the word. Once students have understood, have them play in pairs or trios.) Now, play the game with a partner.

Slide 16: Language Assistant (10 m)

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation.
3. Point out certain patterns to student
 - a. We add **"S"** to most nouns that are plurals (give other examples).
 - b. We add **"ES"** to nouns that have specific endings. Elicit or give other examples.
 - c. Explain the special rule for **"Y"** ending nouns and give other examples.

Slides 17-18: Repeat/Complete: Plural nouns (7-10 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 19-20: Word Builder Practice (15 m)

1. Look at the slide. For plural nouns we have 3 different pronunciations. (Go over the rules and give them some examples.)
2. Open your books to page 30, exercise 1a. Read the examples. Now listen to the audio and repeat. (Correct any pronunciation problems they might have. Play the audio again if necessary.)
3. Now look at exercise 1b. We have talked about plural nouns. Get into pairs and complete the task. (Once they have finished click on the slide to check their answers. Answer any questions they might have.)
4. Look at exercise 1c. Answer the task alone. (Give students time to finish.) Now get into pairs and compare your answers. (Click on the slide to check answers. Answer any questions they might have.)

Slide 21: Oral Practice (7-10 m)

1. **SC Activity: Question & Answer–Country and nationalities**

Introduction: The new 7 wonders of the world.

Procedure: Look at the pictures. Do you know what they are? Yes! The new Seven Wonders of the World. Get into pairs and ask each other questions about where they are or what nationality they are.

For example: (Have a student come up to the front to model an example.)

S1: Where is the Taj Mahal?

S2: The Taj Mahal is in India. It's Indian.

S1: Is the Great Wall Brazilian?

S2: No, it isn't. It's Chinese.

Etc.

Slide 22: Word Builder Practice (10 – 15)

1. Let's play "How much do you know?" Open your book to page 30, exercise 2a. Get into teams of two. When I say go you have to match the continents, countries, and capital cities. When everyone is done we will check the answers. The team that has all of them correct wins. (Give students time to complete the task. Don't help them! Click on the slide to check answers.)
2. (Once they finish have them listen to the audio and repeat. Focus on any pronunciation problems they might have.)

Slide 23: Reading, Listening, Writing, and Speaking (20-25 m)

1. Open your books to page 31. Look at the picture. What do you think is happening? (Students can answer in Spanish. It is a game show.)
2. Read the dialog. Are there any words you don't know? (Answer any questions they might have.)
3. You are going to listen to the audio of a game show between two colleges. (Play the audio once for general understanding.)
4. I am going to play the audio again but this time I want you to fill in the blanks. (Play the audio pausing it at every section. Play the audio again if necessary. Click on the slide to check answers.)
5. Get into trios. Practice acting out the dialog. (Monitor your students then get some teams to pass to the front of the class to present it.)

Slide 24: Oral Practice (Model Conversation) (10-15 m)

1. Model the conversation with one student first. (To demonstrate proper pronunciation.)
2. Have the whole class repeat the conversation after you.
3. Have students practice the conversation in pairs.
4. Then, have them do it again substituting their own information; they can practice this various times switching roles.
5. Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.

Slides 25-26: Oral Practice (20 m)

1. **SC Activity: Question & Answer-Country and continent (10 m)**

Introduction: Where is it?

Procedure: Open your books to page 31, exercise 4. Look at the box to the right. These are places you find all around the world. Listen to your teacher and repeat. Now get into trios listen to the examples, now practice using the cues on the slide.

For example:

A: Where are the Pyramids of Giza?

B: They're in Egypt? Where is the Maracaná Stadium?

C: It's in Brazil....

2. **FP Activity: Guessing Game-Nationalities, countries (10 m)**

Introduction: Let's see if you can remember where these places are.

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

For example:

T: the Andes

S1 from team 1: The Andes are in North America.

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

S1 from team 2: The Andes in South America.

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

Students: The Andes are in South America.

Slide 27: Homework (3 m)

1. ¿Cuáles fueron los objetivos hoy? ¿Qué palabras nuevas vimos hoy? ¿Qué gramática nueva vimos hoy? ¿De que hablamos hoy?
2. ¿Tienen alguna duda o pregunta acerca de la clase de hoy?
3. For homework, do pages 22 and 23 in your workbook.

Sky High Starter: Unit 3, Lesson 4

Slides 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

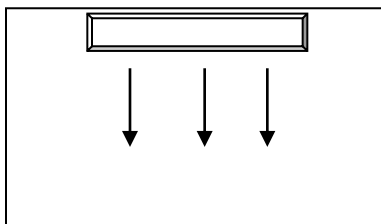
1. Write the objectives on the board.

Slide 5: Warm up Activity (10 m)

1. **SC Activity: Telephone-Vocabulary Review**

Introduction: It's a...

Procedure: Divide the group into three or four teams. (There must be an equal number of students on each team.) Have them get into lines in front of the screen not facing it. The last student in the line must have pen and paper. The first student gets to see the slides.



On the count of three I will show the first slide to the first student. He has to whisper the word to the next student and so on. When the word gets to the last member of the team he has to write it. (When all 13 words have been transmitted say:) Now, check the words and check they are spelled correctly, then write the words on the board. You get 1 point for each correct word. The team with the most points wins.

For example:

- S1: (See the slide with shoes.) Whispers "shoes" to S2.
- S2: Whispers "shoes" to S3.
- S3 Whispers "shoes" to S4
- S4: Writes "shoes." (Repeat this for each word.)

Slide 6: Reading and Listening (20 m)

1. Open your books to page 32, exercise 1a. Listen to the song. (After they listen) What is the song about? (Countries, languages, flags, etc...) What style is the music? (Rock and Roll.)
2. Now, listen to the song again, but this time I want you to fill in the blanks. It's only one word so don't worry. (Play the audio. If necessary, play it a third time.)
3. Get into pairs and compare your answers. (Play the audio again.)
4. (Click on the slide.) Check your answers. Do you have any questions?
5. Now look at the chorus. (Have students repeat each line after you. Try to use the velocity and intonation the song has. Once you have said it line by line, have students sing the chorus.)
6. Now let's sing the complete song. (Motivate students to sing.)

Slide 7-8: Oral Practice (15 m)

1. **SC Activity: Stimulus & Response-Time**

Introduction: What time is it?

Procedure: (Click on the slide. Divide the class in two. One half faces the screen the other doesn't. The group that is not facing the screen must have their notebook and a pen.) I am going to click on each slide and your partner has to tell you the time. The group that can't see has to write the time. (After you finish click back on the slides, have students turn around and check their answers. Answer any questions they might have. Repeat the same process with slide 8 for the other half of the group.)

For example:

- (Slide says 5:06) S1: It's five oh-six.
- S2. Writes 5:06. Etc...

Slides 9-10: Repeat/Complete: (7-10 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 11: Oral Practice (10-15 m)

1. **SC Activity: Information gap–Profession and Nationality**

Introduction: What does he do? What nationality is she?

Procedure: (Click on the slide. Get enough copies of the worksheets located at the end of this lesson plan.) You are going to walk around the classroom asking your classmates the information you need to complete your sheet. Once you finish sit down.

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

Slide 12: Reading, Writing, Listening, and Speaking (20 m)

1. Open your books to page 33, exercise 2a. Look at the picture. What do you think is happening? (Get some ideas from students. Emphasize those ideas that are in relation to a party meeting people.)
2. Now, I want you to read the conversation. Are there any words you don't know? (Explain any words they don't know.)
3. You are going to listen to people from different countries that are meeting. Fill in the blanks according to what you hear. (Play the audio two times. Play the audio again if necessary. Click on the slide to check answers.)
4. (Ask a student to come to the front and act out the dialog with you.) Get into pairs and practice the dialog. When you finish switch roles.
5. Open your books to page 33, exercise 2c. Get into pairs and write a new conversation using the cues given to you in the book. (Monitor your students and help them if necessary.)
6. Now practice your new dialog. (Monitor students and help students if necessary.)

Slide 13: Writing and Speaking (10-15 m)

1. **Let's play!**

Introduction: What is/are or Where's _____ from?

Procedure: Open your books to page 33, exercise 3a. Each team is going to write 5 different questions. You can use the ideas in your book or others. (Give students time to finish the task. Help students with any words they don't know.) Now each team has to take a side of the room. Team A asks Team B and vice versa. (Read the rules in the student's book.)

Slide 14: Oral Practice (Model Conversation) (10-15 m)

1. Model the conversation with one student first. (To demonstrate proper pronunciation.)
2. Have the whole class repeat the conversation after you.
3. Have students practice the conversation in pairs.
4. Then, have them do it again substituting their own information; they can practice this various times switching roles.
5. Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.

Slide 15-17: Oral Practice (20-25 m)

2. **SC Activity: Question & Answer–Country and Nationalities.**

Introduction: What countries and nationalities do you know? Let's check.

Procedure:

1. (Click on the slide. Divide the class in two. One half faces the screen the other doesn't. The group that is not facing the screen must have their notebook and a pen.) I am going to click on each slide and your partner has to tell you who the person or thing is. The group that can't see has to write them down. If you have doubts about the spelling ask your partner to spell it for you.
2. Now switch places this time your partner has to tell you from what country the flag you see belongs to. You have to ask what colors each flag has and write them down.

- Once you have finished get together with your partner and match each flag and person. For example. David Bisbal – Spain – the colors of the flag are red and yellow. (Give students time to finish the task. Monitor your students and help them if needed.)
- Now let's check your answers. (Click one by one. Tell students to check the spelling of the names. When you click on the flags make sure you check the color of the flags with your students.)

Slide 18: Homework (3 m)

- ¿Cuáles fueron los objetivos hoy? ¿Qué palabras nuevas vimos hoy? ¿Qué gramática nueva vimos hoy? ¿De qué hablamos hoy?
- ¿Tienen alguna duda o pregunta acerca de la clase de hoy?
- Cut out a picture of a famous person and paste it on a piece of paper. Then, write 5 sentences about the person, include the name, age, profession, nationality and origin.

Student A		
Person	Occupation	Nationality
Thalia		Mexican
Lori Rickman	homemaker	
Elaine Techeira		Brazilian
	engineer	German
		Italian
Kino Nakamura	accountant	
	model	British
Rafael Nadal		Spanish
	teacher	
Thierry Henry		

Student A		
Person	Occupation	Nationality
Thalia		Mexican
Lori Rickman	homemaker	
Elaine Techeira		Brazilian
	engineer	German
		Italian
Kino Nakamura	accountant	
	model	British
Rafael Nadal		Spanish
	teacher	
Thierry Henry		

Student B		
Person	Occupation	Nationality
	singer & actress	
	homemaker	Canadian
Ronaldinho		Brazilian
Vince Nachman		German
Giorgio Armani	fashion designer	
		Japanese
Susan Anderson		British
	tennis player	
Cristina Tapia		Peruvian
	soccer player	French

Student B		
Person	Occupation	Nationality
	singer & actress	
	homemaker	Canadian
Ronaldinho		Brazilian
Vince Nachman		German
Giorgio Armani	fashion designer	
		Japanese
Susan Anderson		British
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Sky High Starter: Unit 4, Lesson 1

Slide 2: Homework (5 m) Have some students (3-4) read their sentences about a famous person.
Collect all the homework and check it. Give it back the next day.

Slide 3: Objectives (3 m)

1. Write the objectives on the board.

Slide 4: Warm up Activity (5-7 m)

1. **SC Activity: Stimulus & Response-Colors and Objects (5-7 m)**

Introduction: What things do you have?

Procedure: Look at your possessions. Work in pairs. One student asks about the color of the things that his/her partner has.

For example:

T: What color is your backpack?

S1: It's green and yellow. What color is your marker?

T: It's blue.

Etc.

Slides 5-16: Vocabulary (20 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time.
2. **Meaning:** Use the picture to show the meaning of the word. If they don't understand, you may have to use Spanish.
3. **Usage:** Give an "example," and elicit a complete answer or example using the new word.

Word	Usage (teacher)	Usage (student)
bathing suit	These are bathing suits : this one is for a man, and this one is for a woman. In Acapulco you wear a bathing suit. What color is your bathing suit ?	My bathing suit is...
sandwiches	These are sandwiches . My favorite sandwich is a turkey sandwich. What is your favorite sandwich ?	My favorite sandwich is a...
cap	This cap is red and white. What color is your favorite cap ?	My favorite cap is...
cell phone	This cell phone is a Nokia. My cell phone is a (Motorola). What brand is your cell phone ?	My cell phone is a...
keys	These are keys . Keys are necessary to enter your house. I have (10) keys. Show me your keys . What is that key for?	This key is for my house / car etc.
umbrella	I use an umbrella when it rains (mimic rain). My umbrella is blue and white. What color is your umbrella .	My umbrella is...
purse	Women carry purses . They put many things in their purses (mimic). (To a female student:) What color is your purse ?	My purse is...
wallet	This is wallet . Men and women put their money in a wallet . (To a male student:) Show me your wallet . What color is your wallet?	My wallet is...
MP3 player/iPod	This is a MP3 player . You can listen to music on it. Do you have an MP3 player/iPod ? What songs do you have on your MP3 player /iPod ?	I have ... on my MP3 player/iPod .
watch	This is a watch . A watch is what you wear on your arm (mimic). My watch is a (Timex). What brand is your watch ?	My watch is a...

4. **Recognition:** I show a picture and you say the correct word. (Click on the slide; as you do, different words will appear. Do this chorally with all the pictures. When you finish, go back to the beginning of the slide and do it individually. You may have to go back to the beginning of the slide on various occasions so that each student gets to say one word.)
5. Open your books to page 35, exercise 3a. Match the words in the box to Laura's and Mark's things. Write the words. (Give them a few minutes to do this.)

6. Listen to the audio and check your answers. (Play the audio for them to check. When they have finished, click on the slide to show the answers.)
7. Now, listen again and repeat after the audio. (Play the audio again for them to repeat.)

Slide 17: Reading and Listening (7-10 m)

1. Open your books to page 34. What can you see in the picture? What happened? (Try to get students to tell you that there was an accident; that Mark and Laura bumped into each other and dropped all their things.)
2. Read and listen to the dialogs. (Play the audio.)
3. Mr. and Mrs. Taylor say: "I think..." What does that mean? (I imagine, or it's my opinion that...) You can use the expression "I think..." to express an opinion. For example, what's your opinion of English? (Try to get a student to say I think it's easy/difficult/fun, etc.)
4. Now, look at the last line. Mr. Taylor says: "Come on." What do you think that means? (If students don't know, mimic the expression while saying it.) Imagine you want to go to a party, but your friend doesn't. What can you say? (Come on. Let's go to the party.)

Slide 18: Grammar Builder (15 m)

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels.)
3. Point out certain patterns to students:
 - a. We use a possessive adjective before a noun.
 - b. The noun can be singular or plural; the possessive adjective doesn't change.
 - c. (Click on the slide again.) The possessive adjective for I is **my**, you is **your**, he is **his**, she is **her**, we is **our** and you is **your**.
4. Look at page 35, number 2a. Look at the information in the table and complete it. (Give students a few minutes to do this. Check the answers orally.)
5. Now, look at 2b. Match the sentences. (Give them a minute to do this. Check the answers orally.)

Slides 19-20: Repeat/Complete: Possessive Adjectives (17-20 m)

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

Introduction: Let's practice with possessives.

Procedure: I tell you about an object I have and its color, then you mention an object you have and its color, and also describe my object. (Each student will say their example, and the example given by the previous person(s). Once you have 10 people in the chain, start over otherwise it gets too difficult.)

For example:

T: My pants are black.

S1: My pants are blue and your pants are black.

S2: My pants are white, his pants are blue and your pants are black.

Etc.

Cues:

shoes

wallet

house

backpack

t-shirt

cell phone

pen/pencil

sweater

Slides 21: Oral Activity: Possessive Adjectives (17-25 m total)

1. SC Activity: Question & Answer: Possessive adjectives (10-15 m)

Introduction: Let's practice with possessives.

Procedure: Give me three of your objects: cell phone, watch, pen, cap, umbrella, book, etc., but try not to let your classmates see. Now, I show you an item, and you ask a classmate to find out if it's his or her thing. (From students get items that are singular; don't take things like keys or shoes. Put student's things in a bag so they can't see them. Pull one item out at a time and have different people ask and answer. If after 3 tries, they don't guess who the item belongs to, ask: Whose ____ is it?)

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

2. FP Activity: Presentation: Possessive adjectives and colors (7-10 m)

Introduction: Let's practice with possessives.

Procedure: Work in pairs. Tell your partner about the things you have in your purse or backpack. Use possessive adjectives and colors.

For example:

T: This is my backpack. It's black and grey. This is my cell phone. It's black and it's a Motorola. This is my wallet. It's red. These are my pens; they are blue and black.

Slide 22: Speaking, Writing and Listening (7-10 m total)

1. Open your books to page 34. Practice the conversations with a partner. (Give them a few minutes to do this.)
2. Now, look at page 35, exercise 4b. Complete the sentences with the possessive adjectives. (Give students a few minutes to do this.)
3. Let's listen to the audio and check your answers. (Play the audio for them to check. When they are finished, click on the slide to show the answers.)

Slide 23: Oral Activity (15 m)

1. SC Activity: Information Gap-Possessive adjectives (10-15 m)

Introduction: Let's practice with possessive adjectives.

Procedure: Look at these people. Imagine the things they have. (Point to the old couple.) Do they have the same things as the girl? (Point to the teen.) Are his possessions the same as the couple's possessions? Work in trios and decide who the items belong to. When you finish, tell the class who the things belong to. (Explain in Spanish if necessary. Click on the slide to show the pencils for the example.)

For example:

T: I think those are her pencils.

S2: No, I think those are his pencils.

T: No. They are her pencils. They are for school.

(Click on the slide to show all the items.)

Follow up: What things belong to each person? (Have students tell you who the things belong to using possessive adjectives.)

Slide 24: Oral Activity (15 m)

1. **FP Activity: Information Gap-Possessive adjectives (15 m)**

Introduction: Let's practice with possessive adjectives.

Procedure: Draw two pictures on two pieces of paper of two objects that you have at home. For example, a phone, a radio, a backpack, etc. (Click on the slide to show your pictures. Give them a few minutes to do this.) Now, give me all of your pictures. (Pass out two pictures to each student making sure that they don't get their own drawings.) Now, stand up and find the owner of the items you have.

For example:

T: Is this your backpack?

S1: No, it's not my backpack. I think it's her backpack.

T: Is this your backpack?

S7: No, it's not my backpack. My backpack is green

T: Is this your backpack?

S4: Yes, it's my backpack.

Slide 25: Homework (3 m)

1. ¿Cuáles fueron los objetivos hoy? ¿Qué palabras nuevas vimos hoy? ¿Qué gramática nueva vimos hoy? ¿De qué hablamos hoy?
2. ¿Tienen alguna duda o pregunta acerca de la clase de hoy?
3. For homework, do pages 24 and 25 in your workbook.

Sky High Starter: Unit 4, Lesson 2

Slide 2: Homework (5 m)

Slide 3: Objectives (3 m)

1. Write the objectives on the board.

Slide 4: Warm up Activity (7-10 m)

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

Introduction: What things do you have?

Procedure: Look at your possessions. Work in pairs. Describe your things to your classmate.

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

Follow up: Tell the group about your classmate's possessions and your possessions.

For example:

T: My cell phone is black, but her cell phone is blue. My umbrella is red and her umbrella is red, too.

Slide 5: Listening, Reading and Speaking (7-10 m)

1. Open your books to page 36. Look at the people in the picture. Their names are Kendra, Mary, Scott, Martha and Jerome. (Click on the slide to show the names. The names are not in order; this is so they can see how the names are spelled. You can say each name and have them repeat it if you like. This is so when they hear the names said in the listening, they will recognize them.)
2. Look at the picture and listen to the audio. Write the people's names in the spaces. (Play the audio and let them write the names they hear. Play the audio a second time if necessary.)
3. Let's check your answers. (Click on the slide to show the answers.)

Slide 6: Language Assistant (5 m)

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels.)
3. Point out certain patterns to students:
 - a. We use "What **does...** do?" for **he** or **she** only.

Slide 7: Listening, Reading and Speaking Cont. (7-10 m)

1. Open your books to page 37, exercise 1b. Work in pairs and answer the questions. (Give students time to do this. If necessary you can go back and play the audio again.)
2. Let's check your answers. (Click on the slide to show the answers.)

Slide 8: Language Assistant (5 m)

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels.)
3. Point out certain patterns to students:
 - a. We use an apostrophe +s after a name to show possession.
 - b. While people will understand if you say "the sister of Jerome," it sounds very awkward and not really correct in English.

Slides 9-13: Vocabulary (25 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time.
2. **Meaning:** Use the picture to show the meaning of the word. If they don't understand, you may have to use Spanish.
3. **Usage:** Give an "example," and elicit a complete answer or example using the new word.

Word	Usage (teacher)	Usage (student)
family	The people that have the same last name as you are your family . In this family there are 4 people. How many people are in your family ?	There are XX people in my family .
mother	Look at the picture. This is the mother . We can also say mom. What's your mother's name?	My mother is XX.
father	Look, this is the father of this family. We can also say dad. What's your father's name?	My father is XX.
daughter	This girl is the daughter of the man and woman. A daughter is a female child. (Ask a woman.) How many daughters does your mother have?	My mom has XX daughters .
son	This boy is the son of the man and woman. A son is a male child. (Ask a man.) How many sons does your mother have?	My mom has XX sons.
sister(s)	These two girls have the same mom and dad. They are sisters . My sister's name is (Carmen). Who has a sister ? What's your sister's name?	My sister's name is XX.
brother(s)	These three boys have the same mom and dad. They are brothers . My brother's name is (Francisco). Who has a brother ? What's your brother's name?	My brother's name is XX.
wife	Look, these two people are married (hum the wedding march). She is this man's wife . The woman in couple is the wife . Who is (Humberto Zurita's) wife ?	(Christian Bach) is his wife .
husband	This man is the woman's husband . The man in the couple is the husband . Who is (Amanda Miguel's) husband ?	(Diego Verdaguer) is her husband .

4. **Recognition:** I show a picture and you say the correct word. (Click on the slide; as you do, different images will appear. Do this chorally with all the pictures. When you finish, go back to the beginning of the slide and do it individually. You may have to go back to the beginning of the slide on various occasions so that each student gets to say one word.)
5. Open your books to page 37, exercise 2a. Work in pairs and put the words in the correct blanks. (Give them time to do this.)
6. Listen to the audio and check your answers. (Play the audio for them to check. When they have finished, click on the slide to show the answers.)
7. Now, listen again and repeat after the audio. (Play the audio again for them to repeat.)

Slides 14-15: Repeat/Complete (27-30 m)

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

Introduction: Let's practice with possessives.

Procedure: I tell you the name of a family member and you then mention the name of your family member, and also mention my family member's name. (Each student will say their example, and the example given by the previous person(s). Once you have 10 people in the chain, start over otherwise it gets too difficult.)

For example:

T: My mother's name is Claudia.

S1: My mother's name is Adriana, your mother's name is Claudia.

S2: My mother's name is Paula, his mother's name is Adriana, and your mother's name is Claudia.

Etc.

Cues: mother father brother sister

4. **FP Activity: Presentations-Possessive adjectives (10 m)**

Introduction: Let's practice with possessives.

Procedure: Work in groups of 3-4 and tell your classmates about your family and their names.

For example:

T: My mother's name is Claudia. My father's name is Paco. My sister's name is Tere and my other sister's name is Maribel. My brother's name is Germán.

Slide 16: Writing and Speaking (7-10 m total)

1. Open your books to page 37, exercise 3a. Let's look at the first sentence. What word goes in the first blank? (Students might say Kendra's father, but in this case point out that her father would be more appropriate; we don't need to repeat Kendra each time.)
2. What word goes in the second blank? (her mother) And the third blank? (her brother)
3. Now, fill in the rest of the blanks with a possessive adjective. (Give them a few minutes to do this.)
4. Now, work in pairs and check your answers. (Give them a few minutes to do this then click on the slide to show the answers.)

Slide 17: Language Assistant (5 m)

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels.)
3. Point out certain patterns to students:
 - a. The possessive adjective only agrees with the possessor; not with the possession.

Oral Activity (10 m)

1. **FP Activity: Information Gap-Possessive adjectives (10 m)**

Introduction: Let's practice with possessive adjectives.

Procedure: Write the name of your family members on a piece of paper. Now, work in pairs and give your partner your paper. Ask and answer questions about the people in your family. Let's look at the example in your book on page 37, exercise 3c.

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

Slide 18: Speaking (10 m)

1. **FP Activity: Presentation-Possessive adjectives, professions (10 m)**

Introduction: Let's practice with possessive adjectives and professions

Procedure: Draw a picture of three family members. (Give them a minute for this. Click on the slide to show "your family.") Now, work in trios and tell your classmates about the people in your picture. Include their names and professions.

For example:

T: This is my family. This is my father. His name is David. He's an engineer. This is my mother. Her name is Sara. She's a teacher. This is my brother. His name is Gerardo, and this is my sister. Her name is Graciela. They are students.

Oral Activity (10 m total)

1. **SC Activity: Presentation-Possessive adjectives, colors (10 m)**

Introduction: Let's practice with possessive adjectives and colors

Procedure: I say a color and you tell me a thing with that color and who it belongs to.

For example:

T: blue

S4: Juan's pen is blue.

T: Another example?

S5: Gina's backpack is blue.

Cues:

black	white	blue	green	yellow
brown	orange	red	purple	pink

Slide 19: Homework (3 m)

1. ¿Cuáles fueron los objetivos hoy? ¿Qué palabras nuevas vimos hoy? ¿Qué gramática nueva vimos hoy? ¿De qué hablamos hoy?
2. ¿Tienen alguna duda o pregunta acerca de la clase de hoy?
3. For homework, do pages 26 and 27 in your workbook.

Sky High Starter: Unit 4, Lesson 3

Slide 2: Homework (5 m) Check some of students' answers to question 1b; it was free response.

Slide 3: Objectives (3 m)

1. Write the objectives on the board.

Slide 4: Warm up Activity (7-10 m)

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

Introduction: Let's practice with possessives.

Procedure: Let's compare our clothes and things to the clothes and things of our classmates. Work in trios and tell your classmates about two other classmates and their things. (Click on the slide for an example.)

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

Slide 5: Listening, Reading and Writing (7-10 m)

1. Open your books to page 38. Look at the picture for a minute. Now, close your books. Listen to the audio. (After they have listened, ask two questions just to see if they understood overall.)
 - a. How many people are talking? (Two)
 - b. What family members do you hear? (Son, wife)
2. Now, open your books and read the conversation in exercise 1a. Now, let's listen again and write the missing words in the blanks. (Play the audio again. If necessary, play it a third time.)
3. Next, work in pairs and compare your answers. (When they have finished, click on the slide to show the answers.)

Slide 6: Language Assistant (5 m)

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels.)
3. Point out certain patterns to students:
 - a. We use "How old?" to ask about age.
 - b. We use the verb to **be**; not the "verb" have for age.
 - c. You can use "years old" after the age; it's optional.

Slides 7-8: Repeat/Complete (7-10 m)

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

Slides 9-10: Oral Activity (10 m)

1. **SC Activity: Question & Answer-Age (10 m)**

Introduction: Can you guess a person's age when you see them?

Procedure: I show you a picture and one student asks a question with how old. The other answers with the age that they think the person is. If you disagree, you can say what you think the age is. To disagree, you can say: I disagree. Please repeat: I disagree (3-4 times). To agree, you can say: I agree. Please repeat: I agree (3-4 times) (They can see these two expressions in the example on the slide. As you click on the slide, different people will appear. Students ask and answer questions about their age.)

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

Slide 11: Speaking (10 m)

1. SC Activity: Question & Answer-Age (15 m)

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

Procedure: Open your books to page 38, exercise 2a. Look at the chart. Ask and answer the question "How old are you?" Ask different classmates to complete the chart.

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

Follow up: Now, work in pairs. Ask and answer questions about the ages of your classmates.

For example:

S3: How old is Daniela?

S6: She's 23. How old is Francisco?

S3: He's 18 years old.

Slides 12-13: Reading, Listening, Writing and Speaking (30-40 m)

1. What does the word "liar" mean? (See if students know.) A liar is a person that says things that aren't true. For example, if I say to you: "My car is a Ferrari." Is that true? No, so I am a liar. (If necessary translate, but try to explain in English first.)
2. Open your books to page 39, exercise 1a. You are going to read and listen to a game called "You're a liar." (Play the audio and have students read along.)
3. (When you finish playing the audio ask if what they think the game is about. You will most likely have to do this in Spanish.)
4. Now, let's play the game "You're a liar!" First, work in pairs. (Get students in pairs.) Now, each student is going to write two sentences; each pair will have 4 sentences. The sentences can be true or false; you decide. Look at page 39; the section that is in blue. These are some ideas for sentences.
5. Look at the slide (slide 13). These are my examples.
6. Now, each student writes two sentences. Remember the sentences can be true, false or one true and one false. (Give students time to write their sentences. Guide them if necessary.)
7. Now, each pair is one team. Each team will compete with another team. (Put the students into teams. Each team will consist of 2 people. If you have an odd number, you can make a team of 3.)
8. Next, one student is going to say one of his/her sentences and the students from the other team need to say if they think the student is a liar or if the sentence is true. For example, look at my first example (read it to them). Is this true or false. Am I a liar? (Let students answer.)
9. Right! (or Wrong.) This sentence is true. My brother is in Japan. If your team guesses correctly, you get a point. If you guess incorrectly, the other team gets a point
10. Now you play. (Walk around and make sure they have understood how to play. Clarify the instructions if necessary. When they finish ask:) Who is a good liar? Who is a bad liar?
11. Now, let's play again. This time, write 2 different sentences; not the same ones you already said. Remember you can write true sentences, false sentences or one of each. (Give them time to do this.)
12. Now let's divide the group into two teams. One person from Team 1 says his/her sentence and Team 2 says if the sentence is true or false. If Team 2 guesses correctly, they get a point. If they don't guess correctly, Team 1 gets a point. (Play the same game as before, but with the whole group. Stop when they seem to be getting bored with it. Encourage them to use the expression: "You're a liar!" when they think someone is saying a sentence that's false.)

Slide 14: 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 15-16: Speaking (10 m)

1. **FP Activity: Role Play-Possessive adjectives, age, occupation (10 m)**

Introduction: What is an interview? What questions can you ask in an interview?

Procedure: Think of a famous person. It can be an actor, a musician, a singer, etc. Think about the person's age, occupation, location, nationality and possessions. Now, imagine you are this famous person and someone is interviewing you. Work in pairs, one person will be a famous person, and the other will be the interviewer. Ask questions to find out the name of the person you are interviewing.

For example: (See the example on the slide. Click once to see the ?, a second time for the dialog. Read the dialog with the group. Finally click a third time for the picture to appear.)

2. **FP Activity: Presentations-Possessive adjectives, age, occupation (10 m)**

Introduction: Tell us about your family.

Procedure: Work in groups of 3-4 and tell your classmates about your family. Talk about their names, occupations, location, age and favorite TV program.

For example: (See slide 16 for the example.)

Oral Activity (10 m)

2. **FP Activity: Presentation-Possessive adjectives (10 m)**

Introduction: Best friends

Procedure: Who is your best friend? (Explain if necessary.) Draw a picture of your best friend. Draw his/her occupation and some of his/her things. (Give students time to do this. Draw a picture on the board of your best friend.) Now, work in trios and show your classmates your picture and talk about your best friend.

For example:

T: This is my best friend. His name is Jorge. He's 22 years old. He's an office worker.

This is his car. His car is a Chevy and it's blue.

Slide 17: Homework (3 m)

1. ¿Cuáles fueron los objetivos hoy? ¿Qué palabras nuevas vimos hoy? ¿Qué gramática nueva vimos hoy? ¿De qué hablamos hoy?
2. ¿Tienen alguna duda o pregunta acerca de la clase de hoy?
3. For homework, do pages 28 and 29 in your workbook.

Sky High Starter: Unit 4, Lesson 4

Slides 2-3: Homework (5 m) Check some of students' answers to question 1b; it was free response.

Slide 4: Objectives (3 m)

1. Write the objectives on the board.

Slide 5: Warm up Activity (10-15 m)

1. **FP Activity: Presentations-Possessive adjectives, age, profession, nationality, etc.**

Introduction: Let's talk about a family member.

Procedure: Draw a picture of a family member. Draw some of the person's possessions. Now work in trios and tell your classmates about your family member.

For example:

T: This is my sister. Her name is Elena. She's an artist. She's 27 years old. Her house is white and blue. Her door is red. Her t-shirt is blue and her pants are yellow. She's Mexican. She's from Sinaloa.

Slide 6: Reading and Listening (15 m)

1. (Click on the slide to show the picture. Don't have them open their books yet.) Listen to the song. (Play the audio and let them listen with books closed.)
2. What did you understand from the song? What did you hear? (Click on the slide for the first question to appear. Let students say whatever they remember or heard from the audio.)
3. (Click on the slide to show the next question.) Who's Tina? (Let students answer with what they can remember. She's the singer's sister.)
4. (Click on the slide to show the next question.) What does she do? (Let students answer with what they can remember. She's a model.)
5. (Continue with the other two questions. The answers are: She's 21. and No.)
6. Now, open your books to page 40. Read the song and listen again. (Play the audio again.)
7. Now, listen again and sing along with the music. (If you think student would enjoy it, divide them into two groups: one group sings the parts that ask the questions and the group sings the parts that answer the questions. Both groups sing the chorus.)

Slides 7-9: Reading, Speaking and Writing (25-30 m)

1. Look at the slide or your book. Who are these people? (They are Tina's family.) For example, who is Ted? (He's Tina's brother. Or, He's Bill's son. Try to elicit a variety of answers that use the different vocabulary for family members.)
2. Now, work in pairs and ask questions about the different family members like the dialog in exercise 2b in your books. You can look at the book or at the slide. (Click on the slide for them to see the example there.)
3. **FP Activity: Presentations-Possessive adjectives, age, profession, etc. (10-15 m)**

Introduction: Let's talk about your family.

Procedure: Draw a chart like the one on slide 8 with information about the members of your family. At the top, write your name. (Draw your own chart on the board.) Now, give me the papers. I am going to give them to different people. Now, work in pairs and ask and answer questions about your classmate's family members. Try to use the vocabulary for family members that we learned.

For example:

S1: Who's Gerardo?
T: He's Raul's brother.
S1: How old is he?
T: He's 20. Who's Juan Carlos?
S1: He's Paty's father.
T: What does he do?
S1: He's a doctor.

4. Now, open your books to page 41, exercise 2c. Complete the sentences. (Give them time to do this.)
5. Now, work in pairs to check your answers. (When they finish, click on the slide to show the answers.)

Slide 10: Reading and Speaking (25 m)

1. Open your books to page 41, exercise 3a. Look at the article. Let's read the questions first. (Have students read the questions before they read. The pronunciation of the name Fiennes is [FINN es].) Now, read the article and then answer the questions. (Give them time to do this.)
2. Now, work in pairs and ask and answer the questions; take turns. (When they finish, you can click on the slide to show the answers.)
3. Next, in pairs, write 2 more questions about the Fiennes family. (Give them time to do this.) Now, give your questions to another pair. They have to answer your questions and give them back to you to check. (Give them time to do this.)

Slide 11: Oral Activity (15 m)

1. **SC Activity: Guessing Game-Age, profession, nationality, origin**

Introduction: What famous people do you know? What do you know about them?

Procedure: Let's divide the class into two teams. I will ask you a question, and the first person on team 1 has an opportunity to answer. If the answer is grammatically correct and factually correct, team 1 gets two points. If the answer is factually correct, but not grammatically correct team 1 gets one point, or if the answer is grammatically correct, but not factually correct team 1 gets one point.

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

Cues:

- How old is Luis Miguel? (In 2010: He's 40. Born April 19, 1970.)
- What nationality is Christian Bach? (Argentinian.)
- Who is Christian Bach's husband? (Humberto Zurita.)
- How old is Shakira? (In 2010: She's 33. Born in Feb. 2, 1977.)
- Where is Jared Borgetti from? Tell me the state. (Sinaloa.)
- What does Justin Timberlake do? (He's a singer.)
- What nationality is Sting? (British.)
- What does Alejandro González Iñárritu do? (Movie director.)
- Where is the group Green Day from? (California, USA.)
- What nationality is Ricky Martin? (Puerto Rican.)
- How old is Silvia Pinal? (In 2010: She's 78. Born Sept. 12, 1931.)
- What does George Clooney do? (He's a actor.)
- How old is Penelope Cruz? (In 2010: She's 36. Born April 28, 1974.)
- Where is Nelly Furtado from? (Canada.)
- What nationality is Andrea Bocelli? (Italian.)
- Where is William Levy from? (Cuba)
- How old is Juan Gabriel? (In 2010: He's 60. Born Jan. 7, 1950.)
- What does Carlos Fuentes do? (He's a writer.)
- Who is Lucero's husband? (Mijares.)
- How old is Emmanuel? (In 2010: He's 55. Born April 6, 1955.)
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Slide 12: 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 13: Oral Activity (15 m)

1. **FP Activity: Role-Play-Age, profession, nationality, origin, family, etc.**

Introduction: Is it fun to be famous? Why?

Procedure: Imagine that you are a famous person; an actor, singer, athlete, musician, etc.

Think about your name, age, occupation, nationality, origin, your family members, etc. (Give students a few minutes to think about this; they may want to take notes. Click on the slide to show an example of some notes.) Now, imagine you are at a party; there are many famous people at the party. Stand up and talk to at least 5 people. Find out as much as you can about them. **(Show students the example on the slide. Once they have seen it and understood, change the slide so that they do the conversation without looking back at the slide.)**

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

Slide 14: Homework (3 m)

1. ¿Cuáles fueron los objetivos hoy? ¿Qué palabras nuevas vimos hoy? ¿Qué gramática nueva vimos hoy? ¿De qué hablamos hoy?
2. ¿Tienen alguna duda o pregunta acerca de la clase de hoy?
3. For homework, do Checkpoint 2 in the **student book** on page 42.

Sky High Starter: Unit 5, Lesson 1

Slides 2: Homework (5 m)

Slide 3: Objectives (3 m)

1. Write the objectives on the board.

Warm up activity (15 m)

1. (Bring a fresh role of toilet paper to class for this activity.) Get into a circle. Look at this roll of toilet paper. Take “as much as you need.” Then pass the roll around. (After everyone has what they consider to be a sufficient amount of toilet paper, explain that they need to give one piece of introductory information about themselves for every square of toilet paper that they are now holding.) On each square you need to write one thing about yourself. Remember you can mention your name, age, nationality, the color of your clothes or belongings, the name of a family member, etc. (Do this and show it to students.)

For example:

I am a teacher.	I'm 27 years old.	I'm Mexican.	My shoes are black.
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(When they are ready, have them read the things that they wrote about themselves.)

Slides 4-14: Vocabulary (10 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time.
2. **Meaning:** Use the picture to show the meaning of the word. If they don't understand, you may have to use Spanish.
3. **Usage:** Give an “example,” and elicit a complete answer or example using the new word.

Word	Usage (teacher)	Usage (student)
conference room	This is a conference room . People have meetings with a lot of people in them. Do you know where there is a conference room here in the university?	There is a conference room in _____.
private office	This is a private office . Only one person works here. Who has a private office here in the university?	_____ has a private office .
gym	This is a gym . You exercise at a gym . Who goes to the gym ? What is the name of your gym ?	The name of my gym is _____.
reception area	This is a reception area . When you go to the doctor's office, at the entrance there is a reception area . What things can we find in a reception area ?	There is _____ in a reception area
elevator	This is an elevator . It takes you up and down in a building. What building has an elevator ?	Sears, Palacio de Hierro, etc. has an elevator .
restrooms	When you need to go <i>pipi</i> you go to the restrooms . Where is there a restroom ?	There is a restroom _____.
lunchroom	This is a lunchroom . In offices, people eat in the lunchroom . A lunchroom is like a cafeteria in an office building. Is there a lunchroom here?	Yes / no, there is(n't) a lunchroom here.
supply room	This is a supply room . In a supply room you keep things like paper, pens, etc. Who works? Is there a supply room at your job?	Yes / no, there is(n't) a supply room at my job.
stairs	These are stairs . To go up to a second floor you use the stairs . Where can you see stairs ?	There are stairs _____.
cubicle	These are cubicles . They are not private offices. What can you see in a cubicle ?	You can see a computer, a chair, etc. in a cubicle .

4. **Recognition:** I show a picture and you tell me what it is. (Click on the slide; as you do, different items will appear. Do this chorally with all the pictures. When you finish, go back to the beginning of the slide and do it individually. You may have to go back to the beginning of the slide on various occasions so that each student gets to say one event.)

Slide 15: Word Builder (10 m)

1. Open your book to page 44, exercise 1a. Individually complete the task. (Give students time to finish, help weak students if necessary.)
2. Now get into pairs and compare your answers. (Click on the slide and have them check their answers.)
3. Now, close your eyes and listen to the words. (Play the audio once.) Now listen to the audio again but this time I want you to repeat after each word.) (Play the audio. Play it again if necessary. Correct any pronunciation mistakes students might have.)

Oral Practice (5 m)

1. **SC activity Question & Answer- Vocabulary practice**

Introduction: Let's practice!

Procedure: Get into pairs. Open your books to page 44. One student points to the picture and the other has to say the word. Once you finish switch roles.

For example:

S1: What's this?

S2: It's a meeting room. (Repeat this process with each word.)

Slides 16: Reading and Listening (15 m)

1. Open your books to page 45, exercise 2a. Look at the picture. What do you think is happening? (Get some ideas from students. Emphasize those ideas that are in relation to two people talking.)
2. Now, I want you to read the conversation. Are there any words you don't know? (Explain any words they don't know.)
3. You are going to listen to two people talking about their new office. Fill in the blanks according to what you hear. (Play the audio two times. Play the audio again if necessary.)
4. Get into pairs and compare your answers. (Play the audio again.) Click on the slide to check answers.)
5. (Ask a student to come to the front and act out the dialog with you.) Get into pairs and practice the dialog. When you finish switch roles.

Slide 17: Reading and Listening Practice (15 m)

1. Open your books to page 45, exercise 2a. Get into pairs and underline all the phrases with "*There*" that you can find in the conversation. (Give student time to finish the task. Monitor your students and help them if needed.)
2. Now, I want you to decide if the sentence is singular or plural, and if the sentence is affirmative, negative or interrogative. (Give student time to finish the task. Monitor your students and help them if needed.)
3. (Click on each sentence and ask the whole class for the answer.)

For example:

T: What is the first sentence?

WC: There are panoramic windows.

T: Is it a singular or plural sentence?

WC: Plural

T: Why?

WC: Because windows has an "S" and it has are and are is for plurals.

T: Excellent. Now is it an affirmative, negative or interrogative sentence?

WC: Affirmative

T: Why? Etc.

Slide 18: Grammar Builder (10 m)

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels.)
3. Point out certain patterns to students:
 - a. We use ***there is*** or ***there are*** to talk about existence.
 - b. We use ***"there is"*** to talk about singular.
 - c. We use ***"there are"*** to talk about plurals.
 - d. In affirmative, we use ***there is/are***, in negative we use ***there isn't/aren't***.
 - e. In questions, we change the order; we use ***Is there*** or ***Are there***.
 - f. In short answers, we use ***there is/isn't*** or ***there are/aren't***.

Slides 19-20: Repeat/Complete: There is/are (5 m)

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

Slide 21-22 Grammar Builder Practice (15 m)

1. Open your books to page 45, exercise, 3a. Complete the task individually. (Give student time to finish the task. Monitor your students and help them if needed.)
2. Now, get into pairs and compare your answers. (Answer any doubts they might have.)
3. (Click on the slide to check their answers.)

Oral Practice (10 m)

1. **SC Activity: Stimulus & Response-There is / are and vocabulary.(10 m)**

Introduction: This is my university.

Procedure: Imagine you are meeting a new student at the university. Tell the student what you can find at your university and where it is located. Use the new vocabulary and other vocabulary you know, and use the new grammar. Ask your teacher for any words you don't know. Once you finish switch roles. (Give student time to finish the task. Monitor your students and help them if needed.)

For example:

T: There are cubicles in promotion. This is a cafeteria near building C on the first floor. There are restrooms. There isn't a big meeting room. Etc.

Slide 23: Oral Practice (Model Conversation) (7-10 m)

1. Model the conversation with one student first. (To demonstrate proper pronunciation.)
2. Have the whole class repeat the conversation after you.
3. Have students practice the conversation in pairs.
4. Then, have them do it again substituting their own information; they can practice this various times switching roles.
5. Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.

Slide 24: Oral practice (15 m)

1. **FP Activity: Presentation– There is /are, vocabulary**

Introduction: This is my office.

Procedure:

1. Imagine you work in an office. On a sheet of paper make a drawing of your office and what it has. (Encourage students to draw more than one of things so that they practice plurals.) Remember the vocabulary we learned in this unit.
2. Get into pairs and present your office to your partner. Your partner can ask about your office to.

For example: (See slide for example.)

Slide 25: Homework (3 m)

1. ¿Cuáles fueron los objetivos hoy? ¿Qué palabras nuevas vimos hoy? ¿Qué gramática nueva vimos hoy? ¿De qué hablamos hoy?
2. ¿Tienen alguna duda o pregunta acerca de la clase de hoy?
3. For homework, do pages 30 and 31 in your workbook.

Sky High Starter: Unit 5, Lesson 2

Slides 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board.

Warm up activity (10 m)

1. **Snowball Fight: Review nationality and profession**

Procedure: Take out a sheet of paper. Now, write your name, invent a country you are from and write a profession you know. For example: Juan Perez, British, singer. Now, make your sheet of paper into a ball. (Show students what you want them to do.) Now, start throwing the balls to different students; everyone at the same time. (Do this for about a minute.) Now, stop. Everyone needs to have one ball. Open the ball and find the person that wrote the information on the paper. Ask your classmates questions. What question can you ask to find out a person's name? (Write the question on the board: what's your name?) And to find out the nationality? (Write the question on the board: what's your nationality?) And for the occupation? (Write the question on the board: what do you do?) (Remember that each learner will need to ask one person the questions and be asked questions by a third person, so leave enough time.)

Variation for small groups: learners can take turns introducing the person they interviewed.

Slides 5-15: Vocabulary (10 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time.
2. **Meaning:** Use the picture to show the meaning of the word. If they don't understand, you may have to use Spanish.
3. **Usage:** Give an "example," and elicit a complete answer or example using the new word.

Word	Usage (teacher)	Usage (student)
apartment building	This is an apartment building . It has many apartments where families live. Who lives in an apartment building ? Where is your apartment building?	I live in an apartment building . My apartment building is on ____ street.
church	This is a church . People pray (mimic) at church . What day do people go to church ?	They go to church on Sundays.
house	This is a house . A family lives in a house . How many people live in your house ?	_____ people live in my house .
movie theater	This is a movie theater . The movie (say a current movie that is showing) is playing at the movie theater . What can you eat at the movie theater ?	I can eat _____ at the movie theater .
park	This is a park . At the park you can ride a bike, play, etc. Who has a park close to home? What does the park have?	I have a park close to home. It has _____.
playground	This is a playground . Children love to play on playgrounds . What playground is close to your house?	XX playground is close to my house.
school	This is a school . You learn things in a school . What is the name of your school ?	The name of my school is _____.
store	This is a store . A store can sell different things. What is your favorite store ?	My favorite store is _____.
subway station	This is a subway station. What cities in Mexico have subway stations?	Mexico City has a subway station .
supermarket	This is a supermarket . A supermarket sells food, clothes, electronics, etc. What are some supermarkets you know?	Walmart, Soriana, etc. are supermarkets .

4. **Recognition:** I show a picture and you tell me what it is. (Click on the slide; as you do, different items will appear. Do this chorally with all the pictures. When you finish, go back to the beginning of the slide and do it individually. You may have to go back to the beginning of the slide on various occasions so that each student gets to say one event.)

Slide 16: Word Builder (15 m)

1. Open your book to page 46, exercise 1a. Individually complete the task. (Give students time to finish, help weak students if necessary.)
2. Now get into pairs and compare your answers. (Click on the slide and have them check their answers.)
3. Now, close your eyes and listen to the words. (Play the audio once.) Now listen to the audio again but this time I want you to repeat each word after the speaker. (Play the audio. Play it again if necessary. Correct any pronunciation mistakes students might have.)

Oral practice (5 m)

1. **SC activity Question & Answer- Vocabulary practice.**

Introduction: Let's practice vocabulary.

Procedure: Get into pairs. Open your books to page 46. One student points to the picture and the other has to say the word. Once you finish switch roles.

For example:

S1: What's this?

S2: It's a church. (Have students answer in complete sentence. Repeat this process with each word.)

Slides 17-18: Reading, Listening, and Speaking (25 m)

1. (Books closed. Listen to the conversation then ask students.) What are they talking about? How many people are talking? What is the name of her neighborhood?
2. Open your books to page 46, exercise 2a. Read the scrambled conversation. Are there any words you don't know? (Explain any words they don't know.)
3. You are going to listen to two people talk about a neighborhood. Number the sentences according to the correct order. (Play the audio. Play the audio again if necessary.)
4. Get into pairs and compare your answers. Do you both agree? (Play the audio again if students request it. Click on the slide to check answers.)
5. (Click on slide 17.) Ask a student to come to the front and act out the dialog with you.) Get into pairs and practice the dialog. When you finish switch roles.

Slide 19: Grammar Builder (5 m)

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels.)
3. Point out certain patterns to students:
 - a. We use **"some + noun"** to talk more than one (plurals) thing when the number is not important.
 - b. We use **"any + noun"** with negative sentences and questions.
 - c. We use **"How many"** to find out the exact quantity.

Slides 20-21: Repeat/Complete: Existence (5 m)

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

Slide 22 Grammar Builder Practice (25 m)

1. Open your books to page 47, exercise 3a.
2. Complete the task individually. (Give student time to finish the task. Monitor your students and help them if needed.)
3. Now, get into pairs and compare your answers. (Answer any doubts they might have.)
4. (Click on the slide to check their answers.)
5. Open your books to page 47, exercise 3b. (Ask students.) How many doors are there? How many windows are there? (Make sure students understand that questions with "How many" are in plural and that the answers can be singular or plural.)

6. Look at the examples. Get into pairs and ask each other questions using “How many?” about your city or town. (Demonstrate with a student before you have them work in pairs. Give student time to finish the task. Monitor your students and help them if needed.)
7. Open your book to page 47, exercise 3c. I want you to write two questions with “Is there?,” “Are there?,” and “How many?” about your partner’s neighborhood. Look at the book for an example. (Give student time to finish the task. Monitor your students and help them if needed.)
8. Get into pairs. Ask and answer the questions with your partner.
9. After the pair work, have students ask you about your neighborhood.

Slide 23: Oral Practice (Model Conversation) (7-10 m)

1. Model the conversation with one student first. (To demonstrate proper pronunciation.)
2. Have the whole class repeat the conversation after you.
3. Have students practice the conversation in pairs.
4. Then, have them do it again substituting their own information; they can practice this various times switching roles.
5. Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn’t exactly follow the same sequence as the slide.

Slide 24: Oral Practice (15-20 m)

1. **FP Activity: Presentation– There is /are, vocabulary, some any and How many.**

Introduction: This is my neighborhood

Procedure:

3. Make a drawing of your perfect neighborhood. (Encourage students to draw more than one of things so that they practice plurals.) Remember the vocabulary we learned in this unit.
4. Get into trios and present your neighborhood. Your partners can ask about your neighborhood.

For example: (See slide for example.)

Slide 25: Homework (3 m)

1. ¿Cuáles fueron los objetivos hoy? ¿Qué palabras nuevas vimos hoy? ¿Qué gramática nueva vimos hoy? ¿De qué hablamos hoy?
2. ¿Tienen alguna duda o pregunta acerca de la clase de hoy?
3. For homework, do pages 32 and 33 in your workbook.

Sky High Starter: Unit 5, Lesson 3

Slides 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board.

Warm up activity (10 m)

1. **SC activity: Stimulus & Response: Game for reviewing vocabulary from previous lessons.**

Introduction: Let's play a game. This is a sentence race.

Procedure:

1. Prepare a list of review vocabulary words.
2. Write each word on two small pieces of paper. That means writing the word twice, once on each paper.
3. Organize the pieces like bundles, 2 bundles, 2 sets of identical words.
4. Divide the class into 2 teams. Get them to make creative team names.
5. Distribute each list of words to both teams. Every student on each team should have a paper. Both teams have the same words.
6. When you call a word, 2 students should stand up, one from each team. The students must then run to the blackboard and race to write a sentence using their word. The winner is the one with a correct and clearly written sentence.

Slides 5-10: Vocabulary (10 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time.
2. **Meaning:** Use the picture to show the meaning of the word. If they don't understand, you may have to use Spanish.
3. **Usage:** Give an "example," and elicit a complete answer or example using the new word.

Word	Usage (teacher)	Usage (student)
old / new	Something that has many years, is old . Something that is very recent is new . Can you show me something old and new you have?	This is new . This is old .
traditional	This church is traditional , it's old and important in Taxco. What traditional places can you find in this city?	XX is traditional .
modern	This church is new, it's modern . It does not have a historical background. What is a modern building in this city?	XX is a modern building.
small	The Chevy is a small car. Tell me the name of another small car.	XX is a small car.
big	Tokyo is a big city. Tell me the name of another big city.	XX is a big city.
quiet / busy	When you go to the forest it is quiet . You can hear the birds and wind blowing. The city is very busy . There are cars, buses, cars honking, people talking, etc. Can you name a quiet place you know and a busy place?	_____ is busy . _____ is quiet .
expensive	A trip to Los Cabos is expensive . Tell me something that is expensive .	XX is expensive .
cheap	A metro ticket is cheap . Tell me something that is cheap .	XX is cheap .

4. **Recognition:** I show a picture and you tell me what adjective describes it. (Click on the slide; as you do, different items will appear. Do this chorally with all the pictures. When you finish, go back to the beginning of the slide and do it individually. You may have to go back to the beginning of the slide on various occasions so that each student gets to say one word.)

Slide 11: Word Builder (7-10m)

1. Open your book to page 48, exercise 1a. What do you see in the pictures? (Two cities / town. Explain that a city is bigger than a town.) Now read the two texts. (Give students time to finish, help weak students if necessary.)
2. Where is New York? Where is York? Which one is a city? Which one is a town?
3. Now get into pairs and complete activity 1b. (Click on the slide and have them check their answers.)
4. Now, close your eyes and listen to the words. (Play the audio once.) Now listen to the audio again but this time I want you to repeat each word after the audio. (Play the audio. Play it again if necessary. Correct any pronunciation mistakes students might have.)

Slide 12-13: Speaking, Listening, and Writing (25 m)

1. (Books closed. Listen to the conversation then ask students.) What are they talking about? How many people are talking? Where is Stuart from? Where is Nancy from?
2. Open your books to page 48, exercise 2a. Read the questions. Are there any words you don't know? (Explain any words they don't know.)
3. You are going to listen to two people talk about where they are from. Answer the questions according to what you hear. (Play the audio. Play the audio again if necessary.)
4. Get into pairs and compare your answers. Do you both agree? (Play the audio again if students request it. Click on the slide to check answers.)
5. (Click on slide 13. Ask a student to come to the front and act out the dialog with you.) Get into pairs and practice the dialog. When you finish switch roles.

Slide 14: Word Builder Practice (10 m)

1. Open your books to page 48, exercise 2b. Get into pairs and complete the task using the adjectives you know. (Give students time to finish, help weak students if necessary.)
2. (Before clicking on the answers ask students to tell you the answer. As they are checking their answers point out that more than one answer is often possible.)

Slide 15: Grammar Builder (10 m)

1. Teacher shows the slide; says the sentence(s) and has students repeat as s/he writes it/them on the board.
2. Teacher labels the sentence(s) with students' participation. (Click on the slide to show the labels.)
3. Point out certain patterns to students:
 - a. Notice that the first two sentences are ***subject + v-be + adjective***.
 - b. Notice that the last two sentences are ***subject + v-be + adjective + noun***.

NOTE: Don't overtly show this difference to students; have them discover this on their own if possible.

Slides 16-17: Repeat/Complete: Adjectives (5 m)

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

Slide 18-19 Grammar Builder Practice (20 m)

1. Open your books to page 49, exercise 3a.
2. Complete the task individually. (Give student time to finish the task. Monitor your students and help them if needed.)
3. Now, get into pairs and compare your answers. (Answer any doubts they might have.)
4. (Click on the slide to check their answers.)
5. Open your books to page 49, exercise 3b. Look at the first example. I want you to put the rest of the sentences in order. Get into pairs and complete the task. (Give student time to finish the task. Monitor your students and help them if needed. Click on the slide to check answers.)

Slide 20: Oral Practice (Model Conversation) (7-10 m)

1. Model the conversation with one student first. (To demonstrate proper pronunciation.)
2. Have the whole class repeat the conversation after you.
3. Have students practice the conversation in pairs.
4. Then, have them do it again substituting their own information; they can practice this various times switching roles.
5. Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.

Slide 21: Oral Practice (15 m)

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

Introduction: My hometown is...

Procedure: Imagine what your perfect home town would be like. Make a list of things that it has and adjectives that describe it. Remember the vocabulary we learned in this unit. Get into trios and present your hometown. Your partners can ask about your neighborhood.

For example: (See slide for example.)

Slide 22: Homework (3 m)

1. ¿Cuáles fueron los objetivos hoy? ¿Qué palabras nuevas vimos hoy? ¿Qué gramática nueva vimos hoy? ¿De qué hablamos hoy?
2. ¿Tienen alguna duda o pregunta acerca de la clase de hoy?
3. For homework, do pages 34 and 35 in your workbook.

Sky High Starter: Unit 5, Lesson 4

Slides 2-3: Homework (5 m)

Slide 4: Objectives (3 m)

1. Write the objectives on the board.

Warm up Activity (10 m)

1. **SC Activity: Stimulus & Response – Vocabulary and grammar review**

Introduction: What's the question?

Procedure:

1. Form two teams (three will work, but two seems to add just the right amount of competitive tension). Explain the game, with a few examples of answers in search of questions. Ask, 'What's the question?', and get students to correctly say the corresponding questions for your answer.
2. Have two players--one from each team--come to the front. Style it like a game show if you like, with the students standing side-by-side. If you have access to bells or buzzers, it's even more fun.
3. Next, read an answer to a question and say, 'What's the question?' The fastest player to respond wins a point for her/his team. New contestants come to the front for a new round.
4. This game forces the students to think backwards a little, so they must provide a grammatically perfect question. All too often, they are used to answering rather than asking questions, so this is challenging and useful as review.

Cues:

- It's nine oh-five. (What time is it?)
- There are five schools in my town. (How many schools are there (in your town)?)
- My name is Juan. (What's your name?)
- I am Mexican. (What's your nationality?)
- My flag is red and white. (What color is your flag?)
- I'm an accountant. (What do you do?)
- My language is Japanese. (What's your language?)
- I'm from Brazil. (Where are you from?)
- Susi is from Canada. (Where is Susi from?)
- I'm 21 years old. (How old are you?)
- My sister is a doctor. (What does your sister do?)

(You can write more cues according to the extra practice your students need.)

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Slide 5-6: Reading and Listening (20 m)

1. Books closed. Listen to the song. (After they listen.) What does the song talk about? (Neighborhood, what they find there, etc...) What style is the music? (Reggae.)
2. Open your books to page 50, exercise 1a. Listen to the song again but this time I want you to underline all the adjectives you find. (Play the audio again if necessary.)
3. Get into pairs and answer the questions in exercise 1b in your notebooks. (Play the audio again if students request it.)

4. (Click on the slide.) Check your answers. Do you have any questions?
5. Now look at the chorus. (Have students repeat each line after you. Try to use the velocity and intonation the song has. Once you have said line by line have students sing the chorus.)
6. Now let's sing the complete song. (Motivate students to sing.)

Slide 7: Look! (10 m)

1. **Form:** Repeat the word 3 times and have students repeat after you each time.
2. **Meaning:** Use the picture to show the meaning of the word. If they don't understand, you may have to use Spanish.
3. **SC activity: Stimulus & Response: Shapes**

Introduction: What's this?

Procedure: Draw different shapes and have students tell you what each shape is.

For example:

(Teacher draws a circle.)

T: What's this?

WC: It's a circle. (Repeat this till you're sure they know the four shapes.)

Slide 8-9: Oral Practice (15 m)

1. **SC Activity: Stimulus & Response—There is /are, vocabulary**

Introduction: My new office?

Procedure: (Click on the slide. Divide the class in two. One half faces the screen the other doesn't. The group that is not facing the screen must have their notebook and a pen.) I am going to click on each slide and your partner has to describe the shape, its color and how many are in each room of the new office. The group that can't see has to write the information down. (After S1 finishes describing the office, have students turn around and check their answers. Answer any questions they might have. Repeat the same process with slide 9 for the other half of the group.)

For example:

(Slide has a white circle in the elevator)

S1: There is a white circle in the elevator.

S2: Writes: white circle in the elevator.

Slides 10-11: Repeat/Complete: (7-10 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 12: Reading, Writing, Listening, and Speaking (20 m)

1. Open your books to page 51, exercise 2a. Look at the pictures. Do you know those places?
2. Now, I want you to read the conversation. Are there any words you don't know? (Explain any words they don't know.)
3. Complete the conversation with the words in the box. (Give students time to finish. Monitor your students and help them if necessary.)
4. Get into pairs and compare your answers. Do you agree? (Play the audio again if students request it.)
5. You are going to listen to two people talk. Check your answers. (Play the audio two times. Play the audio again if necessary. Click on the slide to check answers.)
6. (Ask a student to come to the front and act out the dialog with you.) Get into pairs and practice the dialog. When you finish switch roles.

Oral Practice (10-15 m)

1. **FP Activity: Presentation–Vocabulary and There is / are.**

Introduction: Imagine your ideal neighborhood.

Procedure:

1. Open your book to page 51 exercise 2c. Look at the words in the box. Are there any words you don't know? (Answer any doubts they might have.)
2. Imagine you can create your ideal neighborhood. What would it have? Make some notes that will help you in your presentation.
3. Stand up in the middle of the room. Get into pairs when I say go start presenting your ideal neighborhood to your partner. When I say switch you will change partners. (Have students change partners two or three times.)

For example: (Open your book to page 51 exercise c for the example.)

Slide 13: Reading, Writing and Speaking (10-15 m)

1. Open your book to page 51, exercise 3a. Look at the title of the reading. Do you know what the heart means? (I love New York.)
2. Now, look at the pictures. Do you know what these places are? (Elicit the answers from students. They will probably know some.)
3. Read the article and write the name of each place. (Give students time to complete the task. Monitor your students and help them if needed.)
4. Get into pairs and compare your answers. Do you agree? (Click on the slide to check their answers.)
5. Get into pairs. Using the vocabulary and grammar we learned in this unit, write questions about the article using the cues you find on page 51, exercise 3b. (Give students time to complete the task. Monitor your students and help them if needed.)
6. Get into groups of four. (Students must find completely new partners.) Ask and answer the questions you wrote. (Give students time to complete the task. Monitor your students and help them if needed.)

Slide 14: Oral Practice (Model Conversation) (10-15 m)

1. Model the conversation with one student first. (To demonstrate proper pronunciation.)
2. Have the whole class repeat the conversation after you.
3. Have students practice the conversation in pairs.
4. Then, have them do it again substituting their own information; they can practice this various times switching roles.
5. Finally, cover or change the slide and have them do it without looking. Accept any logical sentence even if it doesn't exactly follow the same sequence as the slide.

Oral Practice (15 m)**1. SC Activity: Game—Review everything****Introduction:** Stop!

Procedure: (Divide the class into two teams.) We are going to play “New stop” (Basta). (Make two board games on the board. If you have a lot of students you can make three teams.) The categories are:

Occupations	Days of the Week	Nationalities	Colors	Time
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When I say go, one member of each team will come to the front and write one word (or two when necessary) under each category. The rest of the team can help. The teams can not repeat words until all the possible ones are on the board. For example: (**Days of the week:** until all seven days are written you can't repeat them.) Each category is worth one point. If there is more than one spelling mistake or you write under the wrong column, the team is eliminated from that round. At the end the team with the most points wins.

For example:

T: Go! (One member of each team comes to the board)

Team 1: writes: doctor wensday Cuban black fo

Team 2: writes: nurse Monday Mexican red two fifteen and screams STOP!

Team 3: writes: sinjer Tuesday Jerman blue six o'clock

The scores:

Team 1: 3 points because Wednesday is misspelled and they could not finish the time.

Team 2: 5 points because all five categories are correctly spelled and complete

Team 3: 0 points because they have two spelling mistakes.

Slide 15: Homework (3 m)

1. ¿Cuáles fueron los objetivos hoy? ¿Qué palabras nuevas vimos hoy? ¿Qué gramática nueva vimos hoy? ¿De qué hablamos hoy?
2. ¿Tienen alguna duda o pregunta acerca de la clase de hoy?
3. For homework, study for the exam.

Sky High Starter: Final Review (126-141 m)

Slide 2: Objectives (3 m)

1. Write the objectives on the board.

Slides 3-4: Oral Practice (20-25 m)

1. **SC Activity: Stimulus-Response-Nationalities & countries (10 m)**

Introduction: Let's practice with nationalities and countries.

Procedure: I show you a flag, and you say where the flag is from. Then you tell me the name of a person from that country and something or someone with that nationality. (When you have done all the flags, you can go back and do them again, so that every student participates.)

For example:

T: I show you a flag of Australia (click on the slide) and you say:

S3: That's the Australian flag. (Click on the side.) Nicole Kidman is from Australian. (Click on the side.) Kangaroos are Australian.

2. **FP Activity: Guessing Game-Nationalities & countries (10-15 m)**

Introduction: Let's practice again with nationalities and countries.

Procedure: Let's divide the group into two teams. Now, work with your team and make a list of 10 different people or things from different countries. (Give them time to do this.) Now, let's play a game. A person from Team 1 says a person or thing from his/her list, and a student from Team 2 says a sentence using nationality or origin. If you say a grammatically correct sentence, you get a point for your team. If your sentence is factually true, you get a second point.

For example:

T: Toyota cars.

S1 Team 2: Toyota cars are American.

T: Correct grammar, but wrong information; one point.

Cues: Students' cues.

Slide 5: Oral Practice (20 m)

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

Introduction: Let's practice with colors.

Procedure: I show you a color, and you say what the color is, and then mention something in the classroom with that color. (When you have done all the colors, you can go back and do them again, so that every student participates.)

For example:

T: (Click on the slide to show the first color.) This is white. (My t-shirt) is white.

2. **FP Activity: Presentations-Colors and possessions (10-15 m)**

Introduction: Let's practice with colors and possessions.

Procedure: Work in groups of 4-5. Each person describes his/her possessions and the colors.

For example:

T: This is my purse / backpack. It's brown. These are my pens; they are blue. This is my wallet. It's black. This is my t-shirt; it's red. This is my cell phone. It's white. These are my shoes. They are red. These are my pants. They are blue.

Slide 6: Oral Activity (15-20 m)

1. **FP Activity: Presentations-Possessions, family members, colors, origin, age, etc.**

Introduction: Tell us about your family.

Procedure: Draw a picture of your family, like the one on the slide. Then, draw some of their possessions. (Click on the slide to show “your family and possessions.” Give them a few minutes to draw their pictures.) Now, work in groups of 3-4 and tell your classmates about your family. You can tell them their names, origin and talk about their possessions.

For example:

T: This is my family. That's my father. His name is Raúl. He's 45 years old. He's a doctor. His t-shirt is green and his pants are blue. He's from Guadalajara. She's a homemaker. That's his wallet and those are his keys. This is my mother. Her name is Andrea. She's 43. She's from Veracruz. That's her purse; it's red, and that's her cell phone. This is my brother, his name is Carlos. He's 10 years old. His t-shirt is green and his pants are brown. That's his MP3 player. And, this is my sister. Her name is Julia. She's 7. That's her watch; it's green. Carlos and Julia are students in primary school.

Slide 7: Oral Activity (25-30 m)

1. **FP Activity: Role Play-Existence (10-15 m)**

Introduction: What is there in your neighborhood?

Procedure: Work in pairs. Imagine you are visiting a friend. Ask him/her about the things in his/her neighborhood.

For example: See the slide for the example.

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

Introduction: What things are in your purse or backpack?

Procedure: Draw a picture of your backpack or purse and draw the things in it; draw at least 5 things. You can draw anything you want. (Give them a few minutes to do this.) Now, work in pairs and ask your classmate about the things in his/her purse or backpack. When you guess all the things in your partner's purse or backpack, then switch.

For example:

T: Is there a cell phone in your backpack?

S4: No, there isn't.

T: Are there some pens in your backpack?

S4: Yes, there are. There are 3 pens.

T: Is there a bathing suit in your backpack?

S4: No, there isn't.

Etc.

Writing Activity (15 m)

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

Introduction: Let's practice with adjectives.

Procedure: Let's divide the group into two teams. I say an adjective, and one person from each team goes to the board and writes a sentence with the adjective. You can each get one point for a correct sentence, but only the person who finishes first can get an additional point. (If both students write correct sentences, they will each get one point for the correct sentences. The student who finished first, can get an additional point, if his/her sentence was correct. In order to get points, sentences must be correct!)

For example:

T: modern

S1 Team 1: (finished second) My house is modern. (One point for correct sentence.)

S1 Team 2: (finished first) My shoes is modern. (Zero points; no correct sentence.)

Cues:

old	new	traditional	modern	big	historic
small	quite	busy	expensive	cheap	popular

Slide 8: Oral Activity (25 m)

1. **FP Activity: Description-Adjectives, places, existence (15 m)**

Introduction: What are some nice places to go on vacation?

Procedure: Work in groups of 3-4. You are making a commercial for tourists to visit your city. Choose a city, in Mexico or someplace in the world. Describe your place, say what there is / are there to convince people to visit your city. (Give groups time to prepare their descriptions of their cities.) When you finish, you need to go to the front and present your city to the class. The best presentation wins.

For example: See the slide for the example.

2. **SC Activity: Stimulus & Response-Places, existence, QW Where? (10 m)**

Introduction: What are some places in an office or school? (On the board write students ideas; include gym, stairs, cubicle, elevator, etc.)

Procedure: Work in pairs. Imagine you are someplace in the office or at school. Don't say where you are. Now, ask your partner questions to find out where he/she is. If you can't guess after 4 tries, ask a question with Where.

For example:

T: Guess where I am.

S2: Are you in the gym?

T: No, I'm not.

S2: Are you in the elevator?

T: No, I'm not.

S2: Are you in the reception area?

T: No, I'm not.

S2: Where are you?

T: I'm in the conference room.

Slide 9: Homework (3 m)

1. ¿Cuáles fueron los objetivos hoy? ¿Qué estructuras repasamos? ¿Cuáles de estos se les hace difíciles? ¿Cuáles son fáciles?
2. ¿Tienen alguna duda o pregunta acerca de la clase de hoy?
3. For homework, study for the exam.

