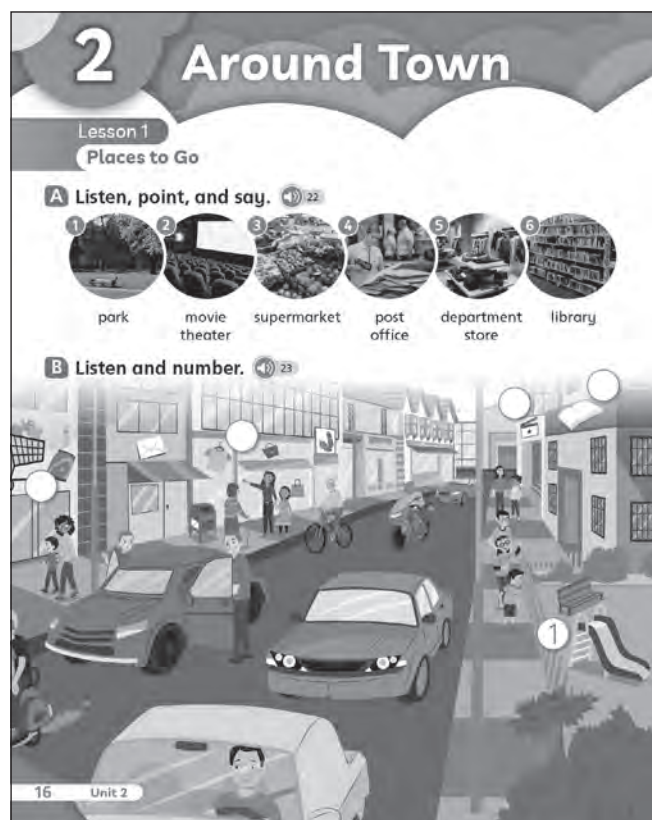


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Lesson 1 Places to Go

Objectives

Asking and answering about places to go

Grammar

Questions about location with prepositional phrases:
Where's the park? It's across from the movie theater. Where's the park? It's between the school and the movie theater.

Vocabulary

Places to Go: park, movie theater, supermarket, post office, department store, library

Materials

Flashcards; Audio 015, 022–025

Student Book page 16

Warm up

- Greet students saying *Good (morning), everyone. What do you want for (lunch) today?* Individuals reply using any foods they know.
- Sing *That Sounds Good* (015).

A Listen, point, and say. 022

- Use the Classroom Presentation Tool interactive activity to present the new language. Alternatively, you can use the unit flashcards to present the new words. Continue until students can produce the words on their own.

- Play the audio. Students listen, point, and say along with the audio.
- Students practice saying the places on their own, using their books.

B Listen and number. 023

- Read this while pointing to the picture:
Everyone is in town today. Do you see Emma? She's with her mother. They are next to the department store. Mike and Leo are with their father. Are they at the library? No, they aren't. They are at the park. Look! There is the library and the post office. There's the movie theater. Julie and her mother are there. Danny is with his father. They have a red car. Where are they? They are next to the supermarket.
- Play the audio. Students listen, find the places in the picture, and number them.

Audio script 023

- Leo** Where are we going, Mike?
Mike We're going to the park.
Leo Yay!
 - Julie** Look! There are Mike and Leo!
Julie's mom Where?
Julie They're in front of the library. Mike is wearing an orange T-shirt. See?
Julie's mom Oh, yes, now I see them.
Julie Hi, Mike!
Mike and Leo Hi, Julie!
 - Julie** There's the movie theater. Mom, can we see a movie? Please?
Julie's mom Sorry, not today. Maybe we can go on Sunday.
 - Older woman** Excuse me. Where can I get some eggs?
Emma The supermarket is on this street.
Older woman Oh, good. Where is it?
Emma It's the second building from here. Can you see the post office? It's first. Then the supermarket is second.
Older woman I see it. Thank you so much. You're so helpful.
Emma You're welcome.
 - Danny's dad** Come on, Danny. I need a new shirt.
Danny Are we going to the department store next to the post office?
Danny's dad Yes, we are. Then it's time for lunch.
Danny That's good. I'm hungry!
- Invite students to talk about other things they see in the picture.

ANSWER KEY

(clockwise from top left)

- 5 department store 4 supermarket 3 movie theater
2 library 1 park



Student Book page 17

C Listen, ask, and answer. Then practice. 024

- Introduce the new pattern and introduce the short form *Where's* as well as the preposition box. Direct students' attention to the first grammar box and preposition box on page 17.
- Play the audio. Students listen and say along with the audio.

Audio script 024

Where's the park? It's across from the movie theater.
Where's = Where is
across from

- Where's the park? It's across from the movie theater.
- Where's the movie theater? It's across from the post office.
- Where's the supermarket? It's across from the department store.
- Where's the post office? It's across from the library.
- Where's the department store? It's across from the supermarket.
- Where's the library? It's across from the park.

- Pairs practice the pattern, using their books.

D Listen, ask, and answer. Then practice. 025

- Introduce the new pattern. Direct students' attention to the second grammar box and preposition box on page 17.
- Play the audio. Students listen, ask, and answer along with the audio.

Audio script 025

Where's the park? It's between the school and the movie theater.
between

- Where's the park? It's between the school and the movie theater.
- Where's the movie theater? It's between the park and the library.
- Where's the library? It's between the movie theater and the post office.
- Where's the post office? It's between the library and the supermarket.
- Where's the supermarket? It's between the post office and the department store.
- Where's the department store? It's between the supermarket and the restaurant.

- Use the Classroom Presentation Tool grammar video to present and practice the new language.
- Pairs practice the pattern, using their books.

E Look at B. Point, ask, and answer.

- Student pairs look at the big picture in Activity B and practice the language pattern in the speech bubbles:
Where's the library? It's across from the post office.

EVERYBODY UP GLOBAL SKILLS

Critical Thinking / Communication: Direct students' attention to the Everybody Up Friend. In small groups, students use critical thinking skills to write simple sentences about their school's location. Students then use communication skills to take turns asking and answering the question.

Games and Activities

Teacher's Mistake (Teacher's Guide page 115). Use the unit flashcards of places (also from Level 2).

Toss and Tell (Teacher's Guide page 115). S1 tosses the beanbag to S2, asking *Where's the (park)?* S2 answers with any location.

Assessment for learning

Ask students to complete the self-assessment activity. Provide consolidation activities from the Teacher Resources or the Workbook, if they need extra support.

Extra Practice

Workbook pages 14–15

Classroom Presentation Tool

Online Practice

Lesson 2
Things to Do

A Listen, point, and say. 026

1 shop 2 watch a movie 3 borrow books 4 mail letters 5 buy groceries 6 kick a ball

B Listen, ask, and answer. Then practice. 027

What's he/she doing at the department store? He's/She's shopping.

He's = He is
She's = She is

shop → shopping
borrow → borrowing
buy → buying

watch → watching
mail → mailing
kick → kicking

18 Unit 2

Lesson 2 Things to Do

Objectives

Asking and answering about things to do

Grammar

Present continuous questions with prepositional phrases:
What's he/she doing at the department store? He's/She's shopping; What are they doing at the department store? They're shopping.

Vocabulary

Things to Do: shop, watch a movie, borrow books, mail letters, buy groceries, kick a ball

Materials

Flashcards; Audio 026–029

Student Book page 18

Warm up

- Greet the class, saying *Hello* and *Hi*. Students greet their classmates.
- Review Unit 1 vocabulary with a game of **Shopping List** (Teacher's Guide page 115). Begin by saying *I'm going to the supermarket. I need some (carrots)*. The next student says *I'm going to the supermarket. I need some (carrots) and (apples)*.

A Listen, point, and say. 026

- Use the Classroom Presentation Tool interactive activity to present the new language. Alternatively, you can use the unit flashcards to present the new words. Continue until students can produce the words on their own.
- Play **Guess the Next Card** (Teacher's Guide page 114) with the unit flashcards.
- Play the audio. Students listen, point, and say along with the audio.
- Students practice saying the new activities on their own, using their books.

B Listen, ask, and answer. Then practice. 027

- Introduce the new pattern and present the short forms *He's, She's*.
- Direct students' attention to the present continuous box on page 18. Say (*shop, shopping*). Students listen and repeat.
- Direct students' attention to the grammar box on page 18.
- Play the audio. Students listen, ask, and answer along with the audio.

Audio script 027

What's he doing at the department store?

He's shopping.

What's she doing at the department store?

She's shopping.

He's = He is

She's = She is

shop, shopping

watch, watching

borrow, borrowing

mail, mailing

buy, buying

kick, kicking

1 What's he doing at the department store?
He's shopping.

2 What's she doing at the movie theater?
She's watching a movie.

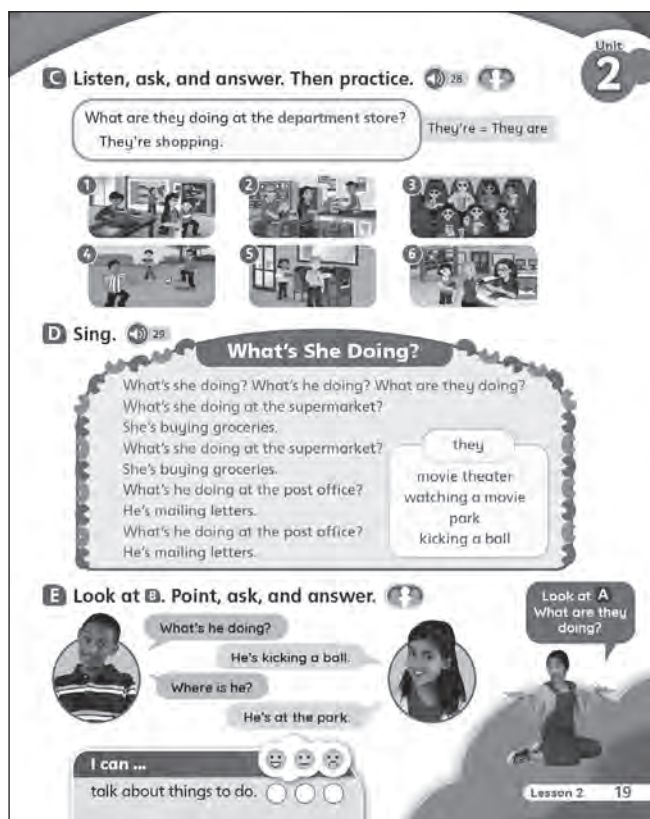
3 What's he doing at the library?
He's borrowing books.

4 What's she doing at the post office?
She's mailing letters.

5 What's she doing at the supermarket?
She's buying groceries.

6 What's he doing at the park?
He's kicking a ball.

- Students practice the pattern in pairs, using their books.



Student Book page 19

C Listen, ask, and answer. Then practice. 028

- Introduce the new pattern. Direct students' attention to the grammar box on page 19.
- Play the audio. Students listen, ask, and answer along with the audio.

Audio script 028

What are they doing at the department store?

They're shopping.

They're = They are

1 What are they doing at the department store?

They're shopping.

2 What are they doing at the supermarket?

They're buying groceries.

3 What are they doing at the movie theater?

They're watching a movie.

4 What are they doing at the park?

They're kicking a ball.

5 What are they doing at the post office?

They're mailing letters.

6 What are they doing at the library?

They're borrowing books.

- Use the Classroom Presentation Tool grammar video to present and practice the new language.

- Students practice the pattern in pairs, using their books.

D Sing. 029

- Students look at the pictures in C and name the places and the things to do.
- Read all the song lyrics with the students, including the ones in the box on the right. As you read, perform the following gestures as you say these words, and encourage students to copy you:
 - buying groceries: mime holding a basket and putting groceries into it

- mailing letters: mime posting a letter
- watching a movie: mime watching a movie and eating popcorn
- kicking a ball: mime kicking a ball

- Play the audio to present the song. Then play the audio again for students to sing along, performing the actions as they sing.

Audio script 029

What's She Doing?

What's she doing? What's he doing? What are they doing?

What's she doing at the supermarket? She's buying groceries. (x2)

What's he doing at the post office? He's mailing letters. (x2)

What are they doing at the movie theater? They're watching a movie. (x2)

What are they doing at the park? They're kicking a ball. (x2)

What's she doing? What's he doing? What are they doing?

E Look at B. Point, ask, and answer.

- Students work in groups of three. S1 acts out a Lesson 2 activity. S2 and S3 watch S1 and then practice the language pattern in the speech bubbles: *What's she doing? She's kicking a ball. Where is she? She's at the park.* Students switch roles and continue.

EVERYBODY UP GLOBAL SKILLS

Critical Thinking / Communication: Direct students' attention to the Everybody Up Friend. Students use critical thinking skills to look together at the pictures in Activity A. Then they use communication skills to take turns asking and answering the question.

Games and Activities

Rollers (Teacher's Guide page 115). S1 says (*shop*) and S2 must say (*shopping*). S2 says a new Lesson 2 vocabulary item and rolls the ball on.

Buzzers (Teacher's Guide page 114). Ask questions using different locations. (*What are they doing at the (park)?*) Players race to slap the buzzer and give a correct answer with the appropriate activity. (*They're kicking a ball.*)

Assessment for learning

Ask students to complete the self-assessment activity. Provide consolidation activities from the Teacher Resources or the Workbook, if they need extra support.

Extra Practice

Workbook pages 16–17

Classroom Presentation Tool

Online Practice



A Talk about the story. Then listen and read.

030

- Students look at the pictures and talk about what they see.
- Play the video or the audio for students to enjoy the story. Then play the video or audio again, pausing at intervals to check students' understanding.
- Read the story aloud with the students. Then direct students' attention to the value *Be helpful* and play the audio again. Students listen and read along.

Lesson 3 Story

Objectives

Building reading and listening skills

Conversation

Asking where something is: *Excuse me. Where's the post office? It's over there.*

Value

Be helpful.

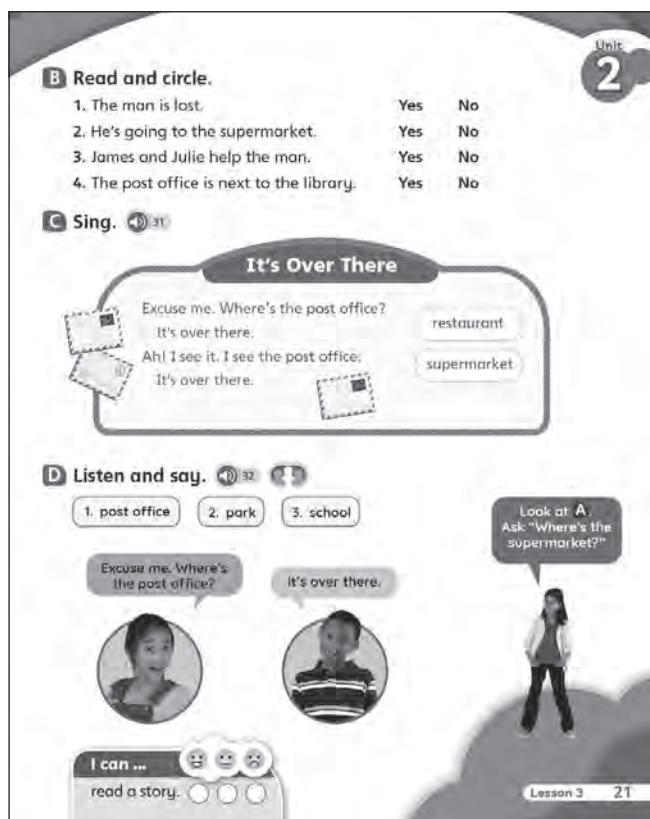
Materials

Flashcards; Audio 029–032; Unit 2 Story video

Student Book page 20

Warm up

- Greet the class. Then introduce yourself and say what you're wearing: *I'm (Ms. Jones). I'm wearing (a white shirt and a blue skirt).* Students introduce themselves to their classmates and say what they're wearing.
- Sing *What's She Doing?* (029).
- Review vocabulary and grammar from Unit 2, Lessons 1 and 2. Hold up the unit flashcard and mime watching a movie. Guide a student to ask *What's she doing at the movie theater?* Elicit the answer from another student: *She's watching a movie.* Continue with the other flashcards.
- Review the conversation language from Unit 1, Lesson 3: *What's for lunch? Soup and salad. That sounds good.* Encourage students to look for opportunities to use the language pattern in class today.



Student Book page 21

B Read and circle.

- Students read the sentences and circle *Yes* if the sentence is correct or *No* if the sentence is wrong.
- Read each sentence aloud with the class. Students can answer orally and then circle the answers in their books, or they can do the activity on their own, using Activity A as a reference.
- Check answers together.

ANSWER KEY

1 Yes 2 No 3 Yes 4 No

C Sing. 031

- Read the song lyrics with the students.
- Play the audio. Students listen and sing along with the audio.

Audio script 031

It's Over There

Excuse me. Where's the post office?
It's over there.
Ah! I see it. I see the post office.
It's over there.
Excuse me. Where's the restaurant?
It's over there.
Ah! I see it. I see the restaurant.
It's over there.
Excuse me. Where's the supermarket?
It's over there.
Ah! I see it. I see the supermarket.
It's over there.

- Students sing the song again, pointing during *It's over there*.

D Listen and say. 032

- Play the audio. Students listen and say with the audio.

Audio script 032

- Excuse me. Where's the post office?
It's over there.
- Excuse me. Where's the park?
It's over there.
- Excuse me. Where's the school?
It's over there.

- Students rehearse and act out the conversations.

EVERYBODY UP GLOBAL SKILLS

Collaboration / Communication: Direct students' attention to the Everybody Up Friend. In pairs or small groups, students use collaboration skills to write directions to the supermarket in Activity A. Then students use communication skills to take turns asking and answering the question.

Games and Activities

Students draw a picture to illustrate the value *Be helpful*. Display the pictures in the classroom.

Finish the Story (Teacher's Guide page 114). Copy the story on page 20, leaving a few sentences in the speech bubbles blank. Give a copy to each student. Slowly read the story aloud. Students listen and write in the missing sentences.

Toss and Tell (Teacher's Guide page 115). A student tosses a beanbag or ball to another student, saying *Excuse me. Where's the (library)?* The 'catcher' responds *It's over there* or *It's (across from the park)* and tosses the beanbag or ball on with a new question.

Extra Practice

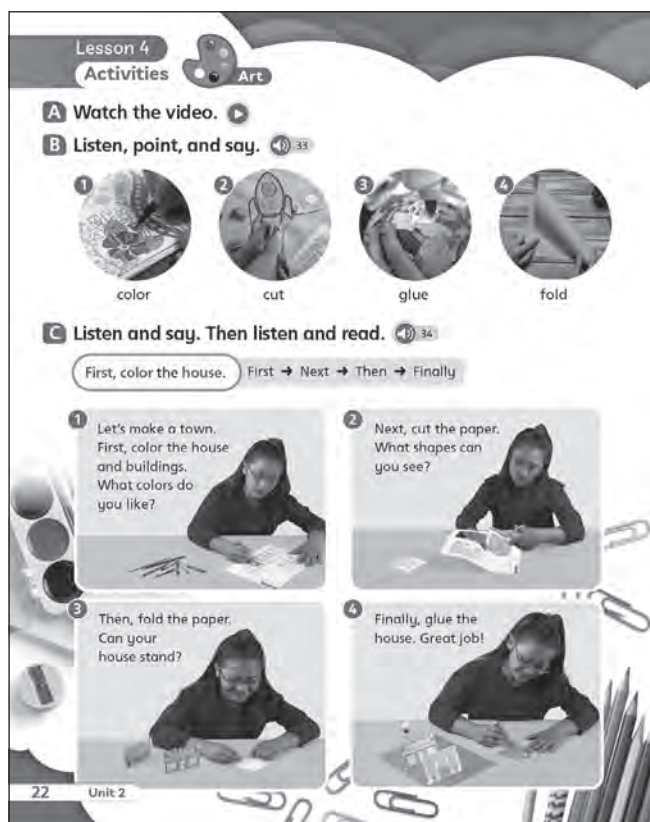
Workbook pages 18–19

Unit 2, Lesson 3 Values Worksheet

Story video

Classroom Presentation Tool

Online Practice



Lesson 4 Activities

Objectives

Talking about art activities

Grammar

Statements with sequencers: *First, color the house.*

Vocabulary

Activities: color, cut, glue, fold

Materials

Flashcards; Audio 029, 033–034; Unit 2 CLIL video and Poster (Activities); CLIL worksheet

Student Book page 22

School Subject Connection: Art

Lesson 4 is a cross-curricular lesson with a connection to students' school subjects. Ask students to tell you about their art classes. What kind of things have they made? What materials and tools did they use? What steps did they take?

Warm up

- Greet the class. Then play **Identity Swap** (Teacher's Guide page 114) to practice introductions.
- Introduce yourself to S1, saying *I'm (Ms. Smith). I'm happy today.* S1 introduces him- or herself to you, saying *I'm (Nora). I'm (tired) today.* Swap identities and continue.
- Sing *What's She Doing?* (029).

A Watch the video.

Before you watch: Tell the class they're going to watch a video about making art. Ask students to share what they already know about the verbs and sequence words in Lesson 4. Encourage students to think about how they make an art project.

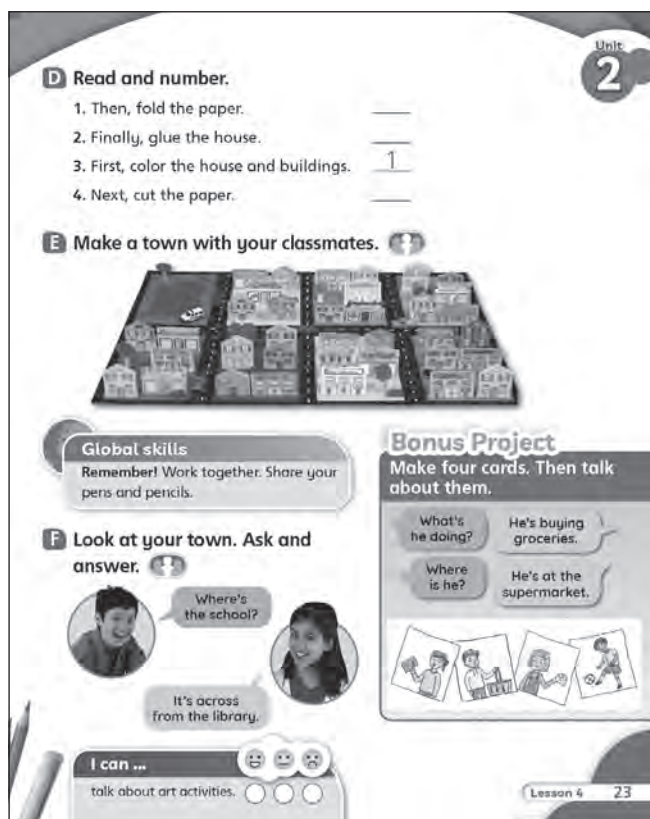
- Play the video. See Video Scripts on Teacher's Guide page 117 for reference.
- Play the video again. Pause the video and ask students questions about the process of making art. Encourage them to complete the sentences to practice *They _____ the cotton balls to the paper. _____, they get paper and draw a picture.*

B Listen, point, and say. 033

- Use the Classroom Presentation Tool interactive activity to present the new language. Alternatively, you can use the unit flashcards to introduce the activities. Continue until students can produce the words on their own.
- Say and mime each new activity. Students listen and watch. Then have students say the activity when you mime it. Invite individual students to mime the activities for the class to say.
- Play the audio. Students listen, point, and say along with the audio.
- Give each student four blank cards and drawing supplies. Students make flashcards for the new vocabulary items.

C Listen and say. Then listen and read. 034

- Introduce the new pattern: *First, color the house.*
- Direct students' attention to the vocabulary box on page 22. Then give each student four blank cards. Say and write each word on the board. Students listen and write each word on a card.
- Guide the class to say the steps in order: *first, next, then, finally.* Have individual students practice saying aloud the steps in order.
- Play the audio. Students listen and say along with the audio.
- Play the audio again. Students listen and read along.
- Students read the text on their own.
- Use the Classroom Presentation Tool grammar video to present and practice the new language.
- Read the text aloud. Students listen and hold up their picture and word cards when they hear you say those words.



Student Book page 23

D Read and number.

- Refer students back to the four pictures in Activity C, then read out the first sentence: *Then, fold the paper.* Ask *Which picture?* (3)
- Students read the remaining sentences and write the number of the correct picture for each one.
- Check the answers.

ANSWER KEY

1 3 2 4 3 1 4 2

E Make a town with your classmates.

- Print the Unit 2 Lesson 4 CLIL Worksheet from the Teacher's Online Resources, one for each student.
- Students follow the directions in Activity C to make a simple pop-up building or place. Assign each student a building or place and distribute art supplies (scissors, crayons or colored pencils, glue, and different kinds of paper).
- When everyone is finished, assemble the town as shown in Activity E. Display the town in the classroom.

EVERYBODY UP GLOBAL SKILLS

Collaboration: Direct students' attention to the Global skills tip. Remind them that working together is more fun than working alone, and activities are fun for everyone if we all share what we have.

F Look at your town. Ask and answer.

- Using the town they made together in Activity E, student pairs ask and answer using the language pattern in the speech bubbles: *Where's the school?* *It's across from the library.*

Bonus Project

- Explain to students that they will make four cards showing people in different places, doing different activities.
- Students work individually to make their four cards. They draw a picture on each one, showing someone in a different place, doing one of the activities they have learned.
- Put students into pairs. They take turns to show one of their cards. In pairs, they ask and answer about each one, using the language pattern in the speech bubbles: *What's he doing?* *He's buying groceries.* *Where is he?* *He's at the supermarket.*
- Demonstrate the activity by asking a confident student to talk about their picture using the patterns in the speech bubbles.

Games and Activities

Students listen as you read aloud instructions for a project with four steps (you can read Activity C or D, or create your own). Students listen and put their handmade picture and word cards in the correct order.

Charades (Teacher's Guide page 114). Use verbs from Lessons 2 and 4.

Assessment for learning

Ask students to complete the self-assessment activity. Provide consolidation activities from the Teacher Resources or the Workbook, if they need extra support.

Extra Practice

Workbook pages 20–21

Unit 2, Lesson 4 CLIL Worksheet

CLIL video

Classroom Presentation Tool

Online Practice

Unit 2 Check Up

A Listen, number, and write. 035

1 kick a ball

B Read and circle.

1. The supermarket is across from the library.	Yes	<input checked="" type="radio"/> No
2. They're watching a movie.	Yes	<input type="radio"/> No
3. She's buying groceries.	Yes	<input type="radio"/> No
4. The movie theater is between the park and the school.	Yes	<input type="radio"/> No

I can ...

talk about places to go.	<input type="radio"/>
talk about things to do.	<input type="radio"/>
talk about art activities.	<input type="radio"/>

Value

I can be helpful.

24 Check Up

Review Language

Unit 2 grammar and vocabulary

Materials

Audio 035

Student Book page 24

Warm up

- Elicit the vocabulary for things to do by using the unit flashcards. Hold up the cards and ask *What's he/she doing?* Elicit the answers *He's/She's (shopping)*.
- Elicit the vocabulary for places to go by using clues. Say *I'm (kicking a ball). Where am I?* Elicit the answer from the class *You're at (the park)*.

A Listen, number, and write. 035

- Play the first part of the audio, then pause to point out the example answer.
- Play the rest of the audio. Students listen and number the pictures. When they have finished listening, they write the activities.
- Check the answers by playing the audio again and pausing to confirm each answer. Write the activities on the board for students to check their spellings.
- Students practice saying the activities in pairs, using their books.

Audio script 035

- kick a ball
- fold
- post office
- glue
- department store
- mail a letter

ANSWER KEY

top row: 5, department store; 6, mail a letter; 4, glue
bottom row: 1, kick a ball; 2, fold; 3, post office

B Read and circle.

- Ask students to look at the first picture, then read out the first sentence: *The supermarket is across from the library.* Ask *Yes or no?* Elicit the answer (No) and point out the example answer.
- Students read the sentences and circle the correct answers.
- Check the answers.
- Students practice saying the sentences with a partner, using their books.

ANSWER KEY

1 No 2 Yes 3 No 4 No

Assessment for learning

Ask students to complete the self-assessment activity. Provide consolidation activities from the Teacher Resources or the Workbook, if they need extra support.

Extra Practice

Workbook page 22

Unit 2 Test

Classroom Presentation Tool


Online Practice

Unit
2

Skills Bonus

A Listen and read. 036


It's Saturday. Mom is shopping at the department store. My sister, Anna, is at the library. Dad and Alex are at the park. They're kicking a ball. I'm watching a movie at home. I like Saturdays!



B Read and circle.

- What is Mom doing? She's mailing a letter / shopping.
- Where is my sister? She's at the library / post office.
- What are Dad and Alex doing? They're buying groceries / kicking a ball.
- Where is Ben? He's at the movie theater / at home.

C Listen and write. 037



1 Excuse me. Where's the post office?

It's _____ the supermarket.

2 What are they doing at the _____?

They're _____.

D It's Saturday. What are you and your family doing? Talk about it. 037

Skills 25

Objectives

Practice the language from Unit 2 through listening, reading, writing, and speaking.

Materials

Audio 036–037

Student Book page 25

Warm up

- Ask *What do you do on Saturdays?* Elicit answers from individual students. Ask more questions if necessary to help them, e.g., *Do you go to the library? Do you go to the supermarket? Do you watch a movie?*

A Listen and read. 036

- Play the audio. Students listen and read.

B Read and circle.

- Students look at Activity A and read the text again on their own.
- Read out the first question and two possible answers, and point out the example answer.
- Students read the questions and choose the correct answers.
- Check the answers together.

ANSWER KEY

- shopping
- library
- kicking a ball
- at home

C Listen and write. 037

- Play the first part of the audio, then pause and point out the example answer.
- Play the rest of the audio. Students listen, then write the correct words.
- To check the answers, play the audio again and pause to confirm each answer.

Audio script 037

- Excuse me. Where's the post office?
It's across from the supermarket.
- What are they doing at the library?
They're borrowing books.

ANSWER KEY

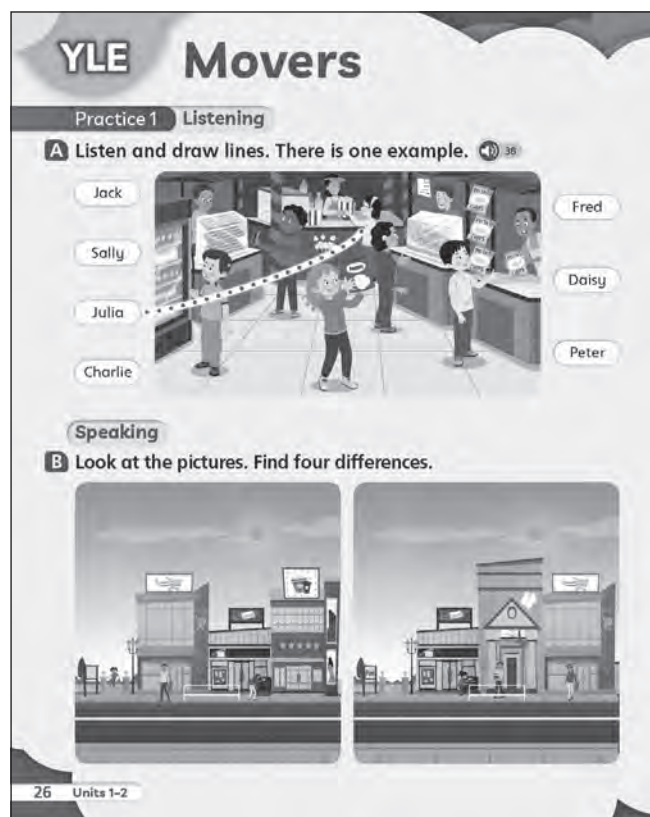
- post office, across from
- library, borrowing books

D It's Saturday. What are you and your family doing? Talk about it.

- Give an example answer yourself, e.g., *It's Saturday. My brother, Carlo, is at the park. He's kicking a ball. My mom and dad are at the movie theater. They're watching a movie. I'm at the department store. I'm shopping!*
- Students work in pairs and take turns to say what they and their family are doing.
- Ask some students to tell the class.

Extra Practice

Workbook page 23



Movers Practice 1

Objectives

Practice the language from Units 1 and 2 in exam-style activities.

Materials

Audio 038

Student Book pages 26-27

Warm up

- Play **Categories** (Teacher's Guide page 114) to review vocabulary from Units 1 and 2: Snacks, Vegetables, Cooking, Places to Go, Things to Do, Activities.
- Elicit the language from Units 1 and 2 by asking questions to the class, e.g., *What's for lunch? (Soup and salad.) I need some eggs and milk. What do I want to make? (An omelet.) What is she doing at the library? (She's borrowing books.)*

Listening

A Listen and draw lines. There is one example. 038

- Play the first part of the audio, then pause and point out the example answer.
- Play the rest of the audio for students to listen and draw lines.
- To check the answers, play the audio again and pause after each item to confirm the answer.

Audio script 038

Boy Look! My friends are buying food!

Woman Oh yes! Is Julia here?

Boy Yes, she is! Look! She wants some popcorn.

Woman Oh yes! Julia likes popcorn.

Narrator Can you see the line? This is an example. Now you listen and draw lines.

Woman This boy is hungry!

Boy Oh, you mean the boy in the yellow T-shirt?

Woman Yes, that's right. He wants some potato chips.

Boy That's Peter. He's Julia's brother.

Woman Oh! He likes potato chips.

Woman Who's this girl?

Boy The girl with the green sweater?

Woman Yes. She wants some peanuts.

Boy Oh, that's Daisy. She's hungry!

Woman Yum. Peanuts taste good!

Woman Is this boy your friend, too?

Boy Which boy?

Woman He's looking at the soda.

Boy Oh yes. That's my friend Charlie.

Woman He's thirsty!

Woman That girl doesn't want any potato chips.

Boy No. She wants gum.

Woman Do you know her?

Boy Yes! That's Sally. She's Daisy's best friend.

Woman Oh! She isn't very hungry.

Woman Do you know this boy?

Boy You mean the boy wearing a red sweater?

Woman Yes. What's his name?

Boy That's Fred. He wants some chocolate.

Woman Yum! I like chocolate!

Boy Me too!

ANSWER KEY

Lines from:

Julia to popcorn

Peter to potato chips

Daisy to peanuts

Charlie to soda

Sally to gum

Fred to chocolate

Units 1-2

Reading and writing

C Look and read. Choose the correct words and write them on the lines. There is one example.

Example
You can kick a ball here.
a park

1. This is a place where we buy groceries. _____
2. There are lots of books to borrow here. _____
3. You can watch a movie here. _____
4. This is a place where we shop for clothes. _____
5. People can mail letters here. _____

D Read the text and choose the best answer.

Example
Jack: What do you want, Vicky?
Vicky: A. Yes, I do.
 B. I want some tomatoes.
 C. I don't like tomatoes.

1. Jack: Do you like peppers?
Vicky: A. No, I don't.
 B. Yes, she does.
 C. I need a carrot.

2. Vicky: What do you need?
Jack: A. I'm not hungry.
 B. I like potatoes.
 C. I need some carrots.

3. Vicky: Do you need onions?
Jack: A. I want some cabbages.
 B. Yes, I do.
 C. No, he doesn't.

YLE Movers 27

ANSWER KEY

- 1 a supermarket
- 2 a library
- 3 a movie theater
- 4 a department store
- 5 a post office

D Read the text and choose the best answer.

- Read out the first question and the three possible answers. Elicit the correct answer (B).
- Students read the questions and choose the correct answers.
- When you have checked the answers, students could work with a partner and practice asking and answering the questions.

ANSWER KEY

- 1 A 2 C 3 B

Extra Practice

Unit 2 CYL Worksheet

Classroom Presentation Tool

Speaking

B Look at the pictures. Find four differences.

- Ask students to look at the two pictures. Ask *What's across from the park?* Elicit that in the picture on the left it is a supermarket, and in the picture on the right it is a post office.
- Student pairs look at the pictures and find the differences.
- Check the answers.

SUGGESTED ANSWERS

Picture on the left: There's a supermarket, a post office, and a movie theater. A girl is playing soccer in the park. There is a sign with no writing on it. A woman is posting a letter in the mailbox. A man is walking out of the supermarket. Picture on the right: There's a post office, a library, and a supermarket. Nobody is in the park. There is a sign saying "Park". A girl is posting a letter in the mailbox. A man is walking out of the library with a book. A woman is leaving the supermarket.

Reading and writing

C Look and read. Choose the correct words and write them on the lines. There is one example.

- Read out the first sentence and point out the example answer.
- Students complete the task.
- Students can work with a partner and practice saying sentences about the places: *You can kick a ball in a park.*