

Student Book pages 12–13

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

Picture Cards 21–28; Class CD1 Tracks 15, 19–22

Student Book page 12

Warm up

1. Greet students saying *Good (morning), everyone. What do you want for (lunch) today?* Individuals reply using any foods they know.
2. Sing **That Sounds Good** (Class CD1 Track 15).

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 21–26 to introduce the places. Continue until students can produce the words on their own.
2. Play Class CD1 Track 19. Students listen, point, and say along with the CD.

CD 19

1. park	2. movie theater
3. supermarket	4. post office
5. department store	6. gorilla

3. Students practice saying the places on their own, using their books.

B Listen and number.

See *Using the Big Picture*, Teacher's Book page 24.

1. 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 green car. Where are they? They are next to the supermarket.

2. Play Class CD1 Track 20. Students listen, find the places in the picture, and number them.

CD 20

1. Leo: Where are we going, Mike?
Mike: We're going to the park.
Leo: Yay!
2. 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!
3. 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.
4. 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.
5. 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!

3. Invite students to talk about other things they see in the picture.

Student Book page 13

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern and introduce the contraction as well as the preposition box. Direct students' attention to the first grammar box and preposition box on page 13.
2. Play Class CD1 Track 21. Students listen and say along with the CD.



- Where's the park? It's across from the movie theater.
Where's = Where is; across from
1. Where's the park? It's across from the movie theater.
 2. Where's the movie theater? It's across from the post office.
 3. Where's the supermarket? It's across from the department store.
 4. Where's the post office? It's across from the library.
 5. Where's the department store? It's across from the supermarket.
 6. Where's the library? It's across from the park.

3. Pairs practice the pattern, using their books.

D Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern. Direct students' attention to the second grammar box and preposition box on page 13.
2. Play Class CD1 Track 22. Students listen, ask, and answer along with the CD.



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

1. Where's the park? It's between the school and the movie theater.
2. Where's the movie theater? It's between the park and the library.
3. Where's the library? It's between the movie theater and the post office.
4. Where's the post office? It's between the library and the supermarket.
5. Where's the supermarket? It's between the post office and the department store.
6. Where's the department store? It's between the supermarket and the restaurant.

3. 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 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

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 Book pages 28–31). Use Picture Cards 21–28 and Level 2 Picture Cards of places.
- **Toss and Tell** (Teacher's Book pages 28–31). S1 tosses the beanbag to S2, asking *Where's the (park)?* S2 answers with any location.

Extra Practice



Workbook pages 12–13
Student Audio CD Tracks 15–17
iTools
Online Practice

Lesson 2 Things to Do

A Listen, point, and say.  



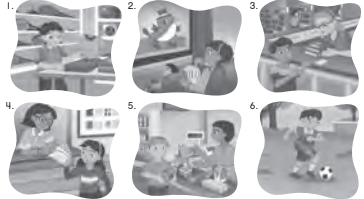
shop watch a movie borrow books mail letters buy groceries kick a ball



B Listen, ask, and answer. Then practice.  

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

He's - He is She's - She is


shop → shopping watch → watching
borrow → borrowing mail → mailing
buy → buying kick → kicking





C Listen, ask, and answer. Then practice.  

What are they doing at the department store? They're shopping.

They're - They are



D Sing.  

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.



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

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

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

they

movie theater watching a movie park kicking a ball

E Act, ask, and answer.  

Look at (A) What are they doing?

What's she doing? Where is she? She's kicking a ball. She's at the park.

Student Book pages 14–15

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

Picture Cards 29–34; Class CD1 Tracks 23–26

Student Book page 14


Warm up

1. Greet the class, saying *Hello* and *Hi*. Students greet their classmates.
2. Review Unit 1 vocabulary with a game of Shopping List (Teacher's Book pages 28–31). 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.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 29–34 to introduce the activities. Continue until students can produce the words on their own.
2. Play **Guess the Next Card** (Teacher's Book pages 28–31) with Picture Cards 29–34.
3. Play Class CD1 Track 23. Students listen, point, and say along with the CD.

 **23**

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


4. Students practice saying the new activities on their own, using their books.

B Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern and present the contractions.
2. Direct students' attention to the present continuous box on page 14. Say (*shop, shopping*). Students listen and repeat.
3. Direct students' attention to the grammar box on page 14.
4. Play Class CD1 Track 24. Students listen, ask, and answer along with the CD.

 **24**

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.

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

Student Book page 15

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern. Direct students' attention to the grammar box on page 15.
2. Play Class CD1 Track 25. Students listen, ask, and answer along with the CD.



- 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.

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

D Sing.

See *Teaching Songs*, Teacher's Book page 24.

1. Read the song lyrics with the students.
2. Play Class CD1 Track 26. Students listen and sing along with the CD.



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?

3. Students sing the song again, using gestures as appropriate.



E Act, ask, and answer.

Students work in groups of 3. 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 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

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 Book pages 28–31). S1 says (*shop*) and S2 must say (*shopping*). S2 says a new Lesson 2 vocabulary word and rolls the ball on.
- **Buzzers** (Teacher's Book pages 28–31). 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.*)

Extra Practice

Workbook pages 14–15

Student Audio CD Tracks 18–21

iTools

Online Practice

Lesson 3 Story

A Talk about the story. Then listen and read.

It's Over There!

The man is lost.

Excuse me. Where's the post office?

The post office? It's across from the library.

Where's the library?

Well, it's between the school and the restaurant. It's...

Yes. The school is across from the supermarket, and that's next to the post office. See?

The school?

Well...

The post office? It's over there!

Ah! I see it. Thank you!

Value Be helpful.

B Read and circle.

- The man is lost. Yes No
- He's going to the supermarket. Yes No
- James and Julie help the man. Yes No
- The post office is next to the library. Yes No

C Sing.

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.

restaurant
supermarket

D Listen and say. Then act.

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

1 post office
2 park
3 school

Look at (A). Ask, "Where's the supermarket?"

Lesson 3 17

Student Book pages 16–17

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

Picture Cards 21–34; Class CD1
Tracks 26–29

Student Book page 16

Warm up

1. 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.
2. Sing **What's She Doing?** (Class CD1 Track 26).
3. Review vocabulary and grammar from Unit 2, Lessons 1 and 2. Hold up Picture Card 30 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 Picture Cards 21–34.
4. 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.

A Talk about the story. Then listen and read.



See *Teaching Stories*, Teacher's Book page 25.

1. Students look at the pictures and talk about what they see.

2. Play Class CD1 Track 27. Students listen, point, and read along with the CD.



It's Over There!
The man is lost.

Young man: Excuse me. Where's the post office?
James: The post office? It's across from the library.
Young man: Where's the library?
James: Well, it's between the school and the restaurant. It's...
Young man: The school?
James: Yes. The school is across from the supermarket, and that's next to the post office. See?
Young man: Well...
Julie: The post office? It's over there!
Young man: Ah, I see it. Thank you!

3. Read the story aloud with the students. Then direct students' attention to the value *Be helpful* and play the track again. Students listen and read along.

Student Book page 17

B Read and circle.

1. Students read the sentences and circle *Yes* if the sentence is correct or *No* if the sentence is wrong.

2. 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.
3. Check answers together.

Answer Key

- | | |
|--------|-------|
| 1. Yes | 2. No |
| 3. Yes | 4. No |

C Sing.

See *Teaching Songs*, Teacher's Book page 24.

1. Read the song lyrics with the students.
2. Play Class CD1 Track 28. Students listen and sing along with the CD.



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.

3. Students sing the song again, pointing during "It's over there."

D Listen and say. Then act.



See *Teaching Conversations*, Teacher's Book page 25.

1. Play Class CD1 Track 29. Students listen and say with the CD.



Excuse me. Where's the post office?
It's over there.
1. Excuse me. Where's the post office?
It's over there.
2. Excuse me. Where's the park?
It's over there.
3. Excuse me. Where's the school?
It's over there.

2. Students rehearse and act out the conversation, using facial expressions and gestures related to the situations in the three pictures.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

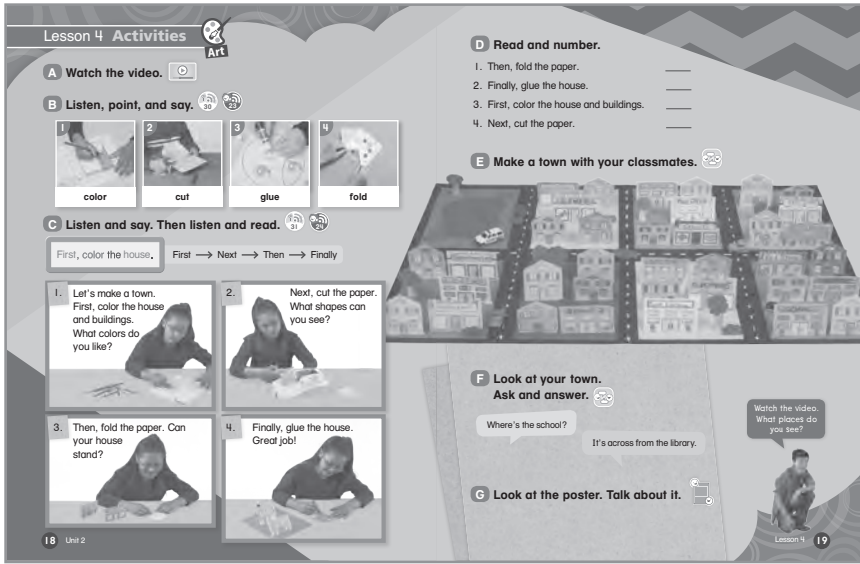
Collaboration/Communication: Direct students' attention to the Everybody Up Friend. In pairs or small groups, students use collaboration skills to write directions to the supermarket in Activity A. Then students use communication skills to take turns asking and answering the question.

Games and Activities

- Students draw a picture to illustrate the value *Be helpful*. Display the pictures in the classroom.
- **Finish the Story** (Teacher's Book pages 28–31). Copy the story on page 16, 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 Book pages 28–31). 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 16–17
Student Audio CD Track 22
Unit 2, Lesson 3 Worksheet
iTools
Online Practice



Student Book pages 18–19

Objectives

- Talking about art activities

Grammar

- Statements with sequencers
First, color the house.

Vocabulary

Activities: color, cut, glue, fold

Materials

Picture Cards 35–38; Class CD1 Tracks 26, 30–31; Unit 2 Video and Poster, Activities

Student Book page 18

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

1. Greet the class. Then play **Identity Swap** (Teacher's Book pages 28–31) to practice introductions.
2. 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.
3. Sing **What's She Doing?** (Class CD1 Track 26).

A Watch the video.



See *Teaching with Videos*, Teacher's Book page 26.

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.

1. Play the video. See Video Scripts on Teacher's Book pages 116–118 for reference.
2. 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.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 35–38 to introduce the activities. Continue until students can produce the words on their own.
2. 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.
3. Play Class CD1 Track 30. Students listen, point, and say along with the CD.



- | | |
|----------|---------|
| 1. color | 2. cut |
| 3. glue | 4. fold |

4. Give each student four blank cards and drawing supplies. Students make picture cards for the new vocabulary words.

C Listen and say. Then listen and read.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *First, color the house.*
2. Direct students' attention to the vocabulary box on page 18. Then give each student four blank cards. Say and write each word on the board. Students listen and write each word on a card.
3. Guide the class to say the steps in order: *first, next, then, finally*. Have individual students practice saying aloud the steps in order.
4. Play Class CD1 Track 31. Students listen and say along with the CD.



- First, color the house. first, next, then, finally
1. Let's make a town. First, color the house and buildings. What colors do you like?
 2. Next, cut the paper. What shapes can you see?
 3. Then, fold the paper. Can your house stand?
 4. Finally, glue the house. Great job!

5. Play the track again. Students listen and read along.
6. Students read the text on their own.
7. Read the text aloud. Students listen and hold up their picture and word cards when they hear you say those words.

Student Book page 19

D Read and number.

1. Students read the sentences and number them in the correct order.
2. Students do the activity on their own, using Activity C as a reference.
3. Check answers together.

Answer Key

1. Picture 3 2. Picture 4 3. Picture 1 4. Picture 2

E Make a town with your classmates.



Print the Unit 2 Lesson 4 Worksheet from the Teacher's Resource Center CD-ROM, one for each student. Students follow the directions in Activity C to make a simple pop-up building or place. These will be assembled into a complete town. 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 the picture in Activity E. Display the town in the classroom.

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.*

G Look at the poster. Talk about it.



See *Teaching with Posters*, Teacher's Book page 26.

1. Students read the poster title and captions. Then, talk generally about what is happening in each picture.
2. Students ask and answer questions about the poster with any known language patterns, using the speech bubbles as a model.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Review the question and watch the video. Students use critical thinking skills to determine which places they saw in the video. Then students use communication skills to take turns asking and answering the question.

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 Book pages 28–31). Use verbs from Lessons 2 and 4.

Extra Practice

Workbook pages 18–19
Student Audio CD Tracks 23–24
Unit 2, Lesson 4 Worksheet
Unit 2 Test
iTools
Online Practice

Check Up 1

Check Up 1
Units 1 and 2

A Listen, check, and write.

1. 2. 3.

4. 5. 6.

B Read and circle.

1. He wants some / doesn't want any chocolate. We need: 4 carrots 1 potato. 2. They need a / some potato.

3. She wants to make a fruit salad / smoothie. 4. The park is across from / between the library.

5. They're watch / watching a movie. 6. Cut / Color the house.

C Write.

1. What do they need?
They need tomatoes.

2. What does she want?
She _____.

3. What are they doing?
They're _____.

4. Where is the movie theater?
It's _____.

D Listen and write. Then act.

1. _____
That looks good.

2. Excuse me. Where's the supermarket?
Soup and salad. _____

E What can you do? Read and ✓.

I can talk about...	1	2	3	places to go	1	2	3
snacks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vegetables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	things to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cooking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Value: <input type="checkbox"/> I can be healthy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Value: <input type="checkbox"/> I can be helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Book pages 20–21

Review Language

- Units 1 and 2 grammar and vocabulary

Materials

Picture Cards 05–38; Class CD1
Tracks 32–33

Student Book page 20

Warm up

1. Greet the class. Then greet a student and ask *Are you hungry? Would you like some (popcorn)?* Guide the student to answer either *Yes, please* or *No, thank you*. Students greet and practice the conversation with their classmates.

A Listen, check, and write.

See *Teaching Check Ups*, Teacher's Book page 25.

1. Play Class CD1 Track 32. Students listen, check, and write the items they hear.
2. Play the track again. Students listen and check their answers.
3. Check answers together.

CD 1 32

1. post office	2. omelet
3. popcorn	4. glue
5. onion	6. kick a ball

Answer Key

1. check left picture; post office
2. check left picture; omelet
3. check right picture; popcorn
4. check left picture; glue
5. check left picture; onion
6. check right picture; kick a ball

4. Play **Down the Line** (Teacher's Book pages 28–31) using Picture Cards 21–38.

B Read and circle.

1. Students circle the correct answers.
2. 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.
3. Check answers together.

Answer Key

- | | |
|---------------------|----------------|
| 1. doesn't want any | 2. a |
| 3. smoothie | 4. across from |
| 5. watching | 6. Color |

C Write.

1. Students examine the picture and fill in the blanks in the sentences. Note that there is more than one possible answer for some items.

Answer Key

2. wants soda.
3. are shopping./are buying food.
4. next door./across the street.

2. Students practice asking and answering the questions and answers with a partner, using their books.



D Listen and write. Then act.

1. Play Class CD1 Track 33. Students listen. Play the track again and students fill in the blanks with the words they hear.



1. What's for lunch?
Soup and salad.
That looks good.
2. Excuse me. Where's the supermarket?
It's over there.

2. Students practice the conversations with a partner.

E What can you do? Read and ✓.

See *Teaching Check Ups*, Teacher's Book page 25.

1. Tell the class to think about how well they know the material. Look at the chart and read the categories. Check that students understand the numbering system.
2. Students fill in the chart, thinking about their own performance and what they've learned.
3. Ask students to think about what they need more practice with and share.

Games and Activities

Select games from this box or from pages 28–31 that best address students' needs as indicated from the Self Check.

- **Categories** (Teacher's Book pages 28–31) using language from Units 1 and 2. For example, *Food, Places, Activities*.
- **Rollers** (Teacher's Book pages 28–31) using language from Units 1 and 2. For example: "I want to make a smoothie." "Where's the post office?" "They're shopping."
- **Teacher's Mistake** (Teacher's Book pages 28–31) using language from Units 1 and 2. For example, hold up a picture of a smoothie and say, "It's an omelet." Or hold up the picture card of "park" and say, "This is the library." Students raise their hands when they hear a mistake and correct it. For more of a challenge, as you hold up items, say some correct sentences and some incorrect ones so that students have to listen carefully.

Extra Practice

Workbook pages 20–22

iTools

Online Practice

Skills Reading, Writing, Listening & Speaking

A Listen and read.

How to Make Soup

Do you want to make soup? First, go to the supermarket. It's across from the park. Next, buy carrots, onions, and tomatoes. Then, go home. Finally, cook the soup.

B Read and answer.

1. What is first? _____
2. Where is the supermarket? _____
3. What do you buy? _____
4. What do you do at home? _____

C Listen and number.

Project Recipe Card

A Make a recipe card.

1. Write the food you want to make. Cut the pieces.
2. Draw a picture. Write what you need.
3. Put the recipe card on the circle.

B Listen. Then talk about your recipe.

What do you want to make? I want to make an omelet.

What do you need? I need some cheese and eggs.

Home-School Link

What is your favorite food? Where do you eat it? Talk about your favorite food with your family.

Tip Use your hands to talk about your recipe.

Student Book pages 22–23

Skills

- Reading a paragraph, writing complete answers, listening and numbering, speaking about a personal experience

Materials

Class CD1 Tracks 34–35

Project Language

- Units 1 and 2 grammar and vocabulary

Materials

Class CD1 Track 36; Photocopiable Project Template; scissors, markers or crayons, glue

Student Book page 22

Warm up

Ask students if they have ever made soup or if they know how to make it. Ask them what kinds of soup they like.

A Listen and read.

See *Teaching Skills*, Teacher's Book page 26.

1. Students look at the pictures and talk about what they see.
2. Play Class CD1 Track 34. Students listen and read with the CD.

CD 1 34

How to Make Soup

Do you want to make soup? First, go to the supermarket. It's across from the park. Next, buy carrots, onions, and tomatoes. Then, go home. Finally, cook the soup.

3. Play the track again. Students listen and read again.
4. Students read the text on their own.

B Read and answer.

1. Students look back at Activity A and read the text again on their own.

2. Read each question aloud with the class. Students answer orally and then write their answers. Encourage students to use complete sentences in their answers.
3. Check answers together.

Answer Key

1. First, go to the supermarket.
2. It's across from the park.
3. Buy carrots, onions, and tomatoes.
4. Cook the soup.

C Listen and number.

1. Play Class CD1 Track 35. Students listen and number the pictures.

CD 1 35

1. I want some soda. She wants some gum.
2. Where's the park?
It's across from the post office.
3. What are they doing at the library?
They're borrowing books.
4. What are they doing at the supermarket?
They're buying groceries.
5. I want some potato chips.
6. What is she doing at the department store?
She's shopping.

2. Play the track again. Students listen and check their answers.
3. Check answers together.

Answer Key

Top row: 5, 4, 3
Bottom row: 6, 1, 2

D When did you make soup? Talk about it.



1. Have students read the instruction line and think about their answer to the question. Model an answer using your own experience or have a volunteer talk about their experience. Ask further questions to encourage more detail.
2. Have students share their stories with a partner or small group. Students may wish to draw a picture of the soup-making experience as well.

Project Recipe Card

Student Book page 23

A Make a recipe card.

See *Teaching Projects*, Teacher's Book page 27.

1. Make copies of the Photocopiable Project Template from the Teacher's Resource Center CD-ROM and distribute them to the class. Explain to students that they will make a recipe card. Review food words and write them on the board.
2. Students cut out their recipe cards, draw a picture of their food choice, and make a list of ingredients.
3. Students make their recipe cards. Remind students to write their names on their recipe cards. Circulate and help students as necessary.

B Listen. Then talk about your recipe.



1. Play Class CD1 Track 36. Students listen, point to the speech bubbles, and say along with the CD.



What do you want to make?
 I want to make an omelet.
 What do you need?
 I need some cheese and eggs.

2. **Tip:** Direct students' attention to the tip: *Use your hands to talk about your recipe.* Call on two students with strong speaking skills to talk about their recipe cards. Encourage the students to use their hands to express themselves as they talk.
3. Student pairs practice the pattern, using their books.
4. Volunteer pairs or groups present their projects to the class using language from the speech bubbles.

Home-School Link

1. Tell the students to share what they've learned in class at home.
2. Role-play with a few stronger students to demonstrate sample language to the class.
3. Students take their recipe cards home and make a list of food or dishes that they talked about with their families and present their lists to the class.

Games and Activities

- **Skills: Find Someone Who** (Teacher's Book pages 28–31) Give students cards with pairs of soup ingredients (carrots, potatoes, etc.). Students have to find someone holding the same card as they are.
- **Skills: Pop-Up** (Teacher's Book pages 28–31) Say sentences containing the word "soup," e.g., "Do you want to make soup?" "Do you like soup?" etc. Students quickly stand up and sit down when they hear the target word.
- **Project: Two Truths and a Lie** (Teacher's Book pages 28–31) using the language from Units 1 and 2 and the recipe cards. For example, show the class one of the recipe cards and say two true sentences about that recipe card and one lie.

Extra Practice

Workbook page 23

iTools

Online Practice