Unit Objectives
By the end of the unit, students can:
- Identify types of transportation and places in town.
- Ask and answer questions about how people plan to travel.
- Talk about future plans.

Student Book

Vocabulary
Transportation: car, taxi, bus, subway, train, airplane, boat, helicopter
Places in Town: hair salon, pet store, mall, arcade, bookstore, food court

Grammar

How are you going to go?
I’m [not] going to go by car.
Are you going to go to the pet store?
Yes, I am.

Skills

Creative, Collaborative, and Critical Thinking Competencies

Town Map
Creative: Develop self-expression and innovation.
 Collaborative: Use communication and problem-solving skills to complete the task.
 Critical Thinking: Analyze and organize information.

Happy Teacher

Visualization helps students develop their creativity and original ideas. Tell students to close their eyes and picture what you are saying. For a warm-up activity, say “You’re at the mall. You go inside. You see a lot of stores. What stores do you see? You go in a store you like. What do you see? What do you do?” When you have finished, tell students to open their eyes. Have them write their ideas in their notebooks or share them with a partner. Remind students to look at these ideas and use the ones they like best as they write.

Happy Class

Time limits can make any activity more fun and challenging. Tell students they have two minutes to work with a partner to write as many transportation words as they can instead of telling them to write 10 words about transportation. The time limit makes the activity seem more like a game and allows for collaboration with a partner. The time limit also helps you keep your lesson on track and the class focused.

Materials: a soft ball

Play Chain Games around the class to practice new vocabulary within a sentence. Explain to the class that you will give an example. The next person will say what you said and add to it. The third person repeats what the people before said and then adds to the chain with a new word or sentence. Do the chain in the order students sit in the class, or have them stand in a circle and have the chain go around the circle to the left or right. For more of a challenge and to keep students alert, have students pass around a ball as they speak.

Teacher Workshop

Teaching with Technology

Use the Presentation Kit to project the Student Book pages as a warm-up for the lesson. Review vocabulary by using the tools to zoom in or gradually reveal the image. Choose an activity from the previous lesson and have the class do it together. Using these tools not only engages your students, but also helps you do an informal assessment. You can see if students need more practice, or if they have mastered the material and it’s time to move on to something else.

Teaching with Games

Chain Games
Materials: a soft ball

Play Chain Games around the class to practice new vocabulary within a sentence. Explain to the class that you will give an example. The next person will say what you said and add to it. The third person repeats what the people before said and then adds to the chain with a new word or sentence. Do the chain in the order students sit in the class, or have them stand in a circle and have the chain go around the circle to the left or right. For more of a challenge and to keep students alert, have students pass around a ball as they speak.

Extra Skills Practice
Speaking and Listening: Ask and answer questions about a picture.

Reading and Writing: Identify the sequence of events in a fiction text. Draw conclusions. Identify one- and multi-syllable words.

Write clues to describe words.
Lesson 1 Vocabulary

Lesson Objective: Identify types of transportation.

New Vocabulary: car, taxi, bus, subway, train, airplane, boat, helicopter

Materials: Audio Tracks 10 and 11

Start the Class

Play a drawing game to introduce or elicit the words bus and car. Slowly draw a bus on the board and have students guess what it is. Then repeat with car. Ask students, "Do you go to school by bus?" Have them raise their hands if they do. Then ask other questions, such as, "Do you go by car?" Do you walk to school?

Listen. Then echo.

Have students look at the pictures and identify the words in L1. Tell students to listen and read the words as they hear them. Play Track 10. Then tell students that they will echo the new words when they hear them. Play Track 10 again.

Listen and complete.

Have students look at the photos and predict how the girl is going to go to the store.

Tell students that they will listen to the song and complete each blank with the transportation words they hear. Play Track 11 twice and have students complete the sentences. Have them compare their answers with a partner. Require the answers by playing Track 11 again. Pause the audio for students to check their answers. Then have volunteers read the completed sentences for the class.

Finish the Class

Play the Shark Game. Draw the following on the board: steps leading to water, a stick figure on a ladder, a stick figure on a ladder with a shark, and a stick figure on a surfboard. The students will guess the type of transport.

This may also be completed for homework.

1 Write the transportation words in the correct category.

Have students look at the transportation words in the box and select the ones that are road transportation. Elicit car, bus, taxi. Tell students to write these words in the correct part of the chart and then complete the chart. Have volunteers read the words for each category.

My Dictionary

Have students write the new words in the dictionary section of their notebooks. Tell them to draw a small picture for each item to illustrate the meaning. When they are finished, have them look at the new spellings. Then have volunteers write the new words on the board.

Try This

Think of a simple action, such as drawing a car. Have students guess the type of transportation. Then tell students to think of a mime for one of the other vocabulary words. Have volunteers act out the word for the class to guess. You may choose to allow students to include sound effects as they act out the word.

Use the Presentation Kit for interactive activities in this lesson.

Have students use the Happy Campers app for additional practice with the new vocabulary.

The Language Lodge

Page 5 may also be completed for homework.
Lesson 2 Grammar

Lesson Objective: Ask and answer questions about how people plan to travel.

New Grammar: How are you going to go? I’m (not) going to go by car.

Vocabulary Review: car, taxi, bus, subway, train, airplane, boat, helicopter

Materials: Audio Track 11

Start the Class

Have the class stand up. Tell them that you will say a type of transportation and they will mime an action for each type of transportation.

1. Sing: On the Go!

Play Track 11 and have students read along as they listen. Then tell students to sing along. Play Track 11 again. You may choose to play the audio once more for additional pronunciation practice.

2. Look at the Grammar Pass. Circle Yes or No.

Tell students to look at the words of the song again and find five types of transportation. Ask students if these words are in affirmative or negative sentences. Have students look at the Grammar Pass and identify which answer is affirmative and which is negative. Tell students to underline the verbs in each sentence in different colors. Point out that a form of the verb is used twice in each sentence. Tell the class to circle the correct choice for each sentence. Remind them to refer to the Grammar Pass for help. Have volunteers share their answers with the class. Help the class to summarize the rule. We use going to for future plans.

3. Look and write.

Have a volunteer read the example. Explain to the class that they will look at the pictures and affirmative and negative clauses to help them write sentences about future plans. Then tell them to compare their answers with a partner. Have volunteers share their answers with the class.

Finish the Class

Choose a familiar place and ask a volunteer How are you going to go to the store? Elicit an answer such as I’m going to go by bus. Ask several students the question. Encourage them to think of a different type of transportation. Then ask the class to remember how each person who answered the question is going to go. Elicit answers using by and a type of transportation.

This may also be completed for homework.
Lesson 3 Vocabulary in Context

Lesson Objective: Identify places in town.
New Vocabulary: hair salon, pet store, mall, arcade, bookstore, food court
Materials: Audio Tracks 12 and 13, flashcards of types of transportation

Start the Class
Cover the images on the types of transportation flashcards with a sheet of paper. Tell the class to guess how you are going to go on vacation. Slowly reveal the picture to the class and tell them to keep guessing until they are correct. Repeat with other images.

Dictation! Listen and write. Then say.

1. Are you going to go to the pet store? Yes, I am. No, I'm not.
2. Are you going to go to the mall? Yes, I am! Yes, I am!
3. Are you going to go to the food court? No, I'm not! No, I'm not!
4. Are you going to go to the arcade in the mall? Yes, I am! Yes, I am!

Tell students to write the sentences they hear. Play Track 13. Then students write their answers on the board and then have the class chorally read them.

Tell students to read the text as they listen to the audio. Play Track 12. Then students listen for the sentences they hear. Play Track 13 again. Have students underline the places mentioned in the comic strip. Then have students complete their sentences. Then tell students to repeat the sentences they hear. Play Track 13 again. Have volunteers write the sentences on the board and then have the class chorally read them.

Audio script Track 13
1. I'm not going to go to the bookstore.
2. I'm going to go to the arcade in the mall.
3. The hair salon is next to the pet store.
4. Are you going to go to the food court?

Is it a school day?
Have students look at the pictures and then raise their hands if they think it is a school day. Confirm the answer: it isn’t a school day. Have volunteers explain which clues help them understand that it isn’t a school day.

Write and listen.
Tell students to listen to the audio and write their answers. Play Track 12. Then students write their answers on the board and then have the class chorally read them.

Tell students to write the words in the correct category. Have students listen for the sentences they hear. Play Track 13. Then students listen for the sentences they hear. Play Track 13 again for students to complete their sentences. Then tell students to repeat the sentences they hear. Play Track 13 again. Have volunteers write the sentences on the board and then have the class chorally read them.

Audio script Track 13
1. Are you going to go to the pet store? Yes, I am. No, I'm not.
2. Are you going to go to the mall? Yes, I am! Yes, I am!
3. Are you going to go to the food court? No, I'm not! No, I'm not!
4. Are you going to go to the arcade in the mall? Yes, I am! Yes, I am!

Is it a school day?
Have students look at the pictures and then raise their hands if they think it is a school day. Confirm the answer: it isn’t a school day. Have volunteers explain which clues help them understand that it isn’t a school day.

Write and listen.
Tell students to write the words in the correct category. Have students listen for the sentences they hear. Play Track 12. Then students complete their sentences. Then tell students to repeat the sentences they hear. Play Track 13 again. Have volunteers write the sentences on the board and then have the class chorally read them.

Audio script Track 12
1. I'm not going to go to the bookstore.
2. I'm going to go to the arcade in the mall.
3. The hair salon is next to the pet store.
4. Are you going to go to the food court?

Is it a school day?
Have students look at the pictures and then raise their hands if they think it is a school day. Confirm the answer: it isn’t a school day. Have volunteers explain which clues help them understand that it isn’t a school day.

Write and listen.
Tell students to write the words in the correct category. Have students listen for the sentences they hear. Play Track 13. Then students complete their sentences. Then tell students to repeat the sentences they hear. Play Track 13 again. Have volunteers write the sentences on the board and then have the class chorally read them.

Audio script Track 13
1. Are you going to go to the pet store? Yes, I am. No, I'm not.
2. Are you going to go to the mall? Yes, I am! Yes, I am!
3. Are you going to go to the food court? No, I'm not! No, I'm not!
4. Are you going to go to the arcade in the mall? Yes, I am! Yes, I am!

Is it a school day?
Have students look at the pictures and then raise their hands if they think it is a school day. Confirm the answer: it isn’t a school day. Have volunteers explain which clues help them understand that it isn’t a school day.

Write and listen.
Tell students to write the words in the correct category. Have students listen for the sentences they hear. Play Track 12. Then students complete their sentences. Then tell students to repeat the sentences they hear. Play Track 13 again. Have volunteers write the sentences on the board and then have the class chorally read them.

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1. I'm not going to go to the bookstore.
2. I'm going to go to the arcade in the mall.
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4. Are you going to go to the food court?

Is it a school day?
Have students look at the pictures and then raise their hands if they think it is a school day. Confirm the answer: it isn’t a school day. Have volunteers explain which clues help them understand that it isn’t a school day.

Write and listen.
Tell students to write the words in the correct category. Have students listen for the sentences they hear. Play Track 13. Then students complete their sentences. Then tell students to repeat the sentences they hear. Play Track 13 again. Have volunteers write the sentences on the board and then have the class chorally read them.

Audio script Track 13
1. Are you going to go to the pet store? Yes, I am. No, I'm not.
2. Are you going to go to the mall? Yes, I am! Yes, I am!
3. Are you going to go to the food court? No, I'm not! No, I'm not!
4. Are you going to go to the arcade in the mall? Yes, I am! Yes, I am!

Is it a school day?
Have students look at the pictures and then raise their hands if they think it is a school day. Confirm the answer: it isn’t a school day. Have volunteers explain which clues help them understand that it isn’t a school day.

Write and listen.
Tell students to write the words in the correct category. Have students listen for the sentences they hear. Play Track 12. Then students complete their sentences. Then tell students to repeat the sentences they hear. Play Track 13 again. Have volunteers write the sentences on the board and then have the class chorally read them.

Audio script Track 12
1. I'm not going to go to the bookstore.
2. I'm going to go to the arcade in the mall.
3. The hair salon is next to the pet store.
4. Are you going to go to the food court?

Is it a school day?
Have students look at the pictures and then raise their hands if they think it is a school day. Confirm the answer: it isn’t a school day. Have volunteers explain which clues help them understand that it isn’t a school day.

Write and listen.
Tell students to write the words in the correct category. Have students listen for the sentences they hear. Play Track 13. Then students complete their sentences. Then tell students to repeat the sentences they hear. Play Track 13 again. Have volunteers write the sentences on the board and then have the class chorally read them.

Audio script Track 13
1. Are you going to go to the pet store? Yes, I am. No, I'm not.
2. Are you going to go to the mall? Yes, I am! Yes, I am!
3. Are you going to go to the food court? No, I'm not! No, I'm not!
4. Are you going to go to the arcade in the mall? Yes, I am! Yes, I am!

Is it a school day?
Have students look at the pictures and then raise their hands if they think it is a school day. Confirm the answer: it isn’t a school day. Have volunteers explain which clues help them understand that it isn’t a school day.

Write and listen.
Tell students to write the words in the correct category. Have students listen for the sentences they hear. Play Track 12. Then students complete their sentences. Then tell students to repeat the sentences they hear. Play Track 13 again. Have volunteers write the sentences on the board and then have the class chorally read them.

Audio script Track 12
1. I'm not going to go to the bookstore.
2. I'm going to go to the arcade in the mall.
3. The hair salon is next to the pet store.
4. Are you going to go to the food court?
Lesson 4 Grammar in Context

Lesson Objectives: Ask and answer questions about future plans.

New Grammar: Are you going to go to the pet store? Yes, I am.

Vocabulary Review: hair salon, pet store, mall, arcade, bookstore, food court

Materials: Audio Tracks 12 and 14

Start the Class

Start the class by reviewing vocabulary from the previous lesson. Write the first letters of compound words on the board and have the class say the words.

1. **Listen again to The Happy Campers.**

Tell the class to read along as they listen to the comic strip again. Play Track 12. Then ask students questions such as Where is Adam going to go? Where is Sue going to go?

2. **Grammar Pass! Circle.**

Have students underline what each character is going to do. Then tell students to read the questions, look at the pictures of the characters, and circle the correct answers. Remind them to refer back to the sentences they underlined in the comic strip.

   Have volunteers read the Grammar Pass.

   Have students underline what each character is going to do. Then, have volunteers share their answers with the class.

   **Write questions and answers.**

   Tell the class that they will use the clues to write questions and answers. Walk around the classroom and provide help as needed. Then, have volunteers write the answers on the board for the rest of the class to confirm their answers.

   **Finish the Class**

   Have students think of a place in a mall and things they do there. Tell students to work with a partner. They will ask a partner questions about a future trip to the mall to determine where the partner is going and what he or she is going to do. Walk around the classroom and provide help as needed. Then, have volunteers answer questions from the class.

   **Listen and cheer!**

   Tell students to listen to the cheer and read along. Play Track 14. Then have students say the cheer with the audio. Play Track 14 again.

   Divide the class into two groups. Assign the questions from the cheer to one group and the answers to the other group. Play Track 14 again and have each group say their part. Then switch roles.

   **Complete.**

   Remind students to use the Grammar Pass to help them complete the first question and answer. Check the answer with the class.

   Tell students to complete the activity and then compare their answers with a partner. Then, have volunteers share their answers with the class.

   **Write questions and answers.**

   Tell the class that they will use the clues to write questions and answers. Walk around the classroom and provide help as needed. Then, have volunteers write the answers on the board for the rest of the class to confirm their answers.

   **Finish the Class**

   Have students think of a place in a mall and things they do there. Tell students to work with a partner. They will ask a partner questions about a future trip to the mall to determine where the partner is going and what he or she is going to do. Walk around the classroom and provide help as needed. Then, have volunteers answer questions from the class.

   **Listen and cheer!**

   Tell students to listen to the cheer and read along. Play Track 14. Then have students say the cheer with the audio. Play Track 14 again.

   Divide the class into two groups. Assign the questions from the cheer to one group and the answers to the other group. Play Track 14 again and have each group say their part. Then switch roles.

   **Complete.**

   Remind students to use the Grammar Pass to help them complete the first question and answer. Check the answer with the class.

   Tell students to complete the activity and then compare their answers with a partner. Then, have volunteers share their answers with the class.

   **Write questions and answers.**

   Tell the class that they will use the clues to write questions and answers. Walk around the classroom and provide help as needed. Then, have volunteers write the answers on the board for the rest of the class to confirm their answers.

   **Finish the Class**

   Have students think of a place in a mall and things they do there. Tell students to work with a partner. They will ask a partner questions about a future trip to the mall to determine where the partner is going and what he or she is going to do. Walk around the classroom and provide help as needed. Then, have volunteers answer questions from the class.
Lesson 5

Lesson 5

1. What do you like to do at the mall?

2. Read and listen.

At the Mall

Are you and your friends going to go to the mall this weekend? Many people are. Most cities in the world have big shopping malls, also called shopping centers.

There is a mall in Dubai that has 1,200 stores. There is a fish tank that you can swim in with real sharks. You can even ice skate there, too!

Malls are not a new invention. For example, Trajan’s Market is from Ancient Rome! And, there is a very old mall where people can shop called the Grand Bazaar in Istanbul, Turkey. It’s from the year 1461.

Today, families go to malls because they can do all their shopping in one place. There are all kinds of stores in a mall: supermarkets, hair salons, pet stores, bookstores, food courts, and even arcades for children to play.

3. What do you like to do at the mall?

To prepare students for the reading activity, point to the photos and ask: What kind of place is this? Elicit a mall. Then have a volunteer read the question and elicit responses from the class. Ask students to give examples of malls they go to and their favorite stores.

4. Read and listen.

Ask the class if this is a fiction or nonfiction text. Elicit nonfiction. Have students work with a partner to list ideas that explain what a nonfiction text is and give examples of these texts. Elicit A nonfiction text is about real information or true information. Then have students identify the clues that tell them “At the Mall” is nonfiction.

Tell students to read along with the text as they listen: Play Track 15. Then ask questions to check understanding, such as: How many stores are there in the Dubai mall? What year is the Grand Bazaar from? Tell the class to read and listen for information about things people can do at a mall in Dubai. Then play Track 15 again. Elicit responses such as: play winter sports, see fish, swim with sharks, or buy things.

Have students take turns reading the text to a partner. Check pronunciation and provide help as needed.
Lesson 6 Reading Comprehension / Writing

Lesson Objectives: Identify details in a nonfiction text. Write about a visit to a mall.

Vocabulary Review: hair salon, pet store, mall, arcade, bookstore, food court

Grammar Review: Are you going to go to the pet store?

Materials: Audio Track 15

Start the Class

Review the previous lesson by having students say what they remember from “At the Mall.” Give students three minutes to brainstorm with a partner. Then have pairs share their ideas with the class.

2

Listen again to At the Mall.

Tell students to listen for how many types of stores are mentioned in the final paragraph (s). Remind students to read along as they listen to “At the Mall” again. Play Track 15, then have volunteers list the stores mentioned.

Answer the questions.

Read the first question and have the class think about whether a mall and a shopping center are the same thing. Discuss with the class and have them find the answer in the text. Have students complete the activity. Remind them to refer to the text to help them with their answers. Walk around the classroom and provide help as needed. Then have volunteers read the questions and their answers to the class. Have students locate the answer in the text.

Writing Time! Complete the chart.

Tell students to look at the chart and the different activities they can do in the mall. Have them identify the place where they buy new books. Elicit bookstore. Have students discuss where they can do each activity with a partner and then complete the chart.

Finish the Class

Play a Chain Game about going to the mall. Start the game with the sentence “I’m going to go to the bookstore.” Choose a student and have him or her repeat the sentence and add an extra item, for example, “I’m going to go to the bookstore and the pet store.” Continue with the rest of the class. If students forget or repeat a vocabulary item, tell them to refer back to the chart in Activity 3 or the visualization activity they did. Walk around the class to monitor students’ work and provide help as needed. Then have volunteers read the questions and their answers to the class. Have students locate the answer in the text.

Write about your visit to the mall.

Tell the class they are going to write about a visit to the mall. Do a visualization activity, as suggested in the Happy Teacher section on Page T 35, to help students with ideas for their work. Have students look at the sentence and sentence starter in Activity 4 and elicite some examples of what they’re going to do at the mall. Explain to students that they will write three more sentences about their visits to the mall. Remind them to refer back to the chart in Activity 3 or the visualization activity they did. Walk around the class to monitor students’ work and provide help as needed. Then have volunteers read the questions and their answers to the class. Have students locate the answer in the text.

Try This!

Encourage self-checking and peer correction in writing activities. Have students read their work or their partners’ work. Tell them to check all the verb structures with going to and be sure the infinitive verb is there. Then have students check spelling and punctuation. Allow time for students to correct errors. Then have volunteers share their writing with the class.

Writing Time! Complete the chart.

Tell students to look at the chart and the different activities they can do in the mall. Have them identify the place where they buy new books. Elicit bookstore. Have students discuss where they can do each activity with a partner and then complete the chart.

My Mall Visit

<table>
<thead>
<tr>
<th>Activity</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>buy new books</td>
<td>(Students’ own answers)</td>
</tr>
<tr>
<td>eat pizza</td>
<td></td>
</tr>
<tr>
<td>play video games</td>
<td></td>
</tr>
<tr>
<td>buy a toy for my pet</td>
<td></td>
</tr>
<tr>
<td>get a hair cut</td>
<td></td>
</tr>
</tbody>
</table>

Write about your visit to the mall.

I’m going to go to the mall. First, I’m going to

(Students’ own answers)
Lesson 7

Lesson 7

ON STAGE!

PROJECT: Town Map

1. **Plan** your Town Map. Make a list of three places in your town and how to travel there.

<table>
<thead>
<tr>
<th>Place</th>
<th>Transportation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>(Students' own answers)</td>
</tr>
<tr>
<td>2.</td>
<td>(Students' own answers)</td>
</tr>
<tr>
<td>3.</td>
<td>(Students' own answers)</td>
</tr>
</tbody>
</table>

2. **Prepare** your Town Map. Give the places names.

3. **On Stage!** Talk about your Town Map. Guess the stores.

I'm going to go to Great Games. I'm going to go by car.

You're going to go to the arcade!

Lesson Objective: Creative, Collaborative, and Critical Thinking Activity

**Lesson 7 Creative, Collaborative, and Critical Thinking Activity**

**Start the Class**

Review places in town vocabulary by brainstorming with the class. Draw an oval on the board and write in the town inside it. Tell students that they have three minutes to work with a partner to brainstorm words that relate to the town. Tell them to write the words in their notebooks. Remind students to refer to their My Dictionary pages in their notebooks for ideas. Then have volunteers write their ideas on the mind map on the board.

**Plan your Town Map.**

Make a list of three places in your town and how to travel there.

Organize the class into groups. Explain to students that each group will prepare a Town Map. Tell students to think about three places in a town and how to travel there. Explain that they will write their ideas in a chart in Activity 1, and have them share their ideas with their groups. Explain that the groups will decide on six places to include on their Town Maps. Encourage students to work together to choose six places to include on the map. Walk around the classroom to be sure each group member is participating and to provide help as needed.

**Prepare your Town Map.**

Give the places names.

Have students look at the map the students in the photo are holding. Talk about what makes a good map. Elicit ideas such as clear writing, colorful pictures, and organized information. Explain to students that they will make a map of the places they chose in Activity 1, but first they need to think of a name for each place. Say Animal World is the name of a pet store. Explain that the names are clues to help the class guess the places when the groups present their maps. Distribute all necessary materials. Tell the class the groups must decide who is going to draw the map, color it, label it, and write clues for the class to guess the places. Walk around the classroom to be sure each group member is participating and to provide help as needed.

**On Stage!**

Talk about your Town Map. Guess the stores.

Have students look at the photos of the girl and boy presenting their Town Map to their class. Have two students read the example dialogue. Remind the students that they will make a map of the places they chose in Activity 1, but first they need to think of a name for each place. Say Animal World is the name of a pet store. Explain that the names are clues to help the class guess the places when the groups present their maps. Distribute all necessary materials. Tell the class the groups must decide who is going to draw the map, color it, label it, and write clues for the class to guess the places. Walk around the classroom to be sure each group member is participating and to provide help as needed.

**Finish the Class**

Display all the finished maps on the classroom wall. Give time for the class to look at them. Then have students vote for the best Town Map.
Lesson 8 Review

Lesson Objective: Review language from Unit 2
Vocabulary Review: car, taxi, bus, subway, airplane, boat, helicopter, hair salon, pet store, mall, arcade, bookstore, food court
Grammar Review: I’m going to go to the mall by bus.
Materials: prepared grid for Tic-Tac-Toe

Start the Class
Divide the board into two and organize the class into two groups. Give a board marker or piece of chalk to the first student in each group. Explain that the first students will run to the board, correctly write a transportation word, and pass the marker or chalk to the next students. They have two minutes to write as many transportation words as they can remember. Repeat the game with places in town and start off with different students.

1. **Spelling!** Complete the puzzle and write the mystery place.

   **Try This!** Play a rhythm game. Clap a steady beat and have the class clap with you. As you continue clapping the rhythm, explain that you will ask a question and choose someone to answer it. Ask Are you going to go to the arcade? The student who answers will ask another student a question without breaking the rhythm. If the rhythm breaks, start again. Have students sit or stand in a circle and ask questions to the person next to them. As a challenge, have students say the name of the person they want to answer the question.

2. **Look at the pictures. Write about them.**

   Tell students to look at the pictures and complete the puzzle. Have volunteers write the words on the board and elicit the mystery place from the class. You may also choose to use the Presentation Kit to project and review the answers with the class.

3. **Word Play!** Find and circle the vocabulary words from Unit 2 on Page 72.

   Find and circle the words from Unit 2 on Page 72.

Finish the Class
Before the lesson, prepare your own Tic-Tac-Toe grid with a place in town written in each square. Divide your class into two teams (X and O). Draw a Tic-Tac-Toe grid on the board and number the spaces 1 to 9. Have one team choose a number. Explain that the team earns a square when they correctly identify the word from a clue. Say, for example, I’m going to go to the pet store. Elicit bookstores. If the team answers correctly, mark the team’s sign, X or O, in the square. The first team to make a row, vertically, horizontally or diagonally wins.

3. **Word Play!** Find and circle the words from Unit 2 on Page 72.

   **Round Up!**

   **1. Spelling!** Complete the puzzle and write the mystery place.

   **2. Look at the pictures. Write about them.**

   1. I’m going to go to the mall by bus.
   2. I’m going to go to the bookstore by train.
   3. I’m going to go to the hair salon by car.

   **3. Word Play!** Find and circle the words from Unit 2 on Page 72.