

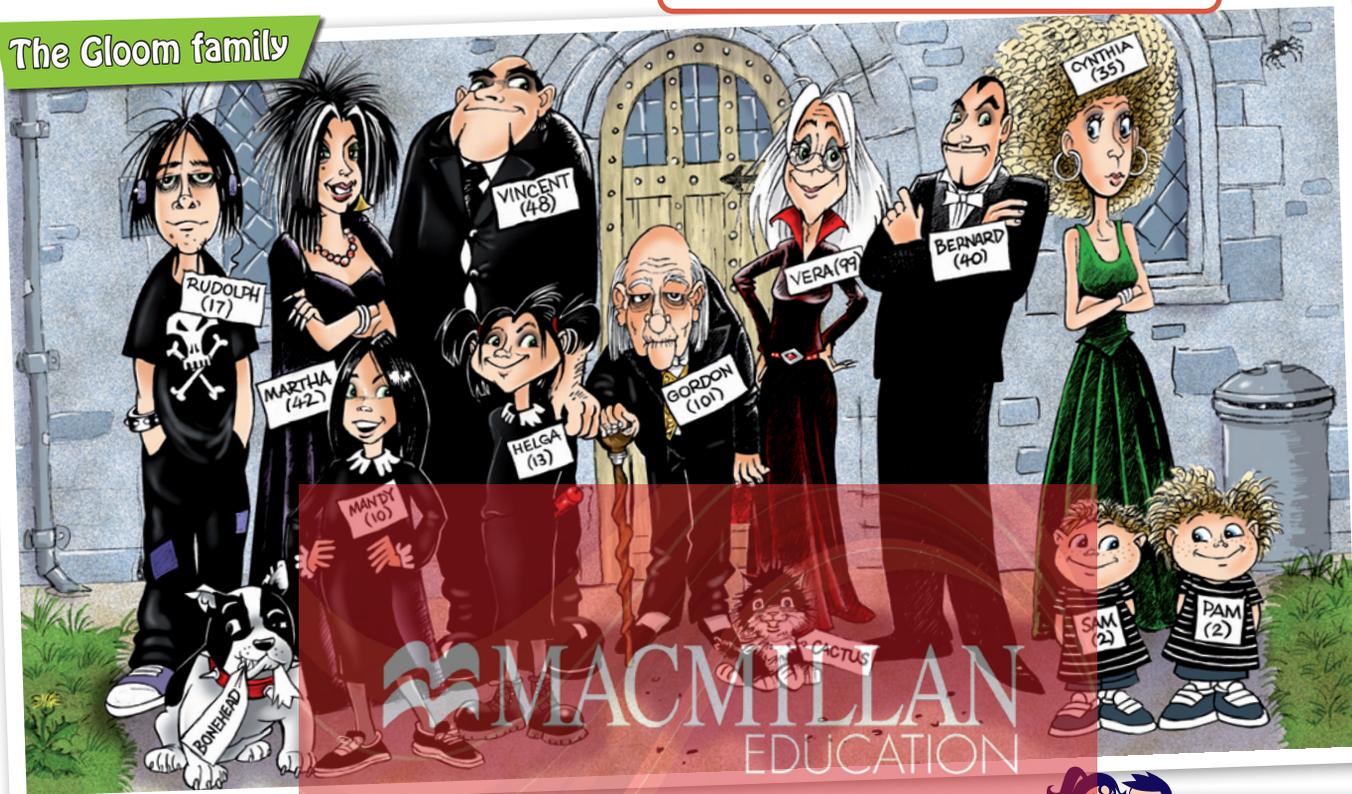
5 My family

1 Guessing

1.33 Look at the picture. Find Mandy's:

brother aunt grandmother pets father
cousins grandfather sister uncle mother

The Gloom family



Sample marketing text © Macmillan Publishers LTD



Real English

Great. Wow! Cool. Right.

2 Presentation

a) 1.34 Listen. What are the missing words?

- Mandy** This is a photo of my family.
Kate Oh, right. Who are Gordon and Vera?
Mandy They're my grandparents. Gordon's my grandfather and Vera's my _____.
Kate Wow! How old are they?
Mandy Gordon's a hundred and one and Vera's ninety-nine.
Kate And Martha and Vincent are your parents. Right?
Mandy That's right. Martha's my _____ and Vincent's my _____.
Kate Great. And who's Bernard?
Mandy He's my _____ and Cynthia's my _____.
Kate And who are Sam and Pam?
Mandy They're my _____.
Kate Cool. Are they twins?
Mandy Yes, they are. And they're two years old.
Kate And Bernard and Cynthia are their parents.
Mandy That's right. And Rudolph's my _____ and Helga's my _____.
Kate And Bonehead and Cactus are your _____.
Mandy Yes, that's right.



3 Comprehension

Work with a classmate. Look at the picture and ask and answer about Mandy. Use:

Who's...?
 He/She's her...
 Who are...?
 They're her...

Who's Gordon?

He's her grandfather.

Who are Sam and Pam?

They're her cousins.

b) 1.34 Listen again. Then read with a classmate.

5 My family

Grammar

- verb *be*
- possessive adjectives *my, your, his, her, its, our, their*
- possessive 's
- question word *who*

Vocabulary

- family, numbers 21–101

Optional materials

- a large piece of paper with the words *Great. Wow. Cool. Right*; a shopping bag; a family photo

Optional Activity Book activities

- Fast finisher p70; Extra practice p71

Photocopiable activity

- *Jason's family* p190

PART 1

Introduction

Show the class a photo of your close relative, e.g. your brother. Say *This is my brother*. Prompt the class to ask you in English about this person's name and age. Next, find out if any of your students have photos of their relatives with them in class. If they want to, let them show the photos to the class, introduce their family members and answer their classmates' questions about these people's names and ages. Help with any new words.

1 Guessing

[1.33] Point to Mandy in the family photo. Ask students to listen and read the words and try to match these to the people in the picture, by guessing their relationship to Mandy. Play the CD. Students then do the task in pairs, making guesses about the words they do not know. Tell them that they will find out the answers in the next activity.

Make sure that everybody understands all the words for family members now. Play the CD again, pausing for students to repeat the words.

Teaching tip: Pronunciation of /ð/

Drill the pronunciation of the sound /ð/ in *mother, father, brother*. Ask if students can find a similar sound in their own language and use it in the English words to see the difference between the sounds. Then ask students to practise /ð/ on words in their own language, replacing the most similar sound. This activity helps students differentiate /ð/ from similar sounds in L1 and it is fun too!

Tapescript

brother, aunt, grandmother, pets, father, cousins, grandfather, sister, uncle, mother

Answer key

brother—Rudolph, aunt—Cynthia, grandmother—Vera, pets—Bonehead and Cactus, father—Vincent, cousins—Sam and Pam, grandfather—Gordon, sister—Helga, uncle—Bernard, mother—Martha

2 Presentation

a) [1.34] Point to the pictures and say *This is Mandy and her friend Kate. This is Mandy's family*. Focus attention on the family photo and play the CD for students to check their answers to Activity 1.

Ask students to read the text, and try to remember which words are missing. Do not let them write anything yet. Play the recording again. Explain the words *grandparents* and *parents* by writing the following on the board: *grandmother + grandfather = grandparents, mother + father = parents*. Point out the similarity between Sam and Pam to explain the word *twins*.

Students look at the photo again, read the dialogue and then complete the missing words. In case of spelling problems refer them to Activity 1. When they have compared their answers in pairs, play the CD to check the missing words.

Refer students to **Real English** and demonstrate the meaning of the phrases by asking a few questions to a couple of strong students, listening to their answers attentively and reacting with *Great, Wow, Cool, Right*.

Extra activity

Write the expressions from the Real English on a large piece of paper and stick them on the wall. Whenever your students are doing pairwork speaking activities, encourage them to look at the expressions and include these in their conversation.

Tapescript and Answer key

MANDY This is a photo of my family.
KATE Oh, right. Who are Gordon and Vera?
MANDY They're my grandparents. Gordon's my grandfather and Vera's my grandmother.
KATE Wow! How old are they?
MANDY Gordon's a hundred and one and Vera's ninety nine.
KATE And Martha and Vincent are your parents. Right?
MANDY That's right. Martha's my mother and Vincent's my father.
KATE Great. And who's Bernard?
MANDY He's my uncle and Cynthia's my aunt.
KATE And who are Sam and Pam?
MANDY They're my cousins.
KATE Cool. Are they twins?
MANDY Yes, they are. And they're two years old.
KATE And Bernard and Cynthia are their parents.
MANDY That's right. And Rudolph's my brother and Helga's my sister.
KATE And Bonehead and Cactus are your pets.
MANDY Yes, that's right.

b) [1.34] Play the CD and ask students to read the dialogue in pairs twice, changing roles.

Tapescript

see Activity 2a

3 Comprehension

Point out which questions and answers we use when we talk about one person, and which when we talk about more people. Explain that we can shorten *Who is to Who's* but we need to use the full form in *Who are*.

Read the examples with a volunteer. Encourage students to ask and answer at least four questions about the people in Mandy's family in pairs. Monitor their work.

Extra activity

Draw a simple family tree of a popular film or book character. In pairs students ask and answer questions about this character's family members.

4 Speaking

a) Write the names of some people in your family.

David Teresa Robert and Philip

b) Show the names to a classmate. Ask and answer:

Who's David?

He's my brother.

Who are Robert and Philip?

They're my cousins.

5 Grammar practice

Possessive adjectives

a) Look at the picture of Mandy's family. Complete with *their, my, his, her, our, its* and the names.

1 *My name's Rudolph.*



3



5



4



6



b) ^{1.35} Now listen and check.

Grammar page 105



Grammar spot Possessive 's

Gordon is Mandy's grandfather.
Martha is Helga's mother.

Grammar page 106

6 Grammar practice

Make true sentences about Mandy's family.

1 *Bernard is Rudolph's uncle.*

- 1 Bernard is ___ uncle.
- 2 Mandy, Helga and Rudolph are ___ cousins.
- 3 Cynthia is ___ mother.
- 4 Gordon and Vera are ___ grandparents.
- 5 Mandy is ___ sister.

7 Numbers 21 to 101

^{1.36} Listen and repeat.

- | | |
|-----------------|---------------------------|
| 21 twenty-one | 31 thirty-one ... |
| 22 twenty-two | 40 forty |
| 23 twenty-three | 50 fifty |
| 24 twenty-four | 60 sixty |
| 25 twenty-five | 70 seventy |
| 26 twenty-six | 80 eighty |
| 27 twenty-seven | 90 ninety |
| 28 twenty-eight | 100 a hundred |
| 29 twenty-nine | 101 a hundred and one ... |
| 30 thirty | |

8 Speaking

Look at the picture of the Gloom family. How old are they? Work with a classmate. Ask and answer.

How old is Martha?

She's forty-two.

9 Check your English

a) ^{1.37} Look at the picture of Mandy's family and listen to the questions. Answer with:

Yes, he/she is. No, he/she isn't.

Yes, they are. No, they aren't.

1 Is Pam Sam's sister?

Yes, she is.

b) Make six true sentences about you and your classmates with *This is my/your/his/her/our/their ...* and things in the classroom.

This is our desk.

4 Speaking

- Students write a few names of their relatives. Introduce more family words like *stepfather*, *half brother* etc. if necessary.
- Go over the examples and tell students to ask and answer about their own family members in pairs.

Homework suggestions

- Activity Book page 18, Activities 1–2
- Students label the family members in their family photo or in a magazine photo of a famous family, e.g. TV series characters.

PART 2

Introduction

Write these words on the board: *rehtmo*, *tressi*, *torbrhe*, *nadrghtfaer*, *unisco*, *tahref*, *dnagrhremo*, *lecun*, *stenrap*, *ntua*, *randgrpanets*. Students unscramble them to find the names of family members (**Answer:** *mother*, *sister*, *brother*, *grandfather*, *cousin*, *father*, *grandmother*, *uncle*, *parents*, *aunt*, *grandparents*). Volunteers write the full words on the board.

5 Grammar practice

- Introduce all possessive adjectives by pointing to yourself, your students and various objects and saying e.g. *This is our classroom/your book* etc. For *its* point to *Cactus* in the picture in Activity 1 and say *Its eyes are black*.

Introduce yourself with *My name's ...* and remind students that in English we use possessive adjectives to say people's names. Go through the example. Check that they use capital initial letters to begin sentences. Students work individually and compare in pairs.

- [1.35] Play the CD for students to check their answers.



Tapescript and Answer key

- My name's Rudolph.
- Our names are Cynthia and Bernard.
- Its name's Cactus.
- Their names are Sam and Pam.
- Her name's Pam.
- His name's Sam.

Photocopiable activity

Jason's family p190 (instructions p171)

Grammar spot

Go through the sentences in the box, pointing to the people in the picture in Activity 1.

Tell students to make a possessive 's sentence, using their own name, and then ask them how they express possession in their own language.

Teaching tip: Personalizing grammar

A great way to help students to remember grammar is to encourage them to use the grammar, e.g. the possessive 's, in sentences about themselves or their classmates.

Extra activity

Collect pens from your students and put them into a bag. Divide the class into two teams. Ask a student to draw one pen from the bag and say who it belongs to, e.g. It's Jacek's pen. If they guess correctly, their team gets a point and the pen is placed aside.

If they fail, the pen goes back in the bag. Then it is the second team's turn. Continue the procedure with different members of the teams taking turns in guessing.

6 Grammar practice

Go through the example. Students complete the rest of task individually, choosing one name from all possible answers to

complete each gap. Check different versions by asking volunteers to read out their answers.

Answer key:

Possible answers:

- Rudolph's/Helga's/Mandy's
- Sam's/Pam's
- Sam's/Pam's
- Rudolph's/Helga's/Mandy's/Sam's/Pam's
- Helga's/Rudolph's

7 Numbers 21 to 101

[1.36] Play the CD, pausing for students to repeat. Then write different numbers between 21 and 101 on the board and ask the class to read them out.



Tapescript

twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty, thirty-one, forty, fifty, sixty, seventy, eighty, ninety, a hundred, a hundred and one

8 Speaking

Read out the example with a volunteer. In pairs, students ask and answer about all the characters in Activity 1.

9 Check your English

- [1.37] Go over the example and play the CD, pausing for students to find the characters in Activity 1 and reply with short answers chorally. If the answer is negative, ask volunteers to make a true sentence.



Tapescript

- Is Pam Sam's sister?
- Are Bernard and Cynthia Sam's uncle and aunt?
- Is Rudolph Pam's brother?
- Are Gordon and Vera Helga's grandparents?
- Is Helga Rudolph's sister?
- Are Vincent and Martha Mandy's uncle and aunt?
- Are Bernard and Cynthia Rudolph's parents?
- Are Sam and Pam Rudolph's cousins?
- Is Cynthia Sam's aunt?
- Is Vincent Pam's uncle?

Answer key

- Yes, she is.
 - No, they aren't. They're their parents/father and mother.
 - No, he isn't. He's her cousin.
 - Yes, they are.
 - Yes, she is.
 - No, they aren't. They're her parents/father and mother.
 - No, they aren't. They're his uncle and aunt.
 - Yes, they are.
 - No, she isn't. She's her mother.
 - No, he isn't. He's her father.
- Students do this task in pairs, pointing to objects and making six sentences each. Volunteers repeat their sentences to the whole class.

Homework suggestions

- Activity Book page 19, Activities 3–6
- Students write sentences about these relationships:
 - Cynthia–Mandy
 - Sam–Pam
 - Gordon–Rudolph
 - Helga–Sam and Pam
 - Vincent–Rudolphe.g. 1. She's her aunt.

6 My desk is a mess!

1 Picture search

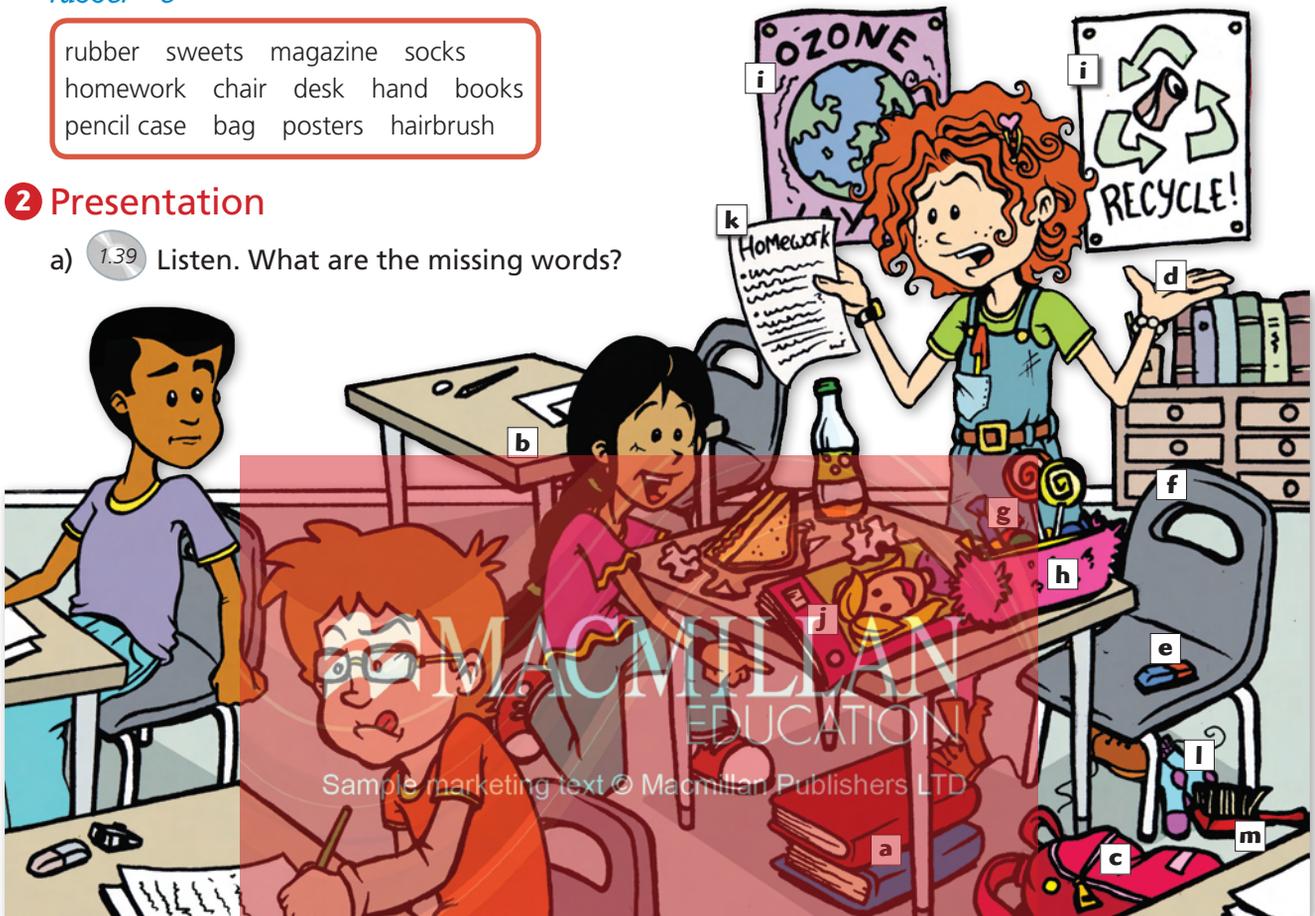
1.38 Find these things in the picture.

rubber - e

rubber sweets magazine socks
homework chair desk hand books
pencil case bag posters hairbrush

2 Presentation

a) 1.39 Listen. What are the missing words?



Della What's the matter, Molly?
Molly My desk is a mess! Where are my _____?
Della They're under the _____.
 Look, they're next to your bag.
Molly Oh, yes. Thanks, Della.
 And where's my _____?
Della Look. It's on the _____.
Molly Oh, yes. Oh, dear. Where are my _____?
Della Look. They're in your _____.
Molly Great. Oh, no! Where's my _____?
Della Don't worry, Molly. It's in your _____.
Molly Oh, yes. Thanks a lot, Della.



Real English

Oh, yes. Thanks (a lot).
 Look. Oh, dear.

b) 1.39 Listen again. Then read with a classmate.

3 Comprehension

Answer these questions.

1 Her books.

- 1 What's under the desk?
- 2 What's in Molly's hand?
- 3 What's in the pencil case?
- 4 What's on the chair?
- 5 What's next to the bag?



Grammar spot Prepositions of place



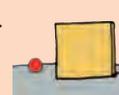
It's **in** the box.



It's **under** the box.



It's **on** the box.



It's **next to** the box.

6 My desk is a mess!

Grammar

- prepositions of place *in, on, under, next to*
- question word *where*
- singular and plural

Vocabulary

- classroom objects
- furniture

Optional materials

- scraps of paper with the following words: *rubber, sweets, magazine, homework, chair, desk, hand, pencil case, books, bag, poster, hairbrush, socks*

Optional Activity Book activities

- Fast finisher p70
- Extra practice p71

Photocopiable activity

- *Where's the camera?* p191

PART 1

Introduction

Wait until students are ready for the lesson. Ask two students to stand aside to show their desk to the whole class. Ask the class to look at the desk and think which objects they can name in English. Invite volunteers, one at a time, to come to the desk, point to the object they know in English and say its name. Make sure they do not repeat what somebody else has already named.

1 Picture search

[1.38] Tell students to read and listen to the words in the box. Play the CD. Go through the example. Students do the task in pairs, first eliminating the words that they know and then making guesses about the other words.

Ask individual students to read the words and the corresponding letters. Play the recording again, pausing for students to repeat.

Mixed ability classes:

Fast finishers see which other objects in the picture they can name in English.



Tapescript and Answer key

rubber–**e**, sweets–**g**, magazine–**j**, socks–**l**,
homework–**k**, chair–**f**, desk–**b**, hand–**d**, pencil case–**h**,
books–**a**, bag–**c**, posters–**i**, hairbrush–**m**

2 Presentation

- a) [1.39] Draw attention to the picture, point to the girls on the right and say: *This is Molly and her friend Della. They're in their classroom. This is Molly's desk. Ask students to guess Molly's problem. Play the CD. Students read and listen to the dialogue and check their guesses. Explain the word mess and say: Molly's nickname is 'Messy Molly'.*

Tell students to look carefully at the picture and choose words from Activity 1 to complete the dialogue. Play the CD for students to check their answers.

Explain the phrase *Don't worry*. Refer students to **Real English** and demonstrate the phrases by acting out short scenes with a strong student, e.g. ask dramatically *Where is my book?*, pretending you are looking for it in panic and when they point to the book, prompt them to say *Look* and reply *Oh, yes* with relief, then add *Thanks a lot*, nodding in their direction, next drop your pen accidentally and get the student to exclaim *Oh, dear*.

Teaching tip: Giving grammar a human face

You can apply an enjoyable, alternative way of describing and remembering grammar by choosing characters to represent aspects of English grammar, e.g. students can associate Messy Molly with the prepositions of place.

Cultural information

In British primary schools some children sit throughout the day at the same desks in their own classroom with the same teacher, where they have most of their lessons. In high schools, or secondary schools, which they start at the age of 11, students have most of their lessons in the relevant subject classrooms.



Tapescript and Answer key

DELLA What's the matter, Molly?
MOLLY My desk is a mess! Where are my books?
DELLA They're under the desk. Look, they're next to your bag.
MOLLY Oh, yes. Thanks, Della. And where's my rubber?
DELLA Look. It's on the chair.
MOLLY Oh, yes. Oh, dear. Where are my sweets?
DELLA Look. They're in your pencil case.
MOLLY Great. Oh, no! Where's my homework?
DELLA Don't worry, Molly. It's in your hand.
MOLLY Oh, yes. Thanks a lot, Della.

- b) [1.39] Play the CD. Students listen and point to the objects in the picture and then read the dialogue in pairs twice, changing roles.

Check the adjectives *messy* and *tidy* by pointing to Molly's desk and a tidy desk in your classroom. Ask individual students: Are you messy or tidy? Then signal to everyone to put their hands behind their back and walk around the classroom assessing the tidiness of the desks. Nominate a winner of the tidy desk competition.



Tapescript

see Activity 2a

3 Comprehension

Refer students to the **Grammar spot** and explain the meaning of the prepositions, using the pictures. Place a pen *in/on/under/next to* different objects whose names students learnt in Activity 1 and ask first the whole class, then individual students, to answer your question *Where's the pen?*

Ask students to complete the task individually and then to compare their answers in pairs. Ask individual students to read out their answers.

Answer key

- 1 Her books
- 2 Her homework
- 3 Her sweets
- 4 Her rubber
- 5 Her books/Her socks/Her hairbrush/Her desk

Homework suggestions

- 1 Activity Book page 20, Activities 1–3
- 2 Students write three more questions about the picture in Activity 1, modelled on the questions in Activity 3, and answer them.

4 Grammar practice

a) Look at the picture of Molly's desk. Complete with *in, on, under, next to*.

- 1 Where are the books? They're ____ the desk.
- 2 Where is the rubber? It's ____ the chair.
- 3 Where are the sweets? They're ____ the pencil case.
- 4 Where is Molly's homework? It's ____ Molly's hand.
- 5 Where are the posters? They're ____ the wall.
- 6 Where is the hairbrush? It's ____ the chair.
- 7 Where are the socks? They're ____ the chair.
- 8 Where is the pencil case? It's ____ the magazine.

b) ^{1.40} Now listen and check.



Grammar spot the (definite article)

Where's **the** red T-shirt?
Where are **the** books?

Grammar page 107

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Sample marketing text © Macmillan Education Ltd. Find the song *My Sister Jessie* on page 98.

5 Speaking

Work with your classmate. Take turns to ask questions about Molly's desk.

Where are the socks?

They're under the chair.

Where's the rubber?

It's on the chair.



Remember!

Singular



Where **is** the **pen**?
It is on the desk.

Plural



Where **are** the **pens**?
They are on the desk.

6 Writing

a) Write four sentences about things in your classroom. Don't show your classmates. Use: *It's/They're in/on/under/next to ...*

They're in my bag. They're on the wall. It's under Roman's desk. It's next to the teacher's desk.

b) Then read out your sentences to the class. Can your classmates guess?

They're in my bag.

Are they your books?

It's under Roman's desk.

Is it his bag?

7 Pronunciation

^{1.41} Listen and practise the -(e)s sounds.

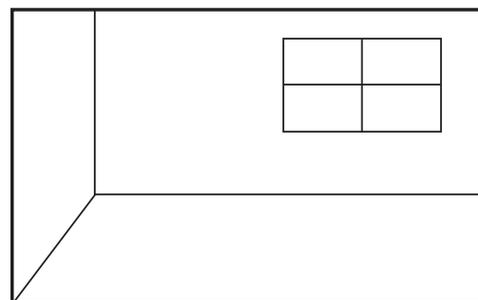
/z/	pens rubbers magazines bags posters chairs
/s/	books desks sweets socks T-shirts
/ɪz/	pencil cases hairbrushes boxes

8 Song

Find the song *My Sister Jessie* on page 98.

9 Check your English

a) ^{1.43} Copy this drawing onto a piece of paper. Then listen and draw.



b) Then work with a classmate. Ask and answer questions about your drawing. Use: *Where's/Where are ...?* and *It's/They're ...*

Are your drawings the same?

PART 2

Introduction

Play *Pictionary* with your students in two teams. Write the following words on scraps of paper: *rubber, sweets, magazine, homework, chair, desk, hand, pencil case, books, bag, poster, hairbrush, socks*. A representative of one team picks one scrap of paper, reads the word in secret and has 20 seconds to draw it on the board for his team to guess. If their team cannot guess in the allotted time, the second team has a chance. Continue the procedure with a representative of the second team. Award a point for each correct guess. The team with most points at the end wins.

4 Grammar practice

- a) Check that students know the word *wall* by using the picture in Activity 1.

Answer the first question with the whole class as an example. Students complete the rest of the task individually.

- b) [1.40] Play the CD for students to check their answers.



Tapescript and Answer key

- 1 Where are the books? They're under the desk.
- 2 Where is the rubber? It's on the chair.
- 3 Where are the sweets? They're in the pencil case.
- 4 Where is Molly's homework? It's in Molly's hand.
- 5 Where are the posters? They're on the wall.
- 6 Where is the hairbrush? It's next to the chair.
- 7 Where are the socks? They're under the chair.
- 8 Where is the pencil case? It's next to the magazine.

Photocopiable activity

Where's the camera? p191 (instructions p171)

Grammar spot

Explain that we use *the* before the name of a specific object that we know about. Demonstrate by staring intently at a specific book and asking the owner *Please, give me the book*. Repeat with a few other objects in the room. For further explanation refer students to the *Grammar summary* on page 107.

5 Speaking

Refer students to **Remember!** and using the pictures, remind them that we need to use different pronouns and forms of *be* with singular and plural objects. Tell them they can also use short forms of verb *be* in the first question and the two answers. Elicit these, if necessary referring students to *Module One, Grammar spot*, page 14.

Read out the example with a volunteer and tell students to ask and answer at least five questions each in pairs.

6 Writing

- a) Go over the example and ask students to write the sentences.
- b) Ask two students to read out the dialogue in the example. Students continue the activity in groups of four, taking turns to read out their sentences and answer their classmates' questions.

7 Pronunciation

[1.41] Play the CD, pausing for students to repeat the plural nouns. Refer them to the *Grammar summary* on page 102 for the spelling rules. Explain the phonetic symbols in the brackets, (see page T10) but do not expect students to learn them by heart.

Extra activity

Call out different plural nouns known to students and ask them to show which sound they hear: they draw *z* in the air like Zorro for /z/, with bent wrist they shape their arm like a snake for /s/ and they throw two arms in the air for /ɪz/. You can turn it into a game and award points for each correct answer.



Tapescript

/z/ pens, rubbers, bags, magazines, posters, chairs;
/s/ books, desks, sweets, socks, T-shirts;
/ɪz/ pencil cases, hairbrushes, boxes

8 Song

[1.42] Refer students to page 98. Play the CD through and tell students to complete the task below the lyrics. They should compare their answers in pairs and then check with the whole class.

Ask which words from the song students do not understand and explain these. Play the song again and encourage students to join in singing.

Answer key

- a floor, door
- b socks, box
- c bed, head
- d there, chair



Tapescript

see lyrics on page 98 of the Student's Book

9 Check your English

- a) [1.43] Copy the drawing onto the board and say *It's a room*. Play the CD, pausing after each sentence for students to draw individually in secret.



Tapescript

Draw a table in the room. Draw a book on the table. Draw a box next to the book. Draw three pens in the box. Draw two posters on the wall. Draw a chair next to the table. Draw a bag under the table. Draw a magazine in the bag. Draw some socks on the floor.

- b) Students ask and answer about each other's drawings in pairs and describe any differences in the position of the objects, e.g. *It's under the desk, They're next to the book*.

Homework suggestions

- 1 Activity Book page 21, Activities 4–6
- 2 Students draw a furnished bedroom and hide five objects in it. Then they write a simple question and answer dialogue about the location of the objects, e.g. *Where are the books? They're under the bed*.

7 My dream town

1 Picture search

1.44 How many of these places can you find in Dream Town?



beach



castle



church



cinema



park



river



shop



railway station



supermarket



swimming pool



bus station



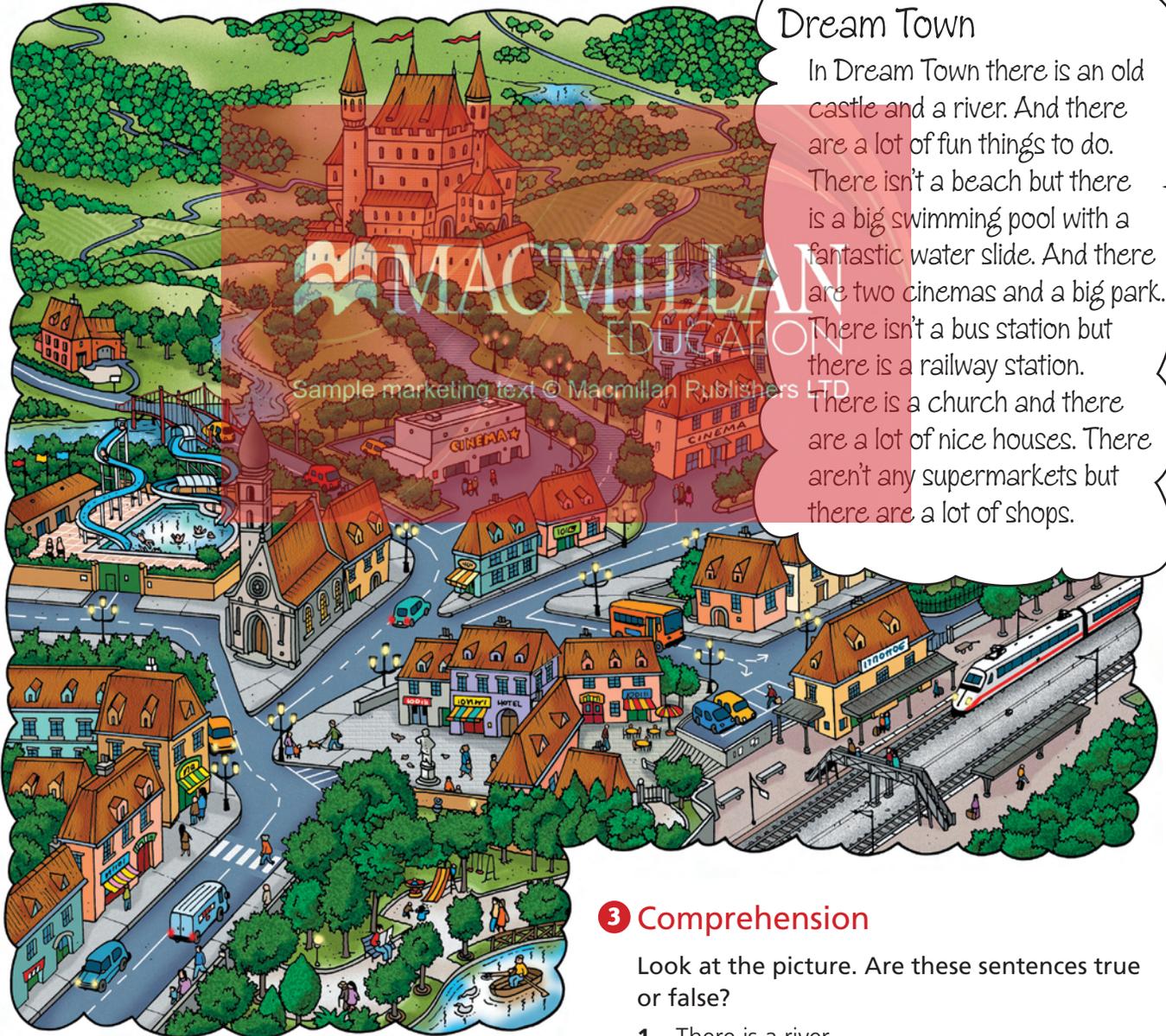
house

2 Presentation

a) 1.45 Listen and read.

Dream Town

In Dream Town there is an old castle and a river. And there are a lot of fun things to do. There isn't a beach but there is a big swimming pool with a fantastic water slide. And there are two cinemas and a big park. There isn't a bus station but there is a railway station. There is a church and there are a lot of nice houses. There aren't any supermarkets but there are a lot of shops.



3 Comprehension

Look at the picture. Are these sentences true or false?

- 1 There is a river.
- 2 There isn't a beach.
- 3 There are a lot of shops.
- 4 There is a bus station.
- 5 There aren't any cinemas.

b) 1.45 Listen again and point to the places in the picture.

7 My dream town

Grammar

- *there is/there are*
- *any* in questions and negative answers

Vocabulary:

- places in a town/city

Optional materials

- one slip of paper for each student
- a sketch of teacher's dream town on a sheet of paper

Optional Activity Book activities

- Fast finisher p70
- Extra practice p71

Photocopiable activity

- *Is there a bus station?* p192

PART 1

Introduction

Copy any four symbols from Activity 1 onto the board. Tell students to guess which places in a town they represent. Accept answers in L1 too. Then write the names of the places in mixed order, ask students to match these to the correct symbols and then check their answers in Activity 1.

1 Picture search

[1.44] Make sure everybody understands which places the symbols represent and play the CD, pausing after each word for students to repeat. Then tell students to find these places in Dream Town in Activity 2. They only need to find the correct number of the places. Explain that even if there are two places of the same kind on the map (e.g. two cinemas), it still counts as one place. Students will be able to check their answers by listening to the text in Activity 2.

Teaching tip: Memorizing with symbol pictures

Associating words with a symbol representation can help students memorize new language. Encourage students to copy the symbols of the places into their notebooks and use them to memorize words.

Mixed ability classes

Fast finishers write down the names of the three places which are not in the picture.



Tapescript

beach, castle, church, cinema, park, river, shop, railway station, supermarket, swimming pool, bus station, house

Answer key

nine

2 Presentation

- a) [1.45] Tell students to listen and read the text to check their answers to Activity 1. They can tick the places from Dream Town on the list in Activity 1 or write the first letters of the words in their notebooks (see Study tip on the next page). Play the CD, check the answer and ask a volunteer to read out the names of the nine places.

Explain that we use *there isn't* and *there aren't* to say that something/someone *isn't* somewhere. Ask students how they express it in their own language.

Read out the last sentence and point out how *but* joins contrasting ideas. Do not expect students to use it actively yet.

Finally, explain the new words and phrases in the text, providing translation if necessary: *old, a lot of fun things to do, fantastic, big, nice.*

Dyslexia tip: Understanding grammar rules

Use visual stimulation to make it easier for students to understand grammatical rules:

- Present the rule of *there is/there are* on the board in large letters and in different colours.
- Give plenty of examples and ask students to suggest their own.
- Ask students to find and underline the structure in the text.

Extra activity

Ask students to work in groups of three and find any similarities between Dream Town and their own home town. Ask different groups to report their findings to the class, e.g. In our home town there is a river.



Tapescript

see Student's Book Activity 2a

- b) [1.45] Play the CD, encouraging students to point to the places in the picture as they hear them on the recording.



Tapescript

see Student's Book Activity 2a

3 Comprehension

Refer students to the picture and the text in Activity 2 to decide if the sentences are true or false. Ask individual students to provide the answers.

Extra activity

Tell students to correct the false statements by writing true sentences.

Answer key

- 1 True
- 2 True
- 3 True
- 4 False
- 5 False

4 Class poll

- a) What is your favourite place in Dream Town? Write it down on a piece of paper.
- b) Compare the results with your classmates. What's the class's favourite place?



Study tip

How can you remember new words?
Draw a picture and write the initial letters.



h _____



r _____

5 Grammar practice

- a) Look at the picture of Dream Town.
Complete with: *There is/There isn't/There are/There aren't.*

1 *There is a church*

- 1 _____ a church.
2 _____ a beach.
3 _____ any supermarkets.
4 _____ a lot of houses.
5 _____ a railway station.
6 _____ a lot of shops.
7 _____ a bus station.

- b) Complete the questions with: *Is there/ Are there*

- 8 _____ a castle?
9 _____ any cinemas?
10 _____ any supermarkets?
11 _____ a park?

- c) Now write answers to questions 8–11 about where you live with:

Yes, there is./Yes, there are.
No, there isn't./No, there aren't.



Grammar spot any

Negatives

There **aren't any** cinemas.
(BUT There **isn't a** beach.)

Questions

Are there any shops?
(BUT **Is there a** river?)

6 Speaking

- a) Work in a group. Draw a map of your dream town. Don't show your map to the other groups. Here are some more places:



- b) Work with another group. Can you guess two places on their map?

Is there a swimming pool?

Yes, there is.

Are there any schools?

No, there aren't.

7 Writing

- a) Write a list of your four favourite things in your dream town with:

There is a/an ... There are two/three/a lot of ...

- 1 *There is a big swimming pool with a water slide.*
2 *There are a lot of ...*

- b) Now show your list to your classmates.

8 Check your English

- a) ^{1.46} Listen to Rosie describing her dream town. Write a list of the places in her town.



- b) Think of four true sentences about the place where you live with:

- 1 There is a ... 2 There isn't a ...
3 There are a lot of ... 4 There aren't any ...

Now tell your classmates.

4 Class poll

- Students choose their own favourite place in Dream Town and write it on a slip of paper (see *Module One, Teaching tip, Voting*, page T18).
- Students predict what the class's favourite place is. Collect and count the votes. Write the results on the board and find out who guessed correctly.

Study tip

Point to the pictures and the initial letters to explain the memory technique students can use when revising vocabulary.

Homework suggestions

- Activity Book page 22 Activities 1–4
- Using *There is/There are...*, students write five true sentences about places in the capital city of their country.

PART 2

Introduction

Ask students to close their eyes and listen to your sentences. If these are true, they should raise their hand, if false, they should not move. Make true and false statements about the classroom, using the vocabulary students know, e.g. *There are twenty chairs, There is one door, There isn't a camera*, etc. After 10 sentences, say *Open your eyes* and let students check if they remembered everything correctly.

5 Grammar practice

- Complete the first sentence about Dream Town together with your students. Before they continue the task individually, remind them that we use *a lot of* and *any* with plural nouns. Check the answers with the whole class.

Refer students to the **Grammar spot** to explain that both in negatives and in questions we use *any* with plural nouns and *a* with singular nouns we can count. Point out that *any* changes its meaning in a negative sentence or a question. Translate it into L1 for both types of sentences.

Answer key

- There is
- There isn't
- There aren't
- There are
- There is
- There are
- There isn't

- Demonstrate how questions with *there* are formed, by asking about your classroom, e.g. *Is there a teacher?* Students nod or shake their heads in response. Complete sentence 8 together with the whole class. Then students work on sentences 9–11 individually. Check the answers with the whole class.

Extra activity

Before the lesson make a simple sketch of your dream town on a sheet of paper. Do not show it to the class. In two teams, students take it in turns to guess the places in your drawing, by asking *Is there a ...? Are there any...?* For each question you respond with *Yes, there is/are* they get a point, and you cross out the place they have guessed. The winner is the team with most points at the end.

Answer key

- Is there
- Are there
- Are there
- Is there

- Go over the short answers. Repeat the questions you previously asked about the classroom, now getting students to respond with correct short answers. Students write short answers to questions 8–11 about the place where they live. Ask individual students to read out their answers.

Photocopiable activity

Is there a bus station? p192 (instructions p172)

6 Speaking

- Point to the example map and check if students know and can pronounce the following words: *sports centre, café, football stadium, school*. Let students use these places in their projects if they want to. In groups of three or four students draw a simple map of their dream town. Allow about eight minutes for the task.
- Pair each group with another one. They should take turns to ask and answer questions about the maps until they guess two places. Ask groups to report what they found out about the other group's dream town.

Extra activity

To encourage students to pay attention to forming questions allow each group to answer only grammatically correct questions. If the question is in L1 or includes a mistake, the asking team lose their turn.

7 Writing

- Tell students to relax, close their eyes and imagine their own dream town. Then ask them to make a list of their four favourite things there. Go through the example first.
- Ask students to work in groups of four and show their lists. Invite volunteers to present their lists to the whole class.

8 Check your English

- [1.46] Make sure students write down only the places that exist in Rosie's dream town. Play the CD twice, the second time pausing after each place to give students time to write.



Tapescript and Answer key

In my dream town there's an old castle and a beach. There are a lot of nice houses and shops and two supermarkets. There isn't a sports centre but there's a big park. There are also a lot of cafés but there aren't any cinemas.

- Students complete the sentences and then read them to their classmates within small groups. If they live in a big city, you may ask them to write about their own district.

Homework suggestions

- Activity Book page 23, Activities 5–7
- Students draw their dream town and write a simple description modelled on Activity 2.

8 The place where I live

1 Reading

a) Read John's answers to the questionnaire.

Questionnaire

1 Where is your home?

My home is ... **A** in a city

B in a town

C in a village

D in the country

2 How many of these places are near your home?

There's ... a park **cinema**

swimming pool **shops**

church **bus stop**

railway station **supermarket**

school **cafe/restaurant**

3 What is good about the place where you live?

It's very beautiful and there is a park.

4 What is bad about the place where you live?

There are only two shops in the village and my school is a long way from my home.



John Connolly, 11, Ballycarry, Northern Ireland

5 What is your dream place to live?

My dream place to live is ...

A **B**



in a big city

C **D**



in the mountains

E



on an island



in the country



by the sea

b) Answer the questions about you. Write notes of your answers. Don't show your classmates.

1 in a city

2 Listening

1.47 Listen to Teresa's answers to the questionnaire and choose the correct words.

- My home is in a *city/a town/a village/the country*.
- There's a *park/a cinema/a swimming pool/a school* and there are *two shops/two supermarkets/a bus stop* near my home.
- My school is near my home./My friends live near my home./The place where I live is very beautiful.*
- There isn't a *park/a swimming pool/a cinema/a shop/a bus stop/a café/a school* where I live.
- My dream place to live is *in a big city/in the country/in the mountains/by the sea/on an island*.



Teresa, 10, London, England



8 The place where I live

Optional materials

- drawings or cut out magazine photos representing a city, the country, mountains, the sea, an island
- several bilingual dictionaries

Photocopiable activity

- *Where am I?* p193

PART 1

Introduction

Elicit from the class all the interesting places in their home town. Write them on the board, providing English translation if necessary. Ask students to work in groups of four and order these places from their most to least favourite. Encourage all the groups to read their lists to the class and compare their answers.

1 Reading

- a) Focus attention on the photos and ask the class the following questions: *What's this boy's name? How do you spell his surname? How old is he? Where is he from? Where is his home? What do you think is good/bad about this place?*

Ask students to read the questionnaire and check their guesses. Make sure they understand all the questions.

Ask if students know/can guess the following words and phrases: *bus stop, restaurant, very beautiful, only, a long way from my home*. Provide explanation of these if necessary. Point to the pictures in question 5 to explain the new phrases.

Mixed ability classes

Fast finishers can cover John's answers, read the questions again and recall his answers from memory. They can award themselves points for each correct answer. Ask how many points they collected.

Cultural information

Ballycarry is a village in County Antrim, Northern Ireland. It has a population of about 1000 people.

- b) Students write their own answers to the questions in secret. For questions 3 and 4 they should choose two or three good/bad things. Make sure they keep their notes for Activity 3.

This activity tests reading comprehension skills through answers which students write. If students complete the task successfully, this shows they have understood the text. However, writing skills are not the target here so do not evaluate your students' spelling, punctuation, etc. as long as their answers can be easily understood.

2 Listening

[1.47] Point to the girl in the photo and ask the following questions: *What's her name? How old is she? Where's she from? Where's her home?*

Students read the answers to the questionnaire. Ask them to predict Teresa's answers about the area where she lives, not the whole city. Point out that Teresa's words on the recording may not be identical to the written sentences, but students should choose the most similar answers. Explain that in some sentences they need to choose more than one answer. Tell them not to worry if they do not understand everything (see *Module One, Teaching tip: Listening for specific information*, page T20) Play the CD, pausing after each answer for students to check their predictions and choose the correct words. Ask individual students to read out the complete sentences.

Tapescript

Question 1. Where's your home? My home's in a big city.

Question 2. How many of these places are near your home? There's a small park and my school. Oh, yes and there are also two shops and a bus stop.

Question 3. What's good about the place where you live? My friends live near my home.

Question 4. What's bad about the place where you live? There isn't a swimming pool or a cinema.

And the final question, question 5. What's your dream place to live? My dream place to live is by the sea.

Extra activity

Students work in pairs, acting out the dialogue between the interviewer and Teresa. All interviewers read the questions from the questionnaire in Activity 1, and students playing the part of Teresa try to give her answers from memory.

Answer key

- 1 a city
- 2 a park, a bus stop, a school, two shops
- 3 My friends live near my home
- 4 a swimming pool, a cinema
- 5 by the sea

Homework suggestions

- 1 Activity Book page 24, Activities 1–2
- 2 Students choose a children's book/film character, imagine his/her answers to the questionnaire and write them in the first person.

3 Speaking

a) Look at the questionnaire in Activity 1. Work with a classmate. Ask and answer. Make notes of your classmate's answers.

Where is your home?

My home is in a village.

b) Look at your notes from Activity 1. Are your classmate's answers the same or different to yours?



Study tip

Look up new words in a dictionary!



4 Writing

Write about where you live with:

My home's in a city/town/village/the country.

There is a/an ...	and	a/an ...
There are two/three/.../a lot of ...		two/three/.../a lot of ...
There isn't a/an ...	but	there is a/an ...
There aren't any ...		there are two/three/.../a lot of ...

Where I live

My home's in a small town. There are a lot of shops and two supermarkets. There are three old churches and two schools. There isn't a cinema but there is ...



Writing tip

1 and, but

There are a lot of shops **and** two supermarkets.

There isn't a cinema **but** there is a sports centre.

2 Use adjectives like **big, small, old, new, nice**.
I live in a **small** town.



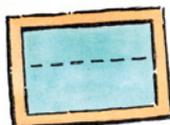
Fun spot

Beat the clock!

1 Think of a word.



2 Draw a dash for each letter.



3 Can your classmates guess the word?



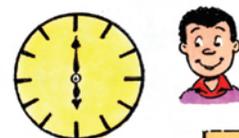
4 Write the correct letters.



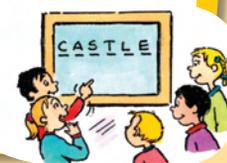
5 Complete the clock for wrong letters.



6 You win ...



7 Your classmates win ...



PART 2

Introduction

Make simple drawings or cut out magazine photos representing the following: *city, country, mountains, sea, island*. Stick them on the walls around the classroom. Say *in the mountains, in the country, by the sea, in a big city, on an island*, pausing after each phrase and encouraging the class to point to the right picture. Then ask students to choose their dream place to live. They should stand under the right drawing and they can see which place is the most popular for their class.

3 Speaking

- Demonstrate the activity with a volunteer interviewing you with the questions from Activity 1. Then tell students to work in pairs and ask and answer the questions. Make sure they note down each other's answers (see *Module One, Teaching tip: Note taking*, page T19).
- Students compare their classmate's answers with their own that they wrote in Activity 1b. They should tick any differences. Ask a few volunteers to report the differences to the class. Provide example sentences, e.g. *My dream place to live is in the mountains, Bart's dream place to live is in a big city*.

Dyslexia tip: Making notes

Dyslexic students may find it very difficult to make notes during a speaking activity and then to use them in the next task. Give dyslexic students more time to write notes in class and ask them to finish the next task at home.

Photocopiable activity

Where am I? p193 (instructions p172)

Study tip

Bring bilingual, simple monolingual and picture dictionaries to class and demonstrate how they work. Ask students to recall the alphabet around the class. Encourage students to use a dictionary when they see a new word in the text.

Extra activity

Hand out bilingual dictionaries to students. Ask them to read the handwritten text in Activity 4 and mark a new word there (forest). When they have found it, ask them to look it up in the dictionary and find the meaning. You could make it a competition, where the winner is the first person to find and understand the word.

4 Writing

Refer students to the **Writing tip** and explain that *and*, *but* and adjectives make texts more interesting. Remind your students that *and* joins ideas, while *but* contrasts positive and negative ideas. Point out that the clauses can change places in a sentence and demonstrate it with the example sentence, i.e. *There is a sports centre but there isn't a cinema*.

Demonstrate the meaning of the adjectives in the Writing Tip by pointing to different objects in the class, e.g. *big board, small rubber, old chair, new mobile phone, nice poster*. Point out the position of the adjective in front of the noun and how the choice of *a/an* depends on the sound the adjective begins with, e.g. *a new desk, an orange bag*.

Point to the example and ask students to write a similar text about where they live, using the model sentences provided. Encourage them to include *and*, *but* and adjectives. They should write draft texts first and then copy these. Monitor their work and provide help where necessary.

In pairs, students exchange and read each other's texts. If they notice any mistakes in their classmate's text, they should point these out orally (see *Module One, Teaching tip: Peer correction*, page T21)

Extra activity

Students sit in a circle and play a long sentence game with *There is/are* and the places in their city/town. One student makes a sentence, e.g. *There is a castle*. The next one repeats it and adds another sentence, e.g. *There is a castle and there are a lot of shops*, and so on. To make it more difficult, you can ask students to make sentences with *but*. If a student forgets the sentence chain, they are out of the game. The game finishes when nobody can remember the sequence.

Fun spot

Beat the clock! is another version of *Hangman*, where instead of drawing a figure, students complete the full hours on the clock. Review the alphabet and go over the rules of the game with the whole class. Choose a word known to students and play a trial round against the whole class.

Invite a volunteer to take over your place. Make sure this student knows the alphabet very well and ask them to reveal their secret word to you so that you can monitor the game. Play a few rounds with different volunteers.

Homework suggestions

- Activity Book page 24, Activities 3–4
- Students write a short text about their classroom using *There is/are*. They should include the following adjectives in their description: *nice, beautiful, old, new, big, small* and at least two colours.

Module 2 Review

The purpose of this section is revision and consolidation of the material studied in Module 2.

Review

Check you can do these things.

1 I know the name of nine family relationship words.
Unscramble the words.
1 grandfather
2 theraf 3 tuna 4 hrobetr 5 thmoer
6 streis 7 gmorahdntre 8 cnelu 9 unicos

2 I can talk about family relationships using the possessive 's.
Look at Tom's family tree. Answer the questions.
1 She is Justin's mother.
1 Who is Susan? (Justin) 4 Who are Howard and Faith? (Linda)
2 Who is Tom? (Jane) 5 Who is Richard? (Justin)
3 Who are Justin and Linda? (Tom) 6 Who is Graham? (Linda)

3 I can use possessive adjectives in English.
Complete with *my, your, his, her, its, our, your, their*.

1 This is _____ sandwich.
2 This is _____ sandwich.
3 This is _____ sandwich.
4 Those are _____ sandwiches.
5 _____ These are _____ sandwiches.
6 _____ That's _____ sandwich.
7 This is _____ sandwich.
8 _____ These are _____ sandwiches.

4 I can say where things are.
Answer Molly's questions with: *It is/They are in/on/under/next to ...*
1 They're on the desk.

1 Where are my pens? 4 Where is my hairbrush?
2 Where is my rubber? 5 Where are my sweets?
3 Where are my socks?

5 I know the name of ten things in the classroom.
Point to these things in your classroom.
1 books 2 pen 3 pencil case 4 posters 5 books
6 dictionary 7 bag 8 chair 9 desk 10 rubber

6 I can talk about places in a town or city.
Look at the map. Make sentences with:
There's/There isn't a ...
There are two .../There aren't any ...
There are two churches.

7 I can ask about places in a town or city.
Complete the conversation with *there is, there isn't, there are, there aren't, is there, are there*.

A: _____ a beach in the town?
B: No, _____ a castle and a beautiful river.
A: _____ any good shops here?
B: Yes, _____ And _____ also two supermarkets.
A: _____ any cinemas?
B: No, _____ any cinemas.
A: Is _____ a railway station?
B: No, _____ a railway station but _____ a bus station.

8 I can join ideas in a sentence with *and* and *but*.
There are two cinemas and a church.

1 two cinemas there are a church and 3 a beach a river there is but there isn't
2 but are supermarkets there aren't a lot of shops 4 and a bus station there is a railway station
there are 5 two parks there isn't there are a beach but

Optional revision

Before your students start this Review, you may want to direct them to the Grammar summary at the back of their coursebooks and to the Lexical sets at the back of their Activity Books. This will remind them of the main grammar and vocabulary in the module. Give them ten minutes to read through them in small groups and ask you any questions they may have.

- Activity Book: Refer your students to *Family*, *Prepositions* and *Places in a town* on pages 94 and 96
- Grammar summary: Refer your students to 6,7 and 9 on pages 106–107

Completing the activities

Go over all the activities with the class, explaining rubrics and giving examples to make sure students know what to do. There are written and oral tasks, but you may decide yourself how they should be completed by students. Generally students should do the writing tasks individually and the oral tasks in pairs, testing each other's knowledge. Make sure they do not treat the *Review* as a formal test, but complete the activities in a friendly, stress-free atmosphere. Fast finishers can write down the answers to the oral tasks.

Checking answers

When students have finished, check the answers with the whole class by asking volunteers to copy their answers onto the board or to say them aloud. If necessary explain the more difficult issues, ask additional questions about the activities and solve any problems that arise.

Self-evaluation

Tell students to evaluate themselves. They should tick the activities where at least half of their answers were correct.

Feedback

Ask students which activities were difficult, which were easy and if there is anything they would like to review. Make a note of common language problems to go over in future lessons.

Answer key

- 1
1 grandfather
2 father
3 aunt
4 brother
5 mother
6 sister
7 grandmother
8 uncle
9 cousin
- 2
1 She is Justin's mother.
2 He is Jane's brother.
3 They are Tom's cousins.
4 They are Linda's grandparents/grandfather and grandmother.
5 He is Justin's uncle.
6 He is Linda's father.
- 3
1 your
2 my
3 her
4 their
5 your
6 his
7 its
8 our

- 4
1 They're on the desk.
2 It's in the pencil case.
3 They're under the chair.
4 It's on the book.
5 They're under the book.
- 5
Students read the words and point to the relevant objects.
- 6
Students make at least six sentences about the map.
- 7
A: Is there a beach in the town?
B: No, there isn't. There is a castle and a beautiful river.
A: Are there any good shops here?
B: Yes, there are. And there are also two supermarkets.
A: Are there any cinemas?
B: No, there aren't any cinemas.
A: Is there a railway station?
B: No, there isn't a railway station but there is a bus station.
- 8
1 There are two cinemas and a church
2 There are a lot of shops but there aren't any supermarkets
3 There is a river but there isn't a beach/There is a beach but there isn't a river
4 There is a railway station and a bus station
5 There are two parks but there isn't a beach.

Dyslexia tip: Ordering sentences

Prepare the exercise in the form of small cards. The students' task is to rearrange the cards in the correct order to form sentences.

Extra activity

Students play a vocabulary game in four teams. Each team needs a sheet of paper and a pen. Name one vocabulary area studied in this module: family, classroom objects or places in a town. Students pass the sheet of paper around their group, writing one word from the given category at a time. After a minute say Stop. Groups count the words. The winner is the group with the highest number of correct words. Ask a representative to read out their group's words. Repeat with the other vocabulary areas.

Module 2 Tests (A and B) are on the Test CD.

Learning diary

You can refer students to page 25 of the Activity Book for further review, more study tips and self-assessment activities.

Extra special

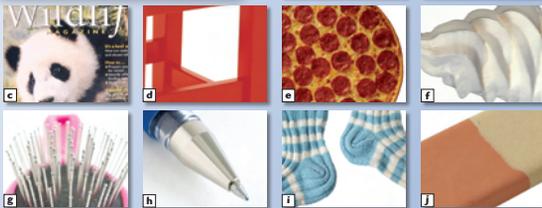
Extra special

Word games

1 Picture puzzle

Match these words with the pictures.

- 1 ice cream 2 hairbrush 3 socks
4 rubber 5 pizza 6 magazine 7 pen
8 chair 9 spaghetti 10 pencil case



2 Word soup

Complete the lists.

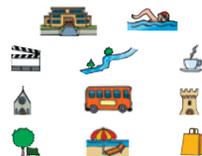
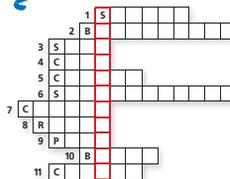
- Places church, _____
- Sports cycling, _____
- Feelings sad, _____
- Family father, _____
- Months August, _____
- Countries Canada, _____
- Colours black, _____

36



3 Mystery word

Find the mystery word.



4 Where are the mice?

Find the eleven mice in the room. Make sentences with *There's a ... mouse ...*. Use these words:

in on under next to

There's a red mouse under the desk.



2

Mini project

- Read David's profiles of his heroes. Can you add any information about the two people?

My heroes

Ronaldinho

Profession

He is a footballer.

Name

Ronaldo de Assis

Moreira

Date of birth

21 March, 1980

Place of birth

Porto Alegre, Brazil

National Team

Brazil

Number 10



Eddie Murphy

Profession

He is a film star.

Name

Edward Regan Murphy

Date of birth

3 April, 1961

Place of birth

Brooklyn, New York

Films

The Nutty Professor,

Beverly Hills Cop,

Shrek (he is the donkey!)

My favourite Eddie Murphy film

Daddy Day Care

David

- Write profiles of two famous people.

- Show your profiles to your classmates. Answer any questions.

37

Optional materials

- a non-transparent bag with a few classroom objects inside

Word games

1 Picture puzzle

Organize this activity as a mini-race. Divide students into pairs and tell them to write the numbers and matching letters on a sheet of paper. Set a time limit of 90 seconds. Then ask them to exchange their lists with another pair and correct each other's work. They can also award points. Check the answers by asking volunteers to read the complete list.

Extra activity

Bring a bag with a few classroom objects whose names students know in English. Tell students that they have to guess what is in the bag, by asking *Is there a ...?* If they find out the contents of the bag in ten guesses, they win the game with you.

Answer key

1 f	2 g	3 i	4 j	5 e
6 c	7 h	8 d	9 a	10 b

2 Word soup

Students add five words to each category, choosing from the 'soup' in the picture. When they have finished, they compare their answers in pairs. Check the answers with the whole class.

Mixed ability classes

Fast finishers add two more words of their own to each category.

Answer key

- 1 café, railway station, castle, shop, cinema
- 2 swimming, tennis, football, volleyball, skating
- 3 happy, worried, hot, tired, thirsty
- 4 cousin, aunt, uncle, sister, brother
- 5 February, May, August, October, July
- 6 India, Brazil, England, Poland, Russia
- 7 blue, green, brown, yellow, red

3 Mystery word

Students work in groups of four and try to complete the puzzle as quickly as possible. When they have written all the words and discovered the mystery word, they raise their hands. The winner is the first group to do the task correctly.

Answer key

- 1 school
- 2 bus station
- 3 shop
- 4 café
- 5 church
- 6 swimming pool
- 7 cinema
- 8 river
- 9 park
- 10 beach
- 11 castle;

mystery word: SUPERMARKET

Extra activity

Students choose five places from Activity 3 in secret. Divide them into pairs and tell them to mime to each other what people do in these places, e.g. they can pretend to be sightseeing and taking photos for castle, or they mime pushing a trolley and taking things off the shelves for supermarket. The other person has to guess the places and then they change roles.

4 Where are the mice?

Ask students to look for the mice. When they have found all eleven of them, they should work in pairs and take turns in making sentences about the colour and location of the mice.

Mixed ability classes

Fast finishers close their books and try to recall where the mice are in the picture.

Answer key

- 1 There's a red mouse under the desk.
- 2 There's a white mouse in the (boy's) pocket.
- 3 There's a black mouse on the poster/wall.
- 4 There's a blue mouse next to the bag/on the floor.
- 5 There's a red mouse under the window.
- 6 There's a yellow mouse under the chair.
- 7 There's a brown mouse on the desk.
- 8 There's a pink mouse in the pencil case.
- 9 There's an orange mouse next to the door.
- 10 There's a purple mouse in the bag.
- 11 There's a green mouse on the football.

Mini project

1 Explain the title of David's project and tell students to read the profiles. Ask if students can guess from the answers what the following categories mean: *profession, date of birth, place of birth, football club, national team*. Provide explanation if necessary. Ask students to discuss in pairs if they can add any information about the people. Invite volunteers to share their knowledge, accept their answers in L1 too.

2 Tell students to work individually and write profiles of two famous people. You can also assign this task for homework and encourage students to find facts about these people on the Internet or in a school library. If they choose a person from their own country they can write the titles of their films/books etc. in L1.

Encourage students to illustrate the profiles with cut-out magazine photos or drawings. Monitor students' work and provide help if necessary.

3 Students present their projects in small groups. Encourage them to ask questions about their classmates' famous people, e.g. *Where is he from?, How old is he?* Ask volunteers to report to the class anything interesting they found out.

Dyslexia tip: Project work

To motivate dyslexic students, give two marks for the project: one for accuracy and another for content (layout, ideas, illustrations, etc). Do not correct all their mistakes or cover their project with red pen. Make light corrections at the bottom of the page or on a separate piece of paper.