

# 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 symbolic 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 is/isn't* and *there are/aren't* to say that something/someone is/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