

Exercise 2

- Students read the story again to decide if the statements are true, false, or there is no information about them. Make sure students understand the three options.
- Students compare their ideas in pairs before you check the answers with the class.

ANSWER KEY

- | | |
|-------------------|-------------------|
| 1 False. | 6 True. |
| 2 False. | 7 It doesn't say. |
| 3 True. | 8 True. |
| 4 False. | 9 True. |
| 5 It doesn't say. | |

Grammar

Exercise 3a

- Students copy the table into their exercise books and then study the story again to work out what the missing examples are.
- Check answers and elicit the rule (we make questions in the present simple by putting *Do* before *I, you, they* or *we* and *Does* before *he, she* or *it*; in short answers, we repeat *do* or *does* after the pronoun).

ANSWER KEY

Do you play volleyball? Yes, I do.
Does he play volleyball? Yes, he does.

- To check comprehension of the rule, ask five students to make a different question each, using cues from the table. Elicit their meaning by asking for a translation.
- Highlight the fact that the form of the main verb never changes. The -s ending in questions only appears at the end of the auxiliary *Does*.
- Focus again on the short answers. Highlight that the negative answer is usually in the short form: *don't* or *doesn't*.

Exercise 3b

- Students work individually to complete the questions.

ANSWER KEY

- | | |
|--------|--------|
| 1 Do | 4 Do |
| 2 Does | 5 Do |
| 3 Does | 6 Does |

- Ask students why the answer is *Do*, not *Does* in 4 (the subject isn't Molly = 'she', but 'Molly and her friends' = 'they').

Exercise 3c

- In pairs, students make dialogues with the questions from exercise 3b. They take turns asking or answering.

Exercise 4

- Students copy the table into their exercise books.
- In pairs, they work out the correct word order and then re-read the story to check their ideas.
- Elicit the rule (after the *Wh-* question word, the word order is the same as in *Yes / No* questions).

ANSWER KEY

Where do you play tennis?
When does she go to school?

Exercise 5

- Read the example together with the class.
- Allow students to discover that the questions are either about Molly's day (p42), about themselves or about Mickey and Millie (p46).
- In pairs, students first write the questions and then take turns to ask and give true answers. Encourage them to answer the questions about the *Project* characters without looking them up in the Student's Book.
- Check answers together.

ANSWER KEY

- 2 When do you go to school? Students' own answers
3 Where does Molly have lunch? She has lunch at school.
4 When do we go home? Students' own answers
5 Where do you do your homework? Students' own answers
6 When do Mickey and Millie play tennis? They play tennis every Saturday / on Saturday.

Speaking and writing

Exercise 6a

- Pre-teach *a lot of*.
- Students look through the chart and tick or cross the boxes for themselves.

Exercise 6b

- Students use the ideas in the chart to make questions.
- In pairs, they take turns to ask each other and tick or cross the second column of the chart according to the answers.
- Walk around and monitor the correct use of the question forms and short answers.

Exercise 6c

- You may like to set this task as homework.
- Students use the information in the chart to write eight sentences about themselves and about their partner.
- When you check their sentences, pay special attention to the use of the first and third person forms.

Revision idea

Students look at Lessons 4A–4D and prepare six questions to ask you about your daily routine, your free time, or your likes or dislikes. Choose some students to ask their best question (or two), and answer more or less truthfully. (You can make up answers if you don't want to reveal too much.) Ask the class to listen and write down the six most interesting answers they hear, and then expand these into sentences in the present simple. Check some of their sentences.