Around the city

Objectives and key competences

- Name and describe places in towns and cities
- Listen and do a vocabulary quiz
- Ask and say where you were yesterday and at what time
- Understand and practise grammar
- Learn the grammar tables for Unit 4
- Listen and use everyday language
- Watch a video clip

- Read a letter
- Read and write about how people use technology
- Ask and answer questions about technology in cities

- Use the Student's Resource Centre

- Predict what happens in the story
- Practise pronunciation: /ə/ in telling the time
- Review, assess and plan your own learning

- Understand and think about values

- Play the games
- Do a role play (how to find out about opening and closing times)
- Plan, prepare, write and present your project

- Listen, read and understand the story
- Read about a popular Irish song
- Do a culture quiz about Ireland
- Listen and find out about the Sherlock Holmes museum in London
- Listen and read a tourist guide to Liverpool in England

Active language

Core vocabulary: places in towns and cities
airport, bank, botanical garden, main square, port, post office, shopping centre, sports stadium, theme park, tourist information office

Story vocabulary
alibi, bump into someone, clumsy, identical twin, mistaken identity, robbery

CLIL vocabulary: technology in the city
app, chat, go online, online shopping, smartphone, wifi zone

Structures
I/He/She was at (the bank) at (quarter past five). I/He/She wasn't at (the cinema) at (quarter to six). Where were you/they at (half past seven)? Where was he/she at (quarter to six) yesterday? Is there …? Are there …?

Recycled language
police officer
beach, boat, bridge, bus, café, castle, flowers, money, museum, park, plane, plants, restaurants, river, school, ship, souvenir shop, team, zoo

He likes/lives/plays/works …
The time
Everyday chit-chat
information, lift, restaurant, wheelchair access
Can you tell me what time the … opens (on Saturdays), please?
Does it close for lunch?

Receptive language
professional recordings, seafood, wheelbarrow

Pronunciation
The /ə/ in telling the time

Culture and CLIL

Ireland: Molly Malone
Ireland: Culture quiz
The UK: Sherlock Holmes and the Sherlock Holmes Museum in London
Video clip: Finding out about opening and closing times

ICT: Technology in the city

Values and attitudes

- Interest in naming places in towns and cities
- Pleasure in reading a letter
- Enjoyment in a detective story
- Awareness that things are not always what they seem
- Interest in talking about where you were yesterday
- Pleasure in learning about Irish and UK culture
- Confidence in using everyday language
- Recognition of the importance of technology to people in cities
- Enjoyment in preparing, planning, writing and presenting your project
- Willingness to review, assess and plan your own learning

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- Ask and answer questions about technology in cities

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- Practise pronunciation: /ə/ in telling the time
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Receptive language
professional recordings, seafood, wheelbarrow

Pronunciation
The /ə/ in telling the time
Lesson 1

Objectives and key competences
• to name and describe places in towns and cities
• to ask and say what your town/city has and hasn’t got
• to use the Student’s Resource Centre

Active language
airport, bank, botanical garden, main square, port, post office, shopping centre, sports stadium, theme park, tourist information office

Has your town got a(n) … ? Yes, it has./I think so./I don’t think so./No, it hasn’t.

the alphabet
boat, flowers, money, museum, park, plane, plants, ship, shops, flowers

Materials
Flashcards and Word cards: airport, bank, botanical garden, main square, port, post office, shopping centre, sports stadium, theme park, tourist information office, Class Audio CD

At a Glance Lesson Plan

Starting the lesson
• Greet the Students.
• Explain the aims of Unit 4.
• Explain the aims of the lesson.

Vocabulary presentation
• Present the vocabulary with the Unit 4 flashcards and word cards.

Activity 1
• Listen and say. ► CD 2 Track 28 p237

Activity 2
• Listen and find out. Which places hasn’t Dublin got? ► CD 2 Track 29 p237
• Now ask and talk about your town.

Activity 3
• Listen and do the vocabulary quiz. ► CD 2 Track 30 p237

Ending the lesson
• Review the lesson and say goodbye.

Class Audio for Lesson 1

Student’s Book
Places in towns and cities ► CD 2 Track 28 p237
Places in Dublin ► CD 2 Track 29 p237
Vocabulary quiz ► CD 2 Track 30 p237

Activity Book

Activity 1
Complete the crossword.

Activity 2
Write questions. Answer Yes, there is, I think so, I don’t think so, or No, there isn’t. Ask and say.

Activity 3
Write about the places.

Internet Tracks
• Find a map of Ireland. What is the name of the capital city? Where is it?
• Go to the Activity Book. See Activity Book activities to the right.
Detailed Lesson Plan

Starting the lesson

Greet the Students.
- Welcome the Students to the lesson. Ask familiar questions, such as What's the date? What's the weather like?

Explain the aims of Unit 4.
- Draw the Students’ attention to the top of Student’s Book page 34. Say In this unit ... and read the aims. Check understanding.

Explain the aims of the lesson.
- Say Today we’re going to find out about places in towns and cities. We’re going to ask and answer questions about where you live, and we’re also going to do a vocabulary quiz.

Vocabulary presentation

Present the vocabulary.
- (Books closed.) The Students name places in towns and cities they know.
- Introduce the new places in towns and cities by sticking the flashcards on the board. The Students repeat the words once or twice.
- Hold up the word cards in turn. The Students read the words. They then match the word cards and flashcards on the board.
- Note: You can present the vocabulary with the Vocabulary Tool in the Presentation Kit.

Student’s Book Activity 1

Listen and say.
- CD 2 Track 28 p.237
  - The Students look at the photo of Finn and the map.
  - Ask Where’s Finn from?
  - Play the CD. The Students listen and repeat the new words.
  - The Students guess which of the places Dublin hasn’t got. (Don’t say the answer yet.)
  - The Students name other places. (Zoo, beach, funfair, supermarket ...)

Student’s Book Activity 2

Listen and find out. Which places hasn’t Dublin got?
- CD 2 Track 29 p.237
  - Now ask and talk about your town.
  - The Students say which place(s) Dublin hasn’t got.
  - In pairs, the Students ask questions and talk about where they live. Has your town got (an airport)? / Yes, it has./ I think so./ I don’t think so./ No, it hasn’t.
  - Ask a few pairs to report back to the rest of the class. Our town/city has got a (shopping centre). It hasn’t got a (port).
  - Answer: Dublin hasn’t got a theme park.

Student’s Book Activity 3

Listen and do the vocabulary quiz.
- CD 2 Track 30 p.237
  - Divide the class into two teams.
  - Draw attention to the recycle logo. Explain that the Students will be hearing familiar words, as well as practising new vocabulary.
  - If necessary, briefly revise the vocabulary that’s included in the quiz.
  - Play the CD. Use the pause button. Members of each team take turns to answer. Keep score on the board.
  - Extend the quiz by holding up the flashcards. The Students say and spell the words.
  - The team with most points at the end of the quiz wins.
  - Answer: (See answers in audioscript.)

Internet Tracks

Find a map of Ireland. What is the name of the capital city? Where is it?
  - Read the instructions as a class.
  - The Students find a map of Ireland on the internet with a teacher and locate the capital city.
  - Answer: Dublin. It is on the east coast.

Activity Book

Activity 1

Complete the crossword.
- The Students read the clues and write the answers into the crossword.

Answers: 1 post office 2 theme park 3 airport 4 post 5 bank
6 tourist information

Activity 2

Write questions. Answer Yes, there is, I think so, I don’t think so, or No, there isn’t. Ask and say.
- The Students write questions about the pictures, based on the example.
- The Students write true answers.
- The Students ask the questions and say what there is where they live.

Answers: 1 Is there an airport where you live? 2 Is there a sports stadium where you live? 3 Is there a port where you live? 4 Is there a theme park where you live? 5 Is there a main square where you live? (Student’s own answers.)

Activity 3

Write about the places.
- The Students write a sentence about each of the places shown.

Possible answers: 1 A train station is a place where you can catch a train. 2 A botanical garden is a place where you can see plants and flowers. 3 A shopping centre is a place where you can see lots of shops. 4 A post office is a place where you can send letters and buy stamps.

Ending the lesson

Review the lesson and say goodbye.
- Ask Can you remember the names of the places on the flashcards?
- The Students tidy up, put their books away and say goodbye.
Lesson 2

Objectives and key competences
• to read a letter
• to answer the questions
• to play Read and change
• to express and explain a personal wish

Active language
airport, bank, botanical garden, main square, port, post office, shopping centre, sports stadium, theme park, tourist information office, exotic plants

At a Glance Lesson Plan

Starting the lesson
• Greet the Students.
• Review the Unit 4 flashcards.
• Explain the aims of the lesson.

Activity 4
• Listen and read.
  ➤ CD 2 Track 31 p238

Activity 5
• Correct the sentences.

Activity 6
• Bridge to ESO: Play Read and change.

Activity 7
• Talk about it! Think and say.

Internet Tracks
• Find out the names of two parks in Dublin.
  ➤ Go to the Activity Book.
  See Activity Book activities to the right.

Ending the lesson
• Review the lesson and say goodbye.

Class Audio for Lesson 2

Student’s Book
• Ana’s letter ➤ CD 2 Track 31 p238

Activity Book
• Activity 6 ➤ CD 2 Track 32 p238

Activity Book

Activity 4
• Look, Write and match. (See Student’s Book page 35.)

Activity 5
• Read and answer the questions. (See Student’s Book page 35.)

Activity 7
• Talk about it! Listen and complete. Write.
  ➤ CD 2 Track 32 p238
Detailed Lesson Plan

Starting the lesson

Greet the Students.
- Welcome the Students to the lesson. Ask familiar questions, such as What’s the date? What’s the weather like?

Review the Unit 4 flashcards.
- Give the Unit 4 flashcards to individual Students, without the other Students seeing the pictures.
- The Students take turns to mime or define the place on their flashcard, for example It’s a post office. The rest of the class guesses the place. It’s a post office. Hold up the corresponding word card.

Explain the aims of the lesson.
- Say Today we’re going to read a letter from a girl who’s staying in Dublin to her friends at home in Spain. We’re then going to correct some sentences about what the girl says about Dublin. We’re also going to play a game and give our opinions.

Student’s Book Activity 4
Listen and read.
- CD 2 Track 31 p238
- Read Finn’s post. Check comprehension.
- Play the CD. The Students listen and read.
- Clarify the meaning of vocabulary such as ‘host family’ and ‘gorgeous’, as necessary.
- Play the CD again.
- Ask questions, such as Is Ana enjoying herself in Dublin?

Student’s Book Activity 5
Correct the sentences.
- Draw attention to the thinking skill: Reporting. Explain that in this activity the Students have to report what Ana says in her letter.
- The Students read and correct the sentences.

Answers: 1 Ana says Dublin is a great/beautiful city. 2 Ana says she can see a castle from her window. 3 Ana says she loves shopping. 4 Ana says her favourite place is the botanical garden. 5 Ana says she loves looking at exotic plants.

Student’s Book Activity 6
Bridge to ESO: Play Read and change.
- Model the activity. Read the first paragraph, changing a word in each sentence. For example Dear everyone.
- The Students identify and correct the changed words. Stop. It doesn’t say everyone. It says all.
- The Students continue the activity in pairs or small groups.

Student’s Book Activity 7
Talk about it! Think and say.
- Read the model sentence as a class.
- Remind the Students of the use of ‘because’ to give a reason.
- The Students take turns to say why they want to stay in Dublin. I want to stay in Dublin because I like people from Ireland.

Possible answers: Phoenix Park, Dodder Valley Park, St Anne’s Park. St Stephen’s Green

Activity Book

Activity 4
Look, Write and match. (See Student’s Book page 35.)
- Read Finn’s speech bubble.
- Read the two sentence stems: In Dublin there’s a… In Dublin there are…
- The Students rearrange the letters in parentheses to make words, referring to Ana’s letter on Student’s Book page 35 if necessary.
- The Students match the pictures and words by writing numbers.

Answers: In Dublin there’s a port, sports stadium, botanical garden and castle. In Dublin there are museums, shopping centres, parks and bridges.

Activity 5
Read and answer the questions. (See Student’s Book page 35.)
- The Students read the questions together. They agree on the answers and then write the answers.

Answers: 1 She’s from Spain. 2 She’s staying (with a family) in Dublin. 3 She needs to practise writing. 4 She thinks Dublin is great/beautiful. 5 She goes to school (with Finn and his sister). 6 Her favourite place (in Dublin) is the botanical garden. 7 She was (at a pop concert) in the sports stadium.

Activity 6
Talk about it! Listen and complete. Write.
- CD 2 Track 32 p238
- Read the sentence stems. The Students guess some of the things Becky, Florence, Scott and Zoe might say.
- Play the CD. The Students listen. Pause the CD for the Students to complete the speech bubbles.
- The Students write a sentence expressing why they want to visit Dublin.

Answers: (See answers in audioscript.)

Ending the lesson

Review the lesson and say goodbye.
- Ask What do you know about Dublin?
- The Students tidy up, put their books away and say goodbye.
Lesson 3

Objectives and key competences
• to learn everyday phrases used in the story
• to use the Student’s Resource Centre
• to predict what happens in the story
• to give a personal response and think about values
• to listen to and read the story
• to answer questions about the story

Active language
alibi, bump into someone, clumsy, identical twin, mistaken identity, robbery
I/He/She was at (the museum) at (five past two).

Materials
Class Audio CD

At a Glance Lesson Plan

Starting the lesson
• Greet the Students.
• Review Dublin.
• Explain the aims of the lesson.

Pre-story activities
• Predict what happens in the story.
• Listen to the story (books closed).
  ▶ CD 2 Track 33 p238

Activity 8
• Listen and read the story.
  ▶ CD 2 Track 33 p238

Activity 9
• Read and answer the questions.

Tiger Time Values
• Think about it! Is it important to tell the police if you know something about a crime? Why?
• How do the police help people in your community?

Do you know...? fact
• Read the information.

Everyday phrases
• Learn and use!
  • Go to the Activity Book.
  See Activity Book activities to the right.

Activity 10
• Talk about it! Ask and say.

Ending the lesson
• Review the lesson and say goodbye.

Class Audio for Lesson 3

Student’s Book
The alibi ▶ CD 2 Track 33 p238

Activity Book

Lesson 3
1. Read the story and match. (See Student’s Book page 36.)

Activity 7
• Read and circle. Write a review of the story. Tell your family about the story.

Activity 8
• Read and circle. Write a review of the story. Tell your family about the story.

Activity 9
• Read and circle. Write a review of the story. Tell your family about the story.

Activity 10
• Talk about it! Ask and say.

Tiger Time Values
• Think about it! Is it important to tell the police if you know something about a crime? Why?
• How do the police help people in your community?

Do you know...? fact
• Read the information.

Everyday phrases
• Learn and use!
  • Go to the Activity Book.
  See Activity Book activities to the right.

Ending the lesson
• Review the lesson and say goodbye.
Detailed Lesson Plan

Starting the lesson

Greet the Students:
- Welcome the Students to the lesson. Ask familiar questions, such as What's the date? What's the weather like?

Review Dublin:
- Ask What do you remember about Dublin? Where's Ana from? Does she like Dublin? Why?

Explain the aims of the lesson:
- Say Today we're going to listen to, read and talk about a detective story written by Finn in his free time.

Pre-story activities

Predict what happens in the story:
- Read Finn's post. Elicit the meaning of 'I hope you enjoy it.'
- Read the title of the story. Elicit or explain the meaning of 'alibi'.
- Explain that the story takes place in Dublin. Ask the Students to predict what happens in the story (in English or L1).

Listen to the story (books closed).
- CD 2 Track 33 p238
- Say Let's listen and find out if you're right.
- Read the focus questions to the Students: Where does the robbery happen? How many people plan it? Check understanding and clarify meaning.
- Play the CD. The Students listen to the story.
- Check the answers to the questions. (The robbery happens in a museum. Two people plan it.)

Student's Book Activity 8

Listen to and read the story.
- CD 2 Track 33 p238
- Play the CD. The Students listen to and read the story. Pause to check understanding or clarify meaning, as necessary.
- The Students take turns to read the story, with or without the CD.

Do you know...? fact
- Read and discuss the information with the Students. Check comprehension.

Student's Book Activity 9

Read and answer the questions.
- The Students read and answer the questions.

Answers: 1 The inspector is from London. 2 She says her name's Olivia Jones, but it's Olga Jones. 3 The robbery happened yesterday between two o'clock and ten past two. 4 It's the biggest diamond in Ireland. 5 They find it in Olga Jones's hotel room. 6 Olivia says she never wears earrings, but the woman at the airport was wearing earrings.

Student's Book Tiger Time Values

Say Think about it! Is it important to tell the police if you know something about a crime? Why? Listen to the Students' answers (in English or L1). Establish that it is important to inform an adult and the police if you know something about a crime.

- Ask the Students how the police help people in their community, prompting them if necessary with questions such as What do the police do? Do the police have an important job in the community? If you have a confident class, ask them to discuss the question further (in L1).

Everyday phrases

Learn and use!
- Read the phrases. The Students find them in the story.
- Elicit or give examples of when to use the phrases every day.
- Encourage the Students to use the phrases whenever appropriate from now on.

Student's Book Activity 10

Talk about it! Ask and say.
- Read the questions. The Students say their opinions and give reasons.

Activity Book

Activity 7
Read the story and match. (See SB page 36.)
- The Students read the story again on Student's Book pages 36 and 37 and match the two halves of each sentence.

Answers: 1 at Dublin airport. 2 into the Inspector. 3 the robbery in the newspaper. 4 to the police station. 5 she doesn't wear earrings. 6 'Arrest this woman!' 7 has got a twin sister. 8 Olivia's sister, Olga. 9 goodbye to the Inspector.

Activity 8
Who says what? Complete the sentences. Number the pictures.
- The Students complete the speech bubbles then match the speech bubbles to the characters.

Answers: 1 Policeman: '… robbery together.' 2 Olga: '… usually so clumsy.' 3 Policewoman: '… twin sister?' 4 Inspector: '… past two.' 5 Olivia: '… I've got an alibi.' 2, 1, 4, 5, 3

Activity 9
Read and circle. Write a review of the story.
Tell your family about the story.
- The Students read the six sentences and circle the correct words.
- The Students write their reviews, completing the sentences and adding their opinions.
- The Students read and compare their reviews.
- Encourage the Students to tell their family about the story.

Answers: 1 a detective story 2 Dublin 3 at the airport 4 museum 5 innocent 6 guilty (Possible review): The story is a detective story. It takes place in Dublin. It's about an Inspector who meets a woman at Dublin airport. The police arrest the woman because they think she robbed a museum. At first, the Inspector thinks she's innocent. But at the end of the story, the Inspector finds out that the woman is guilty. (Students' own opinions will follow.)

Ending the lesson

Review the lesson and say goodbye.
- Say Name ten important words from the story.
- The Students tidy up, put their books away and say goodbye.
Lesson 4

Objectives and key competences
• to read dialogues between the police and the witnesses
• to play Guess the time
• to listen and learn the grammar tables
• to use the Student’s Resource Centre
• to be a ‘grammar detective’

Active language
airport, bank, botanical garden, main square, port, post office, shopping centre, sports stadium, theme park, tourist information office

It’s before/after (quarter past six).
Where were you at (ten past two) yesterday?
I/He/She was (at the cinema) at (5:35).
You/We/They were (at the hotel) at (5:35).

Materials
Class Audio CD

At a Glance Lesson Plan

Starting the lesson
• Greet the Students.
• Review The alibi story. ▶ CD 2 Track 33 p238
• Explain the aims of the lesson.

Activity 11
• Listen and read. ▶ CD 2 Track 34 p239
• Act out the dialogues.

Activity 12
• Play Guess the time.

Activity 13
• Listen, repeat and learn. ▶ CD 2 Track 35 p239

Activity 14
• Be a grammar detective! Look at page 37 in the AB.

Grammar Tracks
Lesson 4
Listen and read. All of the dialogues.

Fast Track Grammar
• Write five sentences about where you were yesterday.
• Go to the Activity Book. See Activity Book activities to the right.

Ending the lesson
• Review the lesson and say goodbye.
Detailed Lesson Plan

Starting the lesson

Greet the Students.
• Welcome the Students to the lesson. Ask familiar questions, such as What's the date? What's the weather like?

Review The alibi story.
• Ask What can you remember about the story?
• Play the CD. The Students listen and follow in their books. Pause before key words; for example, in frame 1, Inspector … (Smith) is from London, but today he's at the … (airport) in Dublin. The Students supply the words that follow.

Explain the aims of the lesson.
• Say Today we're going to listen to, read and act out two dialogues. We're then going to play a game about the time. We're also going to learn about how to say where we were and weren't at different times, and we'll be grammar detectives, too!

Student's Book Activity 11
Listen and read. Act out the dialogues.
• CD 2 Track 34 p239
  • Play the CD. Pause after each sentence for the Students to repeat.
  • Draw attention to the past form of the verb ‘be’ and also to the times, highlighted in bold. Clarify meaning if necessary.
  • Ask Where was Mr Green at ten past two yesterday afternoon? Where was Mrs Brown?
  • The Students act out the dialogues in pairs.

Student's Book Activity 12
Play Guess the time.
• Draw a clock face on a scrap of paper, but don’t show it to the Students.
  • The Students guess the time you’ve drawn on the clock. Is it (five to five)? No, it's before/after (five to five). The game continues until they’ve guessed correctly.
  • The Students can play the game in pairs or small groups.

Student's Book Activity 13
Listen, repeat and learn.
• CD 2 Track 35 p239
  • Play the CD. The Students listen and repeat the sentences in the grammar tables.
  • The Students say a few more sentences using words from the table.
  • The Students learn the grammar tables and use them for reference and revision. They can copy the grammar tables into their notebooks.
  • Note: You can present and extend the grammar tables using the Grammar Tool in the Presentation Kit.

Day's Book Activity 14
Be a grammar detective! Look at page 37 in the AB.
• Read the ‘grammar detective’ questions. The Students answer in English or L1. The Students can look at Activity Book page 37, Activity 11, for a summary of the answers.
  • The Students find two examples of the time in the dialogue of the story on Student's Book pages 36 and 37. (In frames 1 and 3: It's five past two.)
  • The Students find the clocks in each frame and say what time it is. (Frame 1 14:05. Frame 4 11:40. Frame 5 12:10. Frame 6 12:10. Frame 7 12:20. Frame 8 16:20. Frame 9 16:55.)

Fast Track Grammar
Write five sentences about where you were yesterday.
• Ask the Students to write five sentences in their notebooks about where they were yesterday.
Possible answers: I was at my aunt's house/at the park/at school/at home/in the shop.

Activity Book
Activity 10
Read and answer the questions. (See Student's Book page 38.)
• The Students read the questions and write short answers, referring to Student's Book page 38, Activity 11.

Answers: 1 Yes, he was. 2 No, it wasn't. 3 Yes, she was. 4 No, they weren't. 5 Yes, she was. 6 Yes, it was. 7 Yes, they were.

Activity 11
Read, circle and write. Be a grammar detective!
• Read the ‘grammar detective’ summary.
• Give examples to clarify.
• The Students circle the correct verbs and write the times shown.

Answers: 1 was, twenty past four 2 wasn't, was 3 were, twenty to four 4 was

Activity 12
Look. Write sentences about yesterday.
• The Students say the times on the clocks.
• The Students write sentences about where the people were, based on the example.

Answers: 1 At twenty past four, I was at the bank. 2 At five past five, we were at the shopping centre. 3 At twenty-five to four, she was at the sports stadium. 4 At ten to two, they were at the theme park. 5 At ten past two, I was at the swimming pool. 6 At five to three, the children were at school.

Ending the lesson
Review the lesson and say goodbye.
• Ask Do you know how to tell the time? When do we use the word ‘past’? When do we use the word ‘to’?
• The Students tidy up, put their books away and say goodbye.
Lesson 5

Objectives and key competences
- to ask and answer questions about where you were last Saturday
- to practise pronunciation: /ə/ in telling the time
- to listen and find out where people were yesterday
- to play Where were you?

Active language
airport, bank, botanical garden, main square, port, post office, shopping centre, sports stadium, theme park, tourist information office

Where were you yesterday at (quarter past four)?
I/He/She was (at the airport).
You/We/They were (at the park).
You’re ... ! Yes. That’s right!

Materials
Class Audio CD

At a Glance Lesson Plan

Starting the lesson
- Greet the Students.
- Review the witness dialogues.
- Explain the aims of the lesson.

Activity 15
- Sound track: Listen and identify.
  CD 2 Track 36 p239
- Listen and repeat.
- Point and say.

Activity 16
- Listen and say True or False.
  CD 2 Track 37 p239
- Correct the false sentences.

Activity 17
- Play Where were you?

Fast Track Grammar
- Write five sentences about where your friends were yesterday.
- Go to the Activity Book. See Activity Book activities to the right.

Ending the lesson
- Review the lesson and say goodbye.
Detailed Lesson Plan

Starting the lesson

Greet the Students.
- Welcome the Students to the lesson. Ask familiar questions, such as What's the date? What's the weather like?

Review the witness dialogues.
- Ask What can you remember about Mr Green and Mrs Brown? Where were they on the afternoon of the robbery?

Explain the aims of the lesson.
- Say Today we’re going to listen and identify a sound when saying the time and practise pronunciation. We’re also going to listen and say whether sentences are true or false, play a game and talk about where we were yesterday or last Saturday.

Student's Book Activity 15

Sound track: Listen and identify. Listen and repeat. Point and say.
- CD 2 Track 36 p239
  - (Books closed.) Draw /ǝ/ on the board. Say Do you remember this sound? Elicit or say a few words to demonstrate the sound of the weak vowel.
  - Play the CD. The Students raise their hands if they hear /ǝ/ in the sentences. They fold their arms if they don’t hear it.
  - (Books open.) Play the CD again. The Students listen, read and repeat each sentence.
  - The Students point at the clocks, in chronological order, and say the times, making an effort to make the /ǝ/ sound where appropriate.

Answers: (See answers in audioscript.)

Student's Book Activity 16

Listen and say True or False. Correct the false sentences.
- CD 2 Track 37 p239
  - The Students look at the information about Clare, Ben, Sam and Isabel.
  - Play the CD. Pause after each sentence for the Students to find the answer.
  - Play the CD again. The Students listen. They say if the sentences are true or false and correct the false sentences.

Answers: (See answers in audioscript.)

Student's Book Activity 17

Play Where were you?
- Student A pretends to be one of the children from Activity 16. Student B asks questions to identify the child. Where were you at five to ten yesterday? / I was at the airport. / Where were you at twenty past three? / I was at Isabel’s house. / You’re (Clare)! / Yes, that’s right!
  - Play the game with the whole class.
  - The Students play the game in pairs.

Student's Book Activity 18

Talk about where you were yesterday or last Saturday.
- The Students take turns to ask each other questions about where they were yesterday or last Saturday. Where were you yesterday at (quarter past four)? / I don’t remember. I think I was at a friend’s house.

Fast Track Grammar

Write five sentences about where your friends were yesterday.
- Ask the Students to write five sentences in their notebooks about where their friends were yesterday.

Possible answers: (David) was at school/at the bus stop/at the theatre/at a friend’s house/at home.

Ending the lesson

Review the lesson and say goodbye.
- Ask What questions can we ask to find out where people were at different times yesterday?
- The Students tidy up, put their books away and say goodbye.
Lesson 6

Objectives and key competences
- to read about and listen to a famous Irish song
- to do a culture quiz about Ireland
- to listen and find out about famous characters from other English-speaking countries

Active language
It is one of the most popular songs in the country
Dublin, seafood, wheelbarrow
The most famous characters from my country are ...

Materials
Class Audio CD

At a Glance Lesson Plan

Starting the lesson
• Greet the Students.
• Review telling the time.
• Explain the aims of the lesson.

Activity 19
• Listen and read.
  CD 2 Track 39 p239
• Answer the questions.

Activity 20
• Read and guess.
• Listen and say the answers.
  Go to the Activity Book.
  See Activity Book activities to the right.

Ending the lesson
• Review the lesson and say goodbye.

Student’s Book
• ‘Molly Malone’ ▶ CD 2 Track 39 p239
• Molly Malone (song) karaoke version ▶ CD 2 Track 40
• Culture quiz time: Ireland ▶ CD 2 Track 41 p239

Activity Book
• Activity 17 ▶ CD 2 Track 42 p240

Class Audio for Lesson 6

Student’s Book

Activity Book

Culture

Lesson 6
1. Molly Malone is a character in a song.
2. The song is about Dublin.
3. Molly Malone is a fishmonger.
4. The song was written by Roddy Doyle.
5. The song is one of the most popular songs in the country.

Culture quiz time: Ireland

Lesson 7
Everyday chit-chat

Activity Book

Activity 16
• Read and correct the sentences. (See Student’s Book page 40.)

Activity 17
• Listen and number. Write the countries.
  Complete the sentence about your country.
  CD 2 Track 42 p240
Detailed Lesson Plan

Starting the lesson

Greet the Students.
- Welcome the Students to the lesson. Ask familiar questions, such as What's the date? What's the weather like?

Review telling the time.
- Draw a clock face on a scrap of paper, but don't show the Students.
- The Students ask questions until they discover the time you have drawn on the clock. Is it five to five? No, it's before/after five to five. Is it ... and so on.
- Ask the Students questions about where they were yesterday. Where were you yesterday at (2 o'clock)?

Explain the aims of the lesson.
- Say Today we're going to listen to a famous song from Ireland, read the lyrics and answer questions about it. We're also going to do a culture quiz about Ireland.

Student's Book Activity 19

Listen and read. Answer the questions.
- CD 2 Track 39 p239
  - Read Finn’s post.
  - Ask the Students if they know any songs from Ireland.
  - Play the CD. The Students listen and read.
  - Ask the Students to look at the pictures of the cockle and mussel. Check comprehension.
  - Ask questions about the text, such as Who is Molly Malone? (She's a character in a traditional song.) Where does she work? (She sells seafood from a wheelbarrow.) What happens at the end of the song? (Molly Malone dies.) Where is there a statue of Molly Malone? (In Dublin.) The Students answer the questions orally. Explain new vocabulary, as necessary.
  - Ask Who are the most famous characters from books or songs in your country? Are there any traditional songs in your country which everyone knows? The Students respond.
  - (Optional) You could sing Molly Malone with your Students. The karaoke version of the song is also available. CD 2 Track 40

Student's Book Activity 20

Read and guess. Listen and say the answers.
- CD 2 Track 41 p239
  - Read Finn’s post.
  - Read the quiz questions. The Students guess the answers.
  - (Optional) The Students write the numbers 1 to 6 in their notebooks. They write a), b) or c) to make a note of their guesses.
  - Play the CD. Use the pause button. The Students say their answers before they hear them on the CD.
  - The Students compare the answers with their guesses and say which facts they think are particularly interesting or surprising.

Answers: (See answers in audioscript.)

Ending the lesson

Review the lesson and say goodbye.
- Ask What do you know about Molly Malone? What other characters from songs or stories can you name?
- The Students tidy up, put their books away and say goodbye.

Activity Book

Activity 16

Read and correct the sentences. (See Student's Book page 40.)
- The Students read and correct the sentences, referring to the text in the Student's Book if necessary.

Answers: 1 Molly Malone is a character in a song. 2 She doesn’t work in a shop. 3 She sells seafood from a wheelbarrow. 4 Molly dies of a fever. 5 People believe her ghost now walks in the streets of Dublin. 6 There is a statue of Molly in Dublin.

Activity 17

Listen and number. Write the countries. Complete the sentence about your country.
- CD 2 Track 42 p240
  - Read the introductory sentence. The Students predict which English-speaking countries the characters come from. I think (Maui) is from (New Zealand).
  - Play the CD. The Students listen and number the characters in the order they hear them.
  - Ask the Students if their predictions were correct.
  - The Students write the countries under the characters. Check the answers.
  - The Students complete the sentence about a character from a song or book from their country.

Answers: 1 Robin Hood, England 2 Anansi the spider, Jamaica 3 Anne of Green Gables, Canada 4 Maui, New Zealand (Student’s own sentences.)
Lesson 7

Objectives and key competences
- to listen and repeat a dialogue showing how to find out about opening and closing times
- to use the Student’s Resource Centre
- to do a role play
- to listen and find out about the Sherlock Holmes Museum in London

Active language
information, lift, opening/closing times, restaurant, wheelchair access
Can you tell me what time the museum opens on Saturdays, please?
Does it close for lunch?
Are there any lifts? Yes. There is.
Are there any cafés? Yes. There’s an exhibition.

Materials
Class Audio CD

At a Glance Lesson Plan

Starting the lesson
- Greet the Students.
- Review Irish culture.
- Explain the aims of the lesson.

Activity 21
- Listen and read. Say True or False.
  CD 2 Track 43 p240

Activity 22
- Everyday chit-chat: Listen and repeat.
  CD 3 Track 1 p240

Activity 23
- Everyday chit-chat: Listen and read.
  CD 3 Track 2 p240
- Repeat.

Activity 24
- Do a role play.
- Go to the Activity Book. See Activity Book activities to the right.

Ending the lesson
- Review the lesson and say goodbye.

Student’s Book
- Sherlock Holmes
  CD 2 Track 43 p240
- Everyday chit-chat: How to find out about opening and closing times – vocabulary
  CD 3 Track 1 p240
- Everyday chit-chat: How to find out about opening and closing times – dialogue
  CD 3 Track 2 p240
- Video clip p240

Activity Book
- Culture
  Lesson 6
  1. Read and correct the sentences. (See Teacher’s Book page 461)
  2. Match the words and numbers.
  3. Write the words in the correct place.
  4. Write the numbers in the correct place.
  5. Write the letters in the correct place.
  6. Write the sentences in the correct place.
  7. Write the words in the correct place.
  8. Write the numbers in the correct place.
  9. Write the letters in the correct place.
  10. Write the sentences in the correct place.

Lesson 7
- Everyday chit-chat

- Do a role play.
- Go to the Activity Book. See Activity Book activities to the right.

Ending the lesson
- Review the lesson and say goodbye.

Activity Book
- Everyday chit-chat: Read and complete the dialogue in your own words. Act out.
- Everyday chit-chat: Listen and complete the dialogue in your own words. Act out.
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- Everyday chit-chat: Listen and complete the dialogue in your own words. Act out.
- Everyday chit-chat: Listen and complete the dialogue in your own words. Act out.
**Detailed Lesson Plan**

**Starting the lesson**

**Greet the Students.**
- Welcome the Students to the lesson. Ask familiar questions, such as *What's the date? What's the weather like?*

**Review Irish culture.**
- Ask questions about Irish culture, for example *What's the capital of Ireland? What are the colours of the Irish flag? Who is Molly Malone?*

**Explain the aims of the lesson.**
- Say *Today we're going to learn about Sherlock Holmes, a character from English literature. We're also going to listen to and repeat a dialogue showing how to find out about opening and closing times, and then do a role play.*

**Student's Book Activity 21**

**Listen and read. Say True or False.**
- **CD 2 Track 43 p240**
  - Read Ed's post.
  - Read the sentences. Explain vocabulary, as necessary.
  - The Students predict if the sentences are true or false.
  - Play the CD. The Students listen carefully. Use the pause button after each statement for the Students to say whether the statements in the Student's Book are true or false.

**Answers:** 1 True 2 False 3 False 4 True 5 True 6 True

**Student's Book Activity 22**

**Everyday chit-chat: Listen and repeat.**
- **CD 3 Track 1 p240**
  - Play the CD. The Students listen, look at the pictures and repeat the words.

**Student's Book Activity 23**

**Everyday chit-chat: Listen and read. Repeat.**
- **CD 3 Track 2 p240**
  - **Note:** The video clip is available to view in the Presentation Kit.
  - Play the CD. The Students listen and follow the dialogue in their books.
  - Divide the class into two groups (Ed, the woman).
  - Play the CD again, pausing for the Students to repeat their lines in their groups.
  - The groups change roles and repeat.
  - The Students watch the video clip (*How to find out about opening and closing times).*

**Student's Book Activity 24**

**Do a role play.**
- The Students practise the dialogue from Activity 23 with a partner.
- The Students take turns to come to the front of the class in pairs and act out a role-play based on the dialogue.

**Activity Book**

**Activity 18**

**Everyday chit-chat: Read and complete the dialogue in your own words. Act out.**
- The Students read the dialogue and suggest options for the gaps.
- The Students complete their dialogues in pairs.
- The Students act out their dialogues for the rest of the class.

**Possible answers:**
1. morning/afternoon
2. Science/Natural History
3. Mondays/Tuesdays
4. nine o'clock/ten o'clock/half past ten
5. 5 o'clock/6 o'clock/quarter past six
6. cafés/restaurants
7. week/month/year
8. robots/geography/animals

**Student's Book Activity 22**

**Everyday chit-chat: Listen and repeat.**
- **CD 3 Track 2 p240**
  - Note: The video clip is available to view in the Presentation Kit.
  - Play the CD. The Students listen and follow the dialogue in their books.
  - Divide the class into two groups (Ed, the woman).
  - Play the CD again, pausing for the Students to repeat their lines in their groups.
  - The groups change roles and repeat.
  - The Students watch the video clip (*How to find out about opening and closing times).*

**Ending the lesson**

**Review the lesson and say goodbye.**
- Ask *What do you know about Sherlock Holmes? What do you know about the Sherlock Holmes Museum?*
- The Students tidy up, put their books away and say goodbye.

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*Note: The video clip is available to view in the Presentation Kit.*

*Note: The Students can also practice the dialogue from Activity 23 with a partner.*

*Note: The Students can also act out a role-play based on the dialogue.*
Lesson 8

Objectives and key competences
• to listen and read ‘Technology in the city’
• to read and answer questions on the text
• to talk about the gadgets and the technology that you use
• to play Five reasons why

Active language
app, laptop, online shopping, sat(ellite) navigation,
smartphone, tablet, wifi zone
to go online, to chat
A ... is useful because ...

Materials
Class Audio CD

At a Glance Lesson Plan

Starting the lesson
• Greet the Students.
• Review how to find out about opening and closing times.
• Explain the aims of the lesson.

Activity 25
• Listen and read.
  ► CD 3 Track 3 p240

Activity 26
• Bridge to ESO: Read and complete the sentences.

Activity 27
• Play Five reasons why.

Activity 28
• My world: Think and say.

Ending the lesson
• Review the lesson and say goodbye.

Student’s Book

‘Technology in the city’ ► CD 3 Track 3 p240

Activity Book

Activity 21 ► CD 3 Track 4 p240

Activity Book

Activity 19
• Complete the crossword.

Activity 20
• Read and complete. (See Student’s Book page 42.)

Activity 21
• Listen and circle. ► CD 3 Track 4 p240

Activity 22
• Write about the technology you and your friends and family use. Tell your
  family about your friends at school.

My words to remember
• Make sentences using the words.

Internet Tracks
• These words are abbreviations: www, satnav, app. Find out what
  they stand for.
• Go to the Activity Book. See Activity Book activities to the right.
Detailed Lesson Plan

Starting the lesson

Greet the Students.
- Welcome the Students to the lesson. Ask familiar
  questions, such as What's the date? What's the
  weather like?

Review how to find out about opening and closing
times.
- The Students read or act out the everyday chit-chat
dialogue from Lesson 7.

Explain the aims of the lesson.
- Say Today we're going to listen to and read an article
  about how five people from Dublin use technology.
  We're also going to complete sentences and play a
  game. We're then going to think about and say how
  technology affects our lives and name the electronic
gadgets we use.

Student's Book Activity 25

Listen and read.
- CD 3 Track 3 p240
  - Read Finn's post.
  - The Students predict the gadgets and technology that
    might be in the article.
  - Play the CD. The Students listen and read.
  - Ask Were your predictions correct? Are any other
gadgets mentioned in the text?

Student's Book Activity 26

Bridge to ESO: Read and complete the sentences.
- Read the sentence stems.
- Draw attention to the thinking skill: Paraphrasing.
  Explain that to complete this activity, the Students will
  have to paraphrase (write using different words) ideas
  expressed in the text. The Students can write the
  sentences in their notebooks.
  Possible answers: 1 ... makes his job much easier. 2 ... go online and
  find information about cinemas, shops and museums. 3 ... chat to his
  friends, send emails and do his homework. 4 ... learn French words
  and expressions. 5 ... is easy and it saves her time.

Student's Book Activity 27

Play Five reasons why.
- Read the speech bubbles.
- Challenge the Students to extend the third sentence,
to include five reasons why a smartphone is useful.
  For example, A smartphone is useful because you can
  take photos, send text messages, make phone calls,
  use the internet and send emails.
- The Students play the game in pairs, in turns giving
  five reasons why other technologies (satnav, laptop,
  wifi zone, app, computer, etc) are useful.

Student's Book Activity 28

My world: Think and say.
- Read the questions. The Students talk about how
  technology affects their lives and which electronic
gadgets they use at home and at school.

My words to remember
- Read the words to remember as a class.
- The Students make sentences using the words.
  Suggested answers: Lots of places have wifi zones. Online shopping
  saves you time. You can use an app on a smartphone. You can use
  a tablet to go online. People like to chat to their friends on their
  computers and laptops. A smartphone is useful because you can
  take photos and send text messages.

Internet Tracks

These technology words are abbreviations: www, sat nav, app. Find out what they stand for.
- Read the instructions as a class.
- The Students research with a teacher on the internet
  what www, sat nav and app stand for.
  Answers: world wide web, satellite navigation, application

Activity Book

Activity 19
Complete the crossword.
- The Students look at the pictures and write the words
  into the crossword.
  Answers: 1 tablet 2 smartphone 3 computer 4 satnav 5 wifi zone
  6 online shopping

Activity 20
Read and complete. (See Student’s Book page 42.)
- The Students read the article on Student’s Book page
  42 again and complete the speech bubbles.
  Possible answers: 1 do online shopping. 2 send emails/chat to my
  friends/do my homework. 3 find addresses in the city/find out about
  traffic problems. 4 learn French words and expressions anywhere in
  the city. 5 look up the opening times of shops and museums.

Activity 21
Listen and circle.
- CD 3 Track 4 p240
  - Read the introductory sentence. The Students predict
    Becky’s answers.
  - Play the CD. The Students circle the correct words.
  Answers: 1 b 2 a 3 b 4 a 5 b

Activity 22
Write about the technology you and your friends
and family use. Tell your family about your friends
at school.
- The Students write sentences about the technology
  they, their friends and their family use.
- The Students read some of their sentences to the
  class.
- Encourage the Students to tell their family about the
  technology their friends at school use.

Ending the lesson

Review the lesson and say goodbye.
- Ask What have you learnt today? How many different
technologies and electronic gadgets can you name?
- The Students tidy up, put their books away and say
  goodbye.
**Project: A guide for tourists**

**Objectives and key competences**
- to present your project
- to listen and read an example project
- to plan your project
- to prepare and write your project.

**Active language**
- I was there/in (place) last (month).
- You can see …
- There is/are …
- cafés, lake, park, restaurants, river, shops, tourist attractions, wheelchair access
- 24 hours a day, free
- I recommend (name of place) because …
- the time, prices
- opening and closing times

**Materials**
- Class Audio CD

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**At a Glance Lesson Plan**

**Starting the lesson**
- Greet the Students.
- Review how people use technology.
- Explain the aims of the project.

**Activity 29**
- Listen and read.
  - CD 3 Track 5 p241

**Activity 30**
- Plan your project.
  - Go to the Activity Book. See Activity Book activities to the right.

**Ending the lesson**
- Review the lesson and say goodbye.

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**Activity Book**

**Activity 23**
- Get ready for your project. Listen to Becky’s project and make notes.
  - CD 3 Track 5 p241

**Activity 24**
- Prepare your project. Choose and research your tourist attraction. Make notes.

**Activity 25**
- Write and present your project. Choose a format. Write your guide. Present your project.
**Detailed Lesson Plan**

**Starting the lesson**

**Greet the Students.**
- Welcome the Students to the lesson. Ask familiar questions, such as *What's the date? What's the weather like?*

**Review how people use technology.**
- Ask questions such as *What sort of technology do some people use in the city? Why is it useful?*

**Explain the aims of the project.**
- Say *Today we're going to read an example project. We're then going to plan, prepare, write and present our own guide for tourists.*

**Student's Book Activity 29**

**Listen and read.**
- CD 3 Track 5 p241
  - Read Becky’s post. Check comprehension. Ask *What do you know about Liverpool?*
  - Play the CD. The Students listen and read.
  - Ask *What can you see from the top of the Echo Wheel? What time does Sefton Park close? What can you do in the park?*

**Student's Book Activity 30**

**Plan your project.**
- Draw the Students’ attention to the thinking skill: *Explaining.* Tell the Students that in this project, they will recommend two places that tourists should visit. They will create a tourist guide in which they explain why tourists should go there.
  - Read the four stages of the project plan in the flowchart.
  - The Students think about places in a village, town or city to include in their guide. They also think about the format in which they would like to present their project. Alternatively, you may wish to determine this, varying the format in each unit.

**Activity Book**

**Activity 23**

**Get ready for your project. Listen to Becky's project and make notes.**
- CD 3 Track 5 p241
  - The Students listen to Becky’s project again and make notes about the two tourist attractions featured.

**Possible answers:**
- **Name of tourist attraction:** The Echo Wheel. *Why is it special?* It's a wheel 60 metres tall and it turns 360°. *Why does Becky recommend it?* You can see incredible views from it, e.g. parks, museums, galleries, the river Mersey, mountains in Wales.
- **Opening times and prices:** Check online.

**Name of tourist attraction:** Sefton Park. *Why is it special?* It's one of Liverpool's largest green areas. *Why does Becky recommend it?* It's perfect for a quiet walk or cycle ride. There are statues, fountains, a lake, cafés and areas for sports. *Opening times and prices:* 24 hours a day; free entry.

**Activity 24**

**Prepare your project. Choose and research your tourist attraction. Make notes.**
- The Students work individually or in pairs. They choose a tourist attraction and use the internet or reference books to research it and make notes.

**Activity 25**

**Write and present your project. Choose a format. Write your guide. Present your project.**
- Draw the Students’ attention to the *Think!, Remember! and Writing and presentation tips* boxes.
  - The Students write a draft of their projects in their notebooks or on a computer.
  - The Students prepare a final version of their project in the format of their choice, including any photos or illustrations.
  - The Students present their projects. This can either be done as shown on Student’s Book page 43 or following any of the suggestions for projects on Teacher’s Book pages 32-33.
  - The Students can exchange and read each other’s projects.

**Ending the lesson**

**Review the lesson and say goodbye.**
- Ask the Students about their chosen tourist attraction. Prompt them with questions such as *Why is it special?* Is it free to visit? *What are the opening times?*
- The Students tidy up, put their books away and say goodbye.
Unit review and self-assessment

Objectives and key competences
1. to review vocabulary, grammar, culture and CLIL in the unit
2. to self-assess your work in Unit 4
3. to complete the Progress Journal for Unit 4

Active language
airport, bank, botanical garden, main square, port, post office, shopping centre, sports stadium, theme park, tourist information office, app, laptop, online shopping, satnav, smartphone, tablet, wifi zone

I/He/She was at (the bank) at (quarter past five).
the time
Where were you/they/last Saturday at (half past seven)?
Where was he/she yesterday at (half past seven)?

Materials
Flashcards and Word cards: airport, bank, botanical garden, main square, port, post office, shopping centre, sports stadium, theme park, tourist information office, Class Audio CD

Progress Journal

Objectives and key competences
1. to review vocabulary, grammar, culture and CLIL in the unit
2. to self-assess your work in Unit 4
3. to complete the Progress Journal for Unit 4

Active language
airport, bank, botanical garden, main square, port, post office, shopping centre, sports stadium, theme park, tourist information office, app, laptop, online shopping, satnav, smartphone, tablet, wifi zone

I/He/She was at (the bank) at (quarter past five).
the time
Where were you/they/last Saturday at (half past seven)?
Where was he/she yesterday at (half past seven)?

Materials
Flashcards and Word cards: airport, bank, botanical garden, main square, port, post office, shopping centre, sports stadium, theme park, tourist information office, Class Audio CD

At a Glance Lesson Plan

Starting the lesson
• Greet the Students.
• Review the Unit 4 flashcards.
• Explain the aims of the lesson.

Activity 26
• Listen and number. Write the names of the places. Then match the places and the definitions. ► CD 3 Track 6 p241

Activity 27
• Look. Write the times in words.

Activity 28
• Look. Write sentences.

Activity 29
• Read and write the answers. (See Student’s Book page 40.)

Activity 30
• Write the words. Match. (See Student’s Book page 42.)

Assess your work in Unit 4
• Look and circle. Complete your Progress Journal for Unit 4.

Ending the lesson
• Review the lesson and the unit and say goodbye.

Activity Book

Activity 26 ► CD 3 Track 6 p241

Progress Journal

Progress Journal page 16
Activities 1 and 2
• See p129.

Progress Journal pages 17, 18 and 19
• See the Progress Journal for pages 17, 18 and 19.
Activities 3 – 11
• See p129.
Detailed Lesson Plan

Starting the lesson
Greet the Students.
• Welcome the Students to the lesson. Ask familiar questions, such as What's the date? What's the weather like?

Review the Unit 4 flashcards.
• Give the Unit 4 flashcards to individual Students. The Students hold up their flashcards and say a sentence about the places on the cards, for example A botanical garden is a place with exotic plants. There's a botanical garden in Dublin. Hold up the corresponding word cards.

Explain the aims of the lesson.
• Say Today we're going to do the Unit 4 Review and self-assessment. We're also going to complete our Progress Journals for Unit 4.

Activity Book
Activity 26
Listen and number. Write the names of the places. Then match the places and the definitions.
► CD 3 Track 6 p241
• Play the CD. The Students listen and number the pictures in the order they hear the places mentioned. Check the answers.
• Play the CD again. Stop after each definition to give the Students time to write the place under the corresponding picture.
• The Students match the places and the definitions, writing the numbers by the definitions.

Activity 27
Look. Write the times in words.
• Read the speech bubble. The Students look at the clocks and say the times.
• The Students write the times in words.

Activity 28
Look. Write sentences.
• The Students look at the information about Uma, Alfie, Elliot and Olivia.
• The Students write sentences about where each child was at the time shown.

Activity 29
Read and write the answers. (See Student's Book page 40.)
• The Students read the culture quiz on Student's Book page 40 again and answer the questions.

Activity 30
Write the words. Match. (See Student's Book page 42.)
• The Students rearrange the letters in parentheses and write the words, referring to the CLIL text on Student's Book page 42.
• The Students match the words and the sentences.

Assess your work in Unit 4.
Look and circle.
• The Students circle the face that reflects how they feel about their work in Unit 4.

Complete your Progress Journal for Unit 4.
• The Students complete their Progress Journals for Unit 4, either during the lesson or for homework.

Ending the lesson
Review the lesson and the unit and say goodbye.
• Ask What have you learnt in Unit 4? What have you enjoyed? What has helped you learn? How do you plan to remember what you've learnt?
• The Students tidy up, put their books away and say goodbye.

Assess your work in Unit 4.
Look and circle.
• The Students circle the face that reflects how they feel about their work in Unit 4.

Complete your Progress Journal for Unit 4.
• The Students complete their Progress Journals for Unit 4, either during the lesson or for homework.

Ending the lesson
Review the lesson and the unit and say goodbye.
• Ask What have you learnt in Unit 4? What have you enjoyed? What has helped you learn? How do you plan to remember what you've learnt?
• The Students tidy up, put their books away and say goodbye.