

4

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

laptop, satnav, tablet

He likes/lives/plays/works ...

There is/are ...

I think so./I don't think so.

I want to ... because ...

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

4 Lesson 1

Objectives and key competences

- to name and describe places in towns and cities
 - to listen and do a vocabulary quiz
- 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

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

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.

Student's Book

4 Around the city

In this unit:

- I name and describe places in towns and cities.
- I listen to and read a detective story. The thief.
- I talk about where people were at different times yesterday.
- I find out about Irish and UK culture.
- I act out finding out about opening and closing times in a role play.
- I read about how people use technology and write and present a project.

Lesson 1

1 Listen and say.

Tiger Tracks **SÂN**

Hi everyone. My name's Finn. I live in Dublin, the capital of Ireland. I think it's a great city. Can you guess which of these things Dublin hasn't got? Have you got all these things where you live?

1 airport 2 botanical garden 3 sports stadium
4 post office 5 port 6 bank 7 theme park
8 shopping centre 9 main square 10 tourist information office

2 Listen and find out. Which places hasn't Dublin got? Now ask and talk about your town.

Has your town got an airport?
Yes, it has. I think so. I don't think so. No, it hasn't.
It's a place where you can see ships and boats.

3 Listen and do the vocabulary quiz.

INTERNET TRACKS Find a map of Ireland. What is the name of the capital city? Where is it?

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.

Activity 3

- Listen and do the vocabulary quiz. ► CD 2 Track 30 p237

Ending the lesson

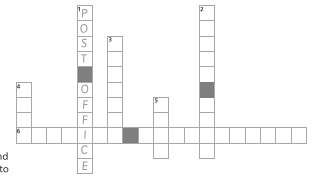
- Review the lesson and say goodbye.

4 Around the city

Lesson 1

1 Complete the crossword.

- It's a place where you can buy stamps.
- It's a place where you can go on rides and have fun.
- It's a place where you can catch a plane.
- It's a place where you can see ships and boats.
- It's a place where you can leave your money.
- It's a place where you can find out about interesting places to see (_____ office).



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

- Is there an airport where you live?
-
-
-
-

3 Write about the places.

- A train station is a place where you can catch a train.
-
-
-

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.

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 p237

- 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?

Now ask and talk about your town.

► CD 2 Track 29 p237

- Play the CD once or twice.
- 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 p237

- 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 port 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.

4 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

bridge, bus, castle, house, park, pop concert, river, school, shops, team
 I like/love ...ing.
 I want to ... because ...

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

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

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.

Student's Book

Lesson 2

4 Listen and read.

At the moment, a girl from Spain is staying with my family. She's learning English. Yesterday, I helped her write this letter to her friends at home. Do you think Dublin is a good city to visit?

Dear all,
 This letter is in English because I need to practise writing. Finn is helping me.
 I'm having lots of fun in Dublin. It's a great city! The people are friendly and my host family is fantastic, especially Finn. They've got a very nice house in the city centre. I can see Dublin Castle from my bedroom window.
 From Monday to Friday I go to school with Finn and his sister. The school isn't in the city centre. It takes twenty minutes to go by bus, but there's lots to see on the journey. Dublin is so beautiful! There are parks and museums. There are some incredible bridges over the river. There's a port. And of course, there are lots of shopping centres. Fantastic! I love shopping!
 Last Saturday, I was at the sports stadium for a pop concert. The music wasn't very good, but the stadium was amazing!
 My favourite place in Dublin is the botanical garden. Wow! It's gorgeous! I love looking at all the exotic plants.
 See you soon.
 Best wishes,
 Ana
 P.S. I hope you like the photos.

5 Correct the sentences.

- 1 Ana says Dublin is a horrible city.
- 2 Ana says she can see a park from her window.
- 3 Ana says she hates shopping.
- 4 Ana says her favourite place is the stadium.
- 5 Ana says she loves looking at exotic animals.

6 Play Read and change.

Dear everyone,
 Stop. It doesn't say everyone. It says all.

7 Think and say.

I want to stay with a family in Dublin because I like people from Ireland.

THINKING SKILLS
 Reporting

READING TIP
 The use of smiley faces can help you understand how the writer feels.

INTERNET TRACKS Find out the names of two parks in Dublin.

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.

Activity Book

Lesson 2

4 Look. Write and match. (See Student's Book page 35.)

In Dublin there's a...
 port
 (trop)
 (strops daistum)
 (tobcanlaci ragden)
 (tascel)

In Dublin there are...
 (summues)
 (poshping tencers)
 (kraps)
 (dribegs)

5 Read and answer the questions. (See Student's Book page 35.)

- 1 Where is Ana from? She's from Spain.
- 2 Where is she staying? _____
- 3 Why is Ana's letter in English? _____
- 4 What does she think of Dublin? _____
- 5 What does she do from Monday to Friday? _____
- 6 What's Ana's favourite place in Dublin? _____
- 7 Where was Ana last Saturday? _____

6 Listen and complete. Write.

Becky: I want to visit Dublin to see the Botanical Garden.

Florence: I want to visit Dublin to _____.

Scott: I want to visit Dublin to _____.

Zoe: I want to visit Dublin to _____.

And you? _____

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 6

- 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 place where you buy stamps*. 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.
- Before reading the letter, draw attention to the *Reading Tip*. Ask what one smiley face means. Ask what two smiley faces mean, and what a down-in-the-mouth face means.
- 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).*

Internet Tracks

Find out the names of two parks in Dublin.

- Read the instructions as a class.
- The Students research with a teacher on the internet the names of two parks in Dublin.

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.

4 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

Class Audio for Lesson 3

Student's Book

The alibi ▶ CD 2 Track 33 p238

Activity Book

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 to 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.

Activity 10

- Talk about it! Ask and say.

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.

Student's Book

Lesson 3

1 Listen to and read the story.

The alibi

1 Inspector Smith is from London, but today he's at the airport in Dublin.

2 Suddenly, a woman bumps into the inspector. He falls to the ground.

3 The next day, Inspector Smith is reading his newspaper in the botanical garden.

4 At the police station ...

5

6

7

8

9

10

Do you know ... ?
 Identical twins always have different fingerprints.

Everyday phrases: learn and use!

My pleasure.
 You were right.
 Thank you for your help.
 Do you know the answer?

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?

Lesson 3

7 Read the story and match. (See Student's Book page 36.)

- Picture 1: The Inspector arrives into the Inspector.
 Picture 2: A woman bumps into the Inspector.
 Picture 3: The Inspector reads about the robbery in the newspaper.
 Picture 4: The Inspector goes to the police station.
 Picture 5: Olivia says goodbye to the Inspector.
 Picture 6: The Inspector says "Arrest this woman!"
 Picture 7: The Inspector thinks that Olivia is his twin sister.
 Picture 8: The police officers arrest the woman.
 Picture 9: The police officers say goodbye to the Inspector.

has got a twin sister. It takes place in Dublin. The police arrest the woman because she doesn't wear earrings at Dublin airport.

8 Who says what? Complete the sentences. Number the pictures.

- The sisters planned the robbery together.
- My name is Olivia Jones and I'm not so clumsy.
- How did the inspector know that Olivia had a twin sister?
- Miss Jones was at the airport at five past two.
- You can't arrest me. I'm innocent. I've got an alibi.



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

- The story is a detective story / a true story.
- The story takes place in London / Dublin.
- The story is about an inspector who meets a woman at the airport / on a plane.
- The police arrest the woman because they think she robbed a bank / a museum.
- At first the inspector thinks the woman is innocent / guilty.
- At the end of the story, the inspector finds out that the woman is innocent / guilty.

The story is a _____ It takes place in _____ It's about _____ The police arrest the woman because _____ At first, the inspector _____ But at the end of the story, _____

My favourite character in the story is _____

My favourite part of the story is when _____

I think this story is _____ because _____ And the illustrations are _____ I give the story _____/10.

Activity Book

Activity 7

- Read the story and match. (See Student's Book page 36.)

Activity 8

- Who says what? Complete the sentences. Number the pictures.

Activity 9

- Read and circle. Write a review of the story. Tell your family about the story.

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).

Student's Book Activity 10

Talk about it! Ask and say.

- Read the questions. The Students say their opinions and give reasons.

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.

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 is 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.

4 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

Class Audio for Lesson 4

Student's Book

- The alibi* ▶ CD 2 Track 33 p238
- Dialogues ▶ CD 2 Track 34 p239
- Grammar tables ▶ CD 2 Track 35 p239

Activity Book

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.

Student's Book

GRAMMAR TRACKS

Lesson 4

11 Listen and read. Act out the dialogues.

Policeman: Mr Green, where were you at ten past two yesterday afternoon?
 Mr Green: I was in the museum souvenir shop.
 Policeman: Did you see Olivia Jones?
 Mr Green: Yes, I did. She was in the shop, talking on her mobile phone. She said, "I've got the diamond. Meet me at the Dragon Hotel in half an hour."

Policewoman: Mrs Brown, where were you yesterday afternoon?
 Mrs Brown: I was in the Dragon Hotel.
 Policewoman: Was Olivia Jones in the hotel?
 Mrs Brown: Yes, she was. She was in the hotel reception at ten to three. She was with her sister.

12 Play *Guess the time*.

13 Listen, repeat and learn.
 was and were + at (place) + at (time)

Where	was he / she	at	10:00	yesterday?
	were you / they		14:00	
			17:45	

I / He / She / It	was	at	the park	at	10:00.
			school		14:00.
			home		17:45.

I / He / She / It	wasn't	at	the park	at	10:00.
			school		14:00.
			home		17:45.

You / We / They	were				

Was he / she at home? Yes, he / she was. No, he / she wasn't.
 Were we / they at the park? Yes, we / they were. No, we / they weren't.

14 Be a grammar detective! Look at page 37 in the AB.
 Do we use was and were to talk about the past or the future?
 Is five to three before or after three o'clock?
 Is five past three before or after three o'clock?

Can you find two examples of the time in the dialogue of the story?
 What time is it in each picture of the story?
 Find the clocks.

FAST TRACK GRAMMAR Write five sentences about where you were yesterday.

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.

Lesson 4

10 Read and answer the questions. (See Student's Book page 38.)

- Was Mr Green in the museum shop yesterday afternoon? Yes, he was.
- Was it twenty past three?
- Was Olivia Jones in the shop?
- Were Olivia and Olga Jones in the shop?
- Was Mrs Brown in the hotel yesterday afternoon?
- Was it ten to three?
- Were Olivia and Olga Jones in the hotel?

11 Read, circle and write. Be a grammar detective!

- was / were + at (place) + at (time)
- Was is the past of am and is. e.g. Today I am at school. Yesterday I was at home. Today David is at home. Yesterday he was at school.
- Were is the past of are. e.g. Today we are at the library. Yesterday we were at the sports stadium.
- Remember! Twenty-five past three = twenty-five minutes after three o'clock. Twenty-five to three = twenty-five minutes before three o'clock.

- Where was / were David at twenty past four yesterday?
- He wasn't / weren't with me. I think he was / were with Julia.
- Where was / were you at _____ yesterday afternoon?
- I was / were at the post office.

12 Look, write sentences about yesterday.

- At twenty past four, I was at the bank.
- _____ we _____.
- _____ she _____.
- _____ they _____.
- _____ I _____.
- _____ the children _____.

Activity Book

Activity 10

- Read and answer the questions. (See Student's Book page 38.)

Activity 11

- Read, circle and write. Be a grammar detective!

Activity 12

- Look. Write sentences about yesterday.

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.

► **CD 2 Track 33 p238**

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.

Student'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.

4 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

Class Audio for Lesson 5

Student's Book

- Sound track ▶ *CD 2 Track 36 p239*
- True or false? ▶ *CD 2 Track 37 p239*

Activity Book

- Activity 13 ▶ *CD 2 Track 38 p239*

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?*

Student's Book

Lesson 5

15 Listen and identify. Listen and repeat. Point and say.

It's half past three.
 It's twenty-five to four.
 It's twenty to four.
 It's quarter to four.
 It's ten to four.
 It's five to four.
 It's four o'clock.

16 Listen and say *True* or *False*. Correct the false sentences.

Clare					Isabel
Ben					Ben
Sam					Clare
Isabel					Sam

17 Play *Where were you?*

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!

18 Talk about where you 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.

Fast Track Grammar

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

Activity 18

- Talk about where you were yesterday or last Saturday.

Ending the lesson

- Review the lesson and say goodbye.

Activity Book

Lesson 5

15 Listen and draw. Listen and repeat.

It's twenty to five.

16 Look and write sentences.

1 Sam At ten to twelve yesterday, Sam was at the airport.

2 Isabel X _____

3 Sam ✓ _____

4 Clare ✓ _____

5 Clare & Ben ✓ _____

6 Ben & Sam X _____

15 Ask. Write about your friends. Tell your family about your friends at school.

Jack, where were you last Saturday at twenty-five past twelve? I think I was at the shopping centre.

1 (last Saturday / 12:25) Jack was at the shopping centre last Saturday at 12.25.

2 (yesterday morning / 8:35) _____

3 (last night / 3:15) _____

4 (last Sunday / 10:50) _____

5 (yesterday afternoon / 4:20) _____

6 (yesterday evening / 9 o'clock) _____

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 /ə/ 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 /ə/ 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 /ə/ 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.

Activity Book

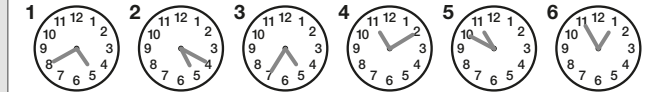
Activity 13

Sound track: Listen and draw. Listen and repeat.

► CD 2 Track 38 p239

- Play the CD. The Students listen and draw the hands on the clock faces.
- Play the CD again. The Students listen and repeat the times.

Answers:



Activity 14

Look and write sentences.

- The Students look at the pictures and clocks and write sentences, based on the example.

Answers: 1 At ten to twelve yesterday, Sam was at the airport. 2 At five past two yesterday, Isabel wasn't at the theme park. 3 At twenty past three yesterday, Sam was at the post office. 4 At twenty-five past ten yesterday, Clare was at the theatre. 5 At five past two yesterday, Clare and Ben were at the theme park. 6 At twenty-five past eight yesterday, Ben and Sam weren't at the theatre.

Activity 15

Ask. Write about your friends. Tell your family about your friends at school.

- Read the speech bubbles and look at the model answer.
- The Students interview classmates and write the information in sentences.
- The Students read their sentences to the class.
- Encourage the Students to tell their family about their friends at school.

Answer: Students' answers will vary.

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.

4 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

Class Audio for Lesson 6

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

At a Glance Lesson Plan

Student's Book

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.
▶ CD 2 Track 41 p239
- Go to the Activity Book.
See Activity Book activities to the right.

Lesson 6
19 Listen and read.

Molly Malone
In Dublin's fair city, Where the girls are so pretty, I first set my eyes on sweet Molly Malone, As she wheeled her wheelbarrow, Through streets broad and narrow, Crying 'Cockles and mussels, alive, alive, oh!' 'Alive, alive, oh!' 'Alive, alive, oh!' Crying 'Cockles and mussels, alive, alive, oh!'

The statue of Molly Malone in Dublin is famous. But who is Molly Malone?
Molly Malone is a character from a traditional song. Almost everyone in Ireland knows the song. Almost everyone in Ireland can sing it. And there are many professional recordings of the song. It is possibly one of the most famous and popular songs in the country.

The song tells Molly's story. She is a beautiful girl who sells fresh seafood in Dublin. She doesn't work in a shop. She sells the seafood from a wheelbarrow.

Later in the song, Molly dies of a fever. People miss her, but they believe that her ghost continues to walk in the streets of Dublin, crying 'Cockles and mussels, alive, alive, oh!'

Who are the most famous characters from books or songs in your country?
Are there any traditional songs in your country which everyone knows?

20 Read and guess. Listen and say the answers.

Are you ready for a culture quiz on Ireland? Good luck!

Culture quiz time: Ireland

1 What's the capital of Ireland? a) Cardiff b) Edinburgh c) Dublin
2 What are the colours of the Irish flag? a) red, white and green b) red, white and blue c) green, white and orange
3 Who is the patron saint of Ireland? a) St George b) St David c) St Patrick
4 Which musical instrument is a symbol of Ireland? a) a guitar b) a harp c) a drum
5 What's the most common surname in Ireland? a) Murphy b) Smith c) Jones
6 What type of animal doesn't live in Ireland? a) snakes b) mosquitoes c) pigeons

Ending the lesson

- Review the lesson and say goodbye.

Activity Book

Culture

Lesson 6

16 Read and correct the sentences. (See Student's Book page 40.)

- Molly Malone is a character in a book. *Molly Malone is a character in a song.*
- She works in a shop. *In Dublin's fair city, Where the girls are so pretty...*
- She sells meat from a wheelbarrow.
- Molly dies of a headache.
- People believe her ghost now walks in the streets of London.
- There isn't a statue of Molly in Dublin.

17 Listen and number. Write the countries. Complete the sentence about your country.

The Tiger Tracks SLN tell Finn about famous characters in their country.

Robin Hood (England) Anansi the spider (Ghana) Maui (Hawaii) Anne of Green Gables (Canada)

In my country, a famous character from a book or a song is _____.

Lesson 7

Everyday chat-chat

18 Read and complete the dialogue in your own words. Act out.

- Woman: Good (1) _____ This is the (2) _____ Museum. How can I help you?
You: Can you tell me what time the museum opens on (3) _____, please?
Woman: It opens at (4) _____ in the morning. It closes at (5) _____ in the evening.
You: Does it close for lunch?
Woman: No, it's open all day. And there are (6) _____ in the museum.
You: Are there any special exhibitions on this (7) _____?
Woman: Yes. There's an exhibition about (8) _____.

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.)

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.)

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.

4 Lesson 7

Objectives and key competences

- to listen and repeat a dialogue showing how to find out about opening and closing times
- to watch a video clip
- 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?
 Is there ... ? Yes. There is.
 Are there any ... ? Yes. There's (an exhibition)/There are (cafés).

Materials

Class Audio CD

Class Audio and Video for Lesson 7

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

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.

Student's Book

Lesson 7

In the UK, most statues are of real people from history. But some statues are of very famous characters from literature, like Sherlock Holmes.

21 Listen and read. Say True or False.

- Sherlock Holmes is a detective from English literature.
- Sherlock Holmes lives at 212A Baker Street.
- In his free time, Sherlock plays the drums.
- 221B Baker Street is now the address of the Sherlock Holmes Museum.
- There is a souvenir shop at the museum.
- There is a statue of Sherlock Holmes outside Baker Street underground station.

Everyday chit-chat

How to find out about opening and closing times

22 Listen and repeat.

1 information 2 wheelchair access 3 lift 4 restaurant

23 Listen and read. Repeat.

Woman: Good morning. This is the Tourist Information Office. How can I help you?
 Ed: Hello. Can you tell me what time the Science Museum opens on Saturdays, please?
 Woman: It opens at 10 o'clock in the morning. It closes at 6 o'clock in the evening.
 Ed: Does it close for lunch?
 Woman: No, it's open all day. And there are cafés and restaurants in the museum.
 Ed: Are there any special exhibitions on this month?
 Woman: Yes. There's an exhibition about robots. You can find information about it on the museum website.
 Ed: One last question. Is there wheelchair access?
 Woman: Yes, there is. The wheelchair access is very good and there are lifts to every floor.
 Ed: Thank you very much.
 Woman: You're welcome.

24 Do a role play.

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.

Activity Book

Culture

Lesson 6

16 Read and correct the sentences. (See Student's Book page 40.)

- Molly Malone is a character in a book. In Dublin's fair city, Where the girls are so pretty...
- She works in a shop.
- She sells meat from a wheelbarrow.
- Molly dies of a headache.
- People believe her ghost now walks in the streets of London.
- There isn't a statue of Molly in Dublin.

17 Listen and number. Write the countries. Complete the sentence about your country.

The Tiger Tracks SLN tell Finn about famous characters in their country.

Robin Hood (England) Anansi the spider Maui Anne of Green Gables

In my country, a famous character from a book or a song is _____.

Lesson 7

Everyday chit-chat

18 Read and complete the dialogue in your own words. Act out.

- Woman: Good (1) _____. This is the (2) _____ Museum. How can I help you?
 You: Can you tell me what time the museum opens on (3) _____, please?
 Woman: It opens at (4) _____ in the morning. It closes at (5) _____ in the evening.
 You: Does it close for lunch?
 Woman: No, it's open all day. And there are (6) _____ in the museum.
 You: Are there any special exhibitions on this (7) _____?
 Woman: Yes. There's an exhibition about (8) _____.

Activity Book

Activity 18

- Everyday chit-chat: Read 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

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.

4 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) nav(igation), smartphone, tablet, wifi zone to go online, to chat A ... is /useful because ...

Materials

Class Audio CD

Class Audio for Lesson 8

Student's Book

'Technology in the city' ▶ CD 3 Track 3 p240

Activity Book

Activity 21 ▶ CD 3 Track 4 p240

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.

Student's Book

Lesson 8
ICT
25 Listen and read.

TECHNOLOGY in the city
Technology plays an important part in our lives today. Five people from Dublin tell us how they use technology in the city.

1. **SATNAV**
I'm a taxi driver in Dublin. I've got satnav in the taxi. I use it to find addresses in the city. It also tells me if there are any traffic problems. Satnav technology makes my job a lot easier.

2. **TABLETS**
We use a tablet to go online. We look up the opening times of shops and museums. We also find out what's on at the cinema and what time the films start. It's easier, cheaper and quicker than a phone call.

3. **WIFI ZONES & LAPTOPS**
I'm lucky. I've got a small laptop. I use it to send emails and to chat to my friends. I can now do those things in the city centre because there are lots of places with free wifi zones: cafes, the library, parks, etc. I like using my laptop in the park. I can do my homework and get fresh air at the same time!

4. **APPS & SMARTPHONES**
I'm learning French. I haven't got much time to practise. But now I'm learning words and expressions with an app on my smartphone. It's great because I can use it anywhere in the city.

5. **ONLINE SHOPPING**
I love online shopping. I send my shopping list to the supermarket and they deliver everything to my house. It's so easy and it saves me lots of time.

CAN YOU IMAGINE YOUR LIFE WITHOUT TECHNOLOGY?

THINKING SKILLS Paraphrasing
26 Read and complete the sentences.
1 He likes using satnav because it...
2 They use a tablet to...
3 He uses wifi zones and his laptop to...
4 She uses an app on her smartphone to...
5 She does online shopping because it...

BRIDGE TO ESO
27 Play *Five reasons why*.
Smartphone. A smartphone is useful because you can take photos.
A smartphone is useful because you can take photos and send text messages.

THINK AND SAY
28 How does technology affect your life? Which electronic gadgets do you use at home and at school?

My words to remember
wifi zone online shopping app go online chat smartphone

INTERNET TRACKS
42 These words are abbreviations: www, satnav, app. Find out what they stand for.

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.

My words to remember

- Make sentences using the words.

Ending the lesson

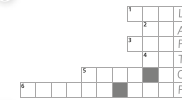
- Review the lesson and say goodbye.

Activity Book



Lesson 8

19 Complete the crossword.



20 Read and complete. (See Student's Book page 42.)

With my computer I can do online shopping.

With my laptop I can _____.

With my satnav I can _____.

With an app on my smartphone I can _____.

With our dad's tablet we can _____.

21 Listen and circle.

- Finn is talking to Becky about the technology she uses.
- 1 Becky uses a mobile phone to a) take photos b) send texts
 - 2 She uses a laptop to a) do her homework b) send emails
 - 3 Her dad uses an app to find out about a) the weather b) the football results
 - 4 She uses a tablet a) in class b) at home
 - 5 Her grandmother does her shopping a) at the shopping centre b) online

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

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.

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*, *satnav* 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.

4 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

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.

Student's Book

Project: A guide for tourists

29 Listen and read.

Places to visit in **Liverpool**

Liverpool is a city in the north west of England. I was there last August. Here are two places I can recommend.

The Echo Wheel is a very popular tourist attraction in Liverpool. It's 120 metres tall. I recommend the wheel because you can see incredible views of the city from the top of the wheel. You can see parks, museums and galleries. You can see the river Mersey. On a clear day, you can see the mountains in Wales. The wheel turns 360° and the ride lasts about 10 minutes. Check online for ticket prices and opening times. The wheel has got wheelchair access.

Sefton Park is one of Liverpool's largest green areas. I recommend the park because it's the perfect place for a quiet walk or a bike ride. There are sculptures and fountains in the park. There's a lake where you can rent a boat. For sporty people, there are areas where you can play tennis, football and other sports. If you want to take your laptop, there are cafés with wifi zones. The park is open 24 hours a day and it's free to go in.

By Becky

30 Plan your project.

THINKING SKILLS Explaining

You can also present your project in this way.

1 Choose a village, town or city you know.

2 Find out about places to visit.

3 Find out about the opening times.

4 Write and present your recommendations.

AB page 42

Do the Unit 4 Review and Self-assessment (Activity Book page 42). Complete your Progress Journal for Unit 4.

Ending the lesson

- Review the lesson and say goodbye.

Class Audio for the Project

Student's Book

A guide for tourists ▶ CD 3 Track 5 p241

Activity Book

Activity 23 ▶ CD 3 Track 5 p241

Activity Book

Project: Tourist guide

23 Listen to Becky's project and make notes.

Get ready for your project

Name of tourist attraction:	The Echo Wheel
Why is it special?	
Why does Becky recommend it?	
Opening times and prices:	
Name of tourist attraction:	Sefton Park
Why is it special?	
Why does Becky recommend it?	
Opening times and prices:	

24 Choose and research your tourist attraction. Make notes.

Prepare your project

Name of city, town or village:	
Name of tourist attraction:	
Why is it special?	
Why do you recommend it?	
Opening times and prices:	

25 Choose a format. Write your guide. Present your project.

Write and present your project

Think!

- Do you need photos to illustrate your text?

Remember!

- Use: *I recommend (name of tourist attraction) because (your reason for recommending it)*

Writing and presentation tips

- Places and tourist attractions begin with capital letters. e.g. Big Ben, Sefton Park.

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.

4 Unit review and self-assessment

Objectives and key competences

- to review vocabulary, grammar, culture and CLIL in the unit
- to self-assess your work in Unit 4
- 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

//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 Book

Unit review and self-assessment

26 Listen and number. Write the names of the places. Then match the places and the definitions.

27 Look. Write the times in words.

28 Look. Write sentences.

29 Read and write the answers. (See Student's Book page 40.)

- 1 What's the capital of Ireland?
- 2 What are the colours of the Irish flag?
- 3 Who is the patron saint of Ireland?
- 4 Which musical instrument is a symbol of Ireland?
- 5 What's the most common surname in Ireland?

30 Write the words. Match. (See Student's Book page 42.)

1 Free wifi zones (ifw szeon)
2 _____ (pspa)
3 _____ (atsavn)
4 _____ (sblatet)

You can keep lots of information, books and games in them.
You can find places easily and without a map.
You can use them to do things on your smartphone.
You can use the internet when you aren't at home.

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

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.
- Go to the Progress Journal. See Progress Journal activities to the right.

Ending the lesson

- Review the lesson and the unit and say goodbye.

Class Audio for the Review

Activity Book

Activity 26 ▶ CD 3 Track 6 p241

Progress Journal

4 Around the city

My learning review

- 1 Can you remember the story? Tell a friend or your family. Use the words and speech bubbles to help you. Then read and circle. Write.

What kind of story is it? A detective story A success story A photo story A myth

My story score and opinion

/10 I think the story is _____

- 2 Think about the CLIL (ICT). Complete the sentences.

- 1 I use a computer to (hact) chat to friends in other countries.
- 2 I use (ats van) _____ to find addresses in the city.
- 3 I use on (pap) _____ on my (phantsmore) _____ to learn vocabulary.
- 4 When I don't want to go to the supermarket, I use my tablet to do (enilno) _____ shopping.
- 5 When I'm in the city centre, I use public (fiw) _____ (nozes) _____.

My opinion I think learning about how people use technology is _____
I sometimes use technology to _____

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.
- 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.

Answers: (See answers in audioscript.)

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.

Answers: 1 It's five past five. 2 It's twenty to seven. 3 It's twenty-five past twelve. 4 It's five to eight. 5 It's ten past nine. 6 It's twenty-five to twelve.

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.

Answers: 1 Uma wasn't at the cinema at twenty-five past eight. She was at the theatre. 2 Alfie wasn't at the theme park at five past two. He was at the supermarket. 3 Elliot wasn't at the airport at twenty past three. He was at the bus stop. 4 Olivia wasn't at Alfie's house at ten to twelve. She was at Elliot's house.

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.

Answers: 1 Dublin 2 orange, green and white 3 St Patrick 4 the harp 5 Murphy

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.

Answers: 1 wifi zones, You can use the internet when you aren't at home. 2 apps, You can use them to do things on your smartphone. 3 satnav, You can find places easily and without a map. 4 tablets, You can keep lots of information, books and games in them.

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.

Progress Journal page 16

Activity 1 answers: (The story is a detective story. Student's own scores and opinions.)

Activity 2 answers: 1 chat 2 satnav 3 app 4 smartphone 5 online 6 wifi zones (Students' own opinions.)

Progress Journal pages 17, 18 and 19

Activity 3 answers: botanical garden, theme park, bank, port, tourist information office, post office, shopping centre, airport, sports stadium, main square

Activity 4 answers: Students' own answers.

Activity 5 answers: 1 twenty to six 2 was 3 ten past two 4 was 5 twenty-five to four 6 were

Activities 6–11 answers: Students' own answers.

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.



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