

Fourth edition

Project

Teacher's Book

with Online Practice

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OXFORD

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Contents

Introduction	Ti
Student's Book Contents	2
Teaching notes	
Unit 1	T4
Unit 2	T16
Unit 3	T28
Unit 4	T40
Unit 5	T52
Unit 6	T64
Student's Book Audio scripts	T88
Workbook answer key	T98
Workbook Audio scripts	T111

Contents

Unit topic	Grammar	Vocabulary	Communication and skills	Culture, Across the Curriculum, Project
1 Introduction p4	<i>a / an</i> Imperatives Plurals <i>There is / are...</i>	Numbers 1–100 p8 The alphabet p10	Speaking Greeting people p4 <i>What's this?</i> p6 Giving instructions p7 <i>What's your phone number?</i> p8 Describing a picture p11 Listening Phone numbers p8 <i>Fizz Buzz</i> p9	Culture Names p12 Across the Curriculum: Maths: sums p13 Project Presenting your project p15 Song <i>There were ten in the bed</i> p15
2 Friends and family p16	<i>be</i> : long and short forms, affirmative, negative and questions Possessive adjectives: <i>my, your, his, her, its, our, their</i> Possessive 's <i>Yes / No</i> and <i>Wh-</i> questions	Countries p16 Family p18 Days of the week p22	Speaking <i>I'm not from Australia.</i> p17 <i>Whose is this?</i> p19 Listening Who are the new students? p21 Birthday requests p23 Writing Introducing people p17 New students p21 The radio callers p23	Culture What's your address? p24 Across the Curriculum Geography: the world p25 Project Planning your project p27 Song <i>My Bonnie</i> p27
3 My world p28	<i>have got</i> : affirmative, negative, questions Position of adjectives	Possessions: <i>games console, television, radio,</i> etc p28 Adjectives p31 Pets p32 School subjects p34	Reading Joe's school p35 Speaking Game: <i>I've got ...</i> p29 Describing a picture p31 <i>Have you got a ...?</i> p33 Comparing school timetables p35 Listening <i>What has Ravi got?</i> p29 Pets p33 Joe's timetable p35 Writing Comparing pictures p31	Culture Schools in England and Wales p36 Across the Curriculum Science: we are animals, too p37 Project Working together p39 Song <i>My favourite day</i> p39

Unit topic	Grammar	Vocabulary	Communication and skills	Culture, Across the Curriculum, Project
4 Time p40	Prepositions of time Present simple: affirmative, negative and questions	Time p40 Daily routines p42 Free-time activities p44	Reading Molly's day p42 Free time activities p44 Speaking <i>What's the time, please?</i> p41 <i>When is the volleyball match?</i> p41 Asking and answering about the things you do p47 Listening <i>What time do you hear?</i> p41 A typical school day in China p43 What do Juraj and Guang do? p45 Writing Write about the time of activities p41 Describe your typical day p43 What Juraj and Guang do p45	Culture Sport p48 Across the Curriculum Music: musical instruments p49 Project Helping each other p51 Song <i>Digital Charlie</i> p51
5 Places p52	Prepositions of place <i>There is / are ...</i> <i>can / can't</i>	Furniture p52, p55 Parts of a house p54 Places in a town p56	Reading Ravi's house p54 Label the flat p55 Speaking Describing a room in your house p55 Asking and answering about where things are in a town p57 Mickey, Millie and Mut's day out p59 Listening Where are the things? p53 Where things are in a town p57 Writing Where things are p53 What your partner can do p58	Culture An English town p60 Across the Curriculum History: towns and cities p61 Project Getting information p63 Song <i>Our town</i> p63
6 People p64	<i>have got</i> and <i>be</i> for describing people Present continuous: affirmative, negative and questions Present continuous v. present simple <i>How much is /</i> <i>are ...?</i>	Describing people p64 Clothes p70	Reading Saturday morning p66 The King's clothes p71 Speaking Describing people p65 In a shop p67 Guessing activities p69 Act the King's clothes p71 Listening Drawing a picture p65 What are the people doing? p69 In a shop p67 Writing Describing a person p65	Culture People p72 Across the Curriculum Art: describing people p73 Project Presenting and sharing your project p75 Song <i>Red pyjamas</i> p75

Revision pages	pp 14, 26, 38, 50, 62, 74	Vocabulary and Reading	pp 80–87
Land on a word	p76	Grammar summary	Workbook p65
Phonetic symbols	p77	Wordlist	Workbook p74
Pronunciation	pp 78–79		

Warmer activities

1 Spare letters

Put students into groups of three or four. Give each group a set of six letters. Each group must have a different set. Each set must contain two vowels and four consonants. The vowels can be repeated but the consonants must be different. For example, A D G T E L / I S M P B O / U E F H R W / A I C K N J. Each group must make the longest word they can from their letters. They must then pass any remaining letters they couldn't use to the next group. The groups again try to make the longest word including the new letters. They again pass on any remaining letters to the next group. They keep doing this for the number of times there are groups, e.g. four times for four groups. Find out which group has the longest word. You can declare them the winner or, with a more advanced group, you can deduct any remaining letters they have from their total. In this case, the winning group is the one with the longest word after any extra letters have been deducted.

2 Find out who

In this activity give students the structure or words you want them to use (from a previous lesson / unit or the current one). If you give them a structure, give them some vocabulary as well so they can make funny questions. Ask students individually or in pairs, to make between five and ten questions with the words or structures, e.g. *Have you ever* (promised / threatened) ...; *Will you* ...; *Do you eat* (name of some horrible or funny food) ... depending on the level. Then ask them to go round the class, asking their questions and finding students who can say 'Yes' to their questions. Either the first one to finish is the winner or the person who finds the most 'Yes' answers from other students is the winner.

3 Vocabulary groups

Put students into groups of four (mixed-ability). Give them a vocabulary heading, e.g. *food* or *travel* and ask them to write down as many words as they can think of in the group. The group with the most words must write them on the board, spelled correctly. (It is a good idea to ask the noisiest student in the group to do this to burn off some of their energy). They get one point for every word spelled correctly. Then ask the other groups if they have 'extra' words (not on the board). The winning group loses a point for each extra word they did not have. Keep a record of the winning group's score. You can do this several times over the course of a week or a term until you finally have an overall winning group (with the most points). Students will be very motivated to beat the previous groups 'record'.

Cooler activities

1 Vocabulary bingo

Ask students individually to write down five new words the class has learned recently. This can be words you have done in the current lesson or you could give them a page to look at in the Student's Book. You then give them definitions for the set of words you have asked them to look at. (You may have to

give ten or twelve definitions depending on what vocabulary you have chosen). The first student who has five of the words you have defined shouts 'Bingo'. He or she must then say the five words so you and the class can check the words match the definitions you gave. (This is a quiet activity as the students have to work by themselves and listen carefully to what you are saying).

2 ABC game

Ask students to write down words in English starting with each letter of the alphabet. The person with the most correct words is the winner. You could ask the most disruptive student to come to the front of the class and spell the words on the board as they are read out.

3 Whisper circle

Split the class into three or four groups with eight to ten students in each group. Ideally each group should sit in a circle but if this is not possible then they can do the activity in rows. Ask each student to write down a word (secretly) on a piece of paper and keep it hidden. (This can be any word or you can specify that it must be from the last or current lesson). Choose one student in each group to begin. This student must then whisper the meaning / definition of his or her word to the student next to him or her. They are not allowed to repeat it. The student who heard the definition must then pass on what they heard to the next student and so on until the last person in the group 'receives' the whispered definition. This student must then say the word. If it is correct the group gets one point. They then repeat this until every student in the group has had a turn. The group with the most points is the winner. This is quite hard as the definitions get less and less precise as they are whispered round. But the students will learn to choose their definitions carefully and pronounce words as well as possible.

2C Mickey, Millie and Mut

Comprehension

Exercise 1a 1.48

- Play the recording whilst students read and listen to the story. Point to each character and elicit their names.
- This cartoon is available as animation on the DVD and the Classroom Presentation Tool.
- Read the two questions. Elicit in the students' language what information they will need to listen for (where the house is, what the man's job is). Check comprehension of *postman*.
- Students find the answer to the questions individually.

ANSWER KEY

1 b

2 b

LANGUAGE NOTE In English, we write street names with both the name and the type of street in capital letters: Queen Street, Piccadilly Circus. The name always comes first, unlike in many other languages. The most common types of streets in street names are: Street, Road, Avenue, Lane, Alley and Square. Often, the choice of this depends more on tradition in the UK than any characteristic of the street itself. Some streets in the UK have very unusual names: Pall Mall, The Mall or The Strand in London or There And Back Again Lane in Bristol. The most common street names are those based on where the streets lead, for example London Road (i.e. the road to London) or where they are, for example Kilburn High Road (i.e. the main street in the district of Kilburn in London).

Exercise 1b

- Check comprehension, elicit or pre-teach *neighbour*. Quickly drill the pronunciation chorally, and then ask two or three individuals to listen and repeat the word.
- You might also like to elicit or pre-teach the adjectives *old* and *new*.
- Divide the class into groups of five. Each student will play a role from the story (Mickey, Millie, the postman and the two dogs). Students perform the story for the rest of the class.
- If you like, you could ask for a vote on the best group performance (or, if so inclined, 'best impersonation of a dog' as well). Setting this up before the groups perform helps ensure the rest of the class pay attention.

Optional extra

Students work in groups to write a similar dialogue with their own details replacing elements from the original story (for example, their address, the name of their pet, etc.). Encourage students to be creative and to add or change as much as they can. Ask for some volunteers to perform for the class. Have the class vote on the best script and best performance.

Optional extra

To practise the new vocabulary, as well as revise vocabulary from previous units, play *Apple Tree* with students. Choose a word students must guess. Draw a row of short lines on the board, with each line representing each letter in the word (for example, for *dog*, you draw). Draw an apple tree with ten apples. Each student suggests a letter. If the letter appears in the word (for example: D), write it above the line showing its position (D). If the letter doesn't appear (for example: E), cross out or rub out an apple. Can students guess the word before all ten apples fall? Repeat with other words. (NB. This is a variation of the popular game *Hangman*, which uses a different diagram to keep the score. Some teachers object to the imagery suggested by *Hangman*.)

2	0	3	2	5	5	9	9	4	0	7	0
5	3	7	9	1	1	1	0	0	8	5	7
1	9	1	2	3	0	4	3	2	6	3	9
1	7	0	2	3	4	6	9	2	5	9	8
5	8	1	4	7	4	7	3	2	5	3	0
3	0	9	5	6	9	4	5	9	4	9	9
6	3	6	1	7	2	9	8	2	6	0	1
6	4	0	8	0	1	0	8	6	5	2	3
3	8	3	4	4	5	7	7	6	4	4	7
5	2	5	1	6	7	2	8	4	1	3	5

7 9, eleven, twelve, 13, fifteen, 16, eighteen, 19, twenty, 26, twenty-eight, 32, 37, forty-one, 50, sixty, seventy-two, 77, 80, 90, 99, a hundred

1D How do you spell that?

1 c, f, g, j, l, o, p, s, u, w, y

- 2 2 umbrella 6 window
 3 watch 7 house
 4 door 8 orange
 5 chair

- 3 2 Andrew 6 Joanna
 3 Philip 7 Henry
 4 Frances 8 Katie
 5 Geoff

- 4 2 three boxes
 3 four phones
 4 three people
 5 two houses
 6 five children
 7 three women
 8 two watches

- 5 2 There are two boys.
 3 There's a picture.
 4 There are two apples.
 5 There's a man.
 6 There are three pencils on the table.
 7 There are two glasses on the table.
 8 There's a bag on the chair.

- 6 Picture A
 3 There's one bag.
 4 There are four pencils.
 5 There's one book.
 6 There's one apple.
 7 There are three pens.
 8 There are two umbrellas.

Picture B

- 3 There are two bags.
 4 There's one pencil.
 5 There are two books.
 6 There are two apples.
 7 There are two pens.
 8 There's one umbrella.

Progress check

- 1 2 an apple
 3 a picture
 4 a desk
 4 a window
 5 a house
 6 an orange
 7 a chair
 8 an umbrella
 9 a book
 10 a watch
- 2 2 Hi, I'm Hannah.
 3 How do you spell that?
 4 H A double N A H.
 5 What's your telephone number?
 6 It's 01748922346.
 7 See you later!
 8 Goodbye, see you!

- 3 2 Pick up your pencil.
 3 Look at the picture.
 4 Go to the board.
 5 Put down your pencil.
 6 Write on the board.
 7 Say 'Good morning'.
 8 Close your exercise book.

- 4 2 twenty-two
 3 forty
 4 thirteen
 5 fifty
 6 sixty-five
 7 seventy
 8 a hundred
 9 eleven
 10 eighteen

- 5 2 02079460533
 3 01914980776
 4 07700900421
 5 01184960953
 6 01632960880

- 6 2 There's one cat.
 3 There are four people.
 4 There are two glasses.
 5 There's one woman.
 6 There are two watches.
 7 There are six men.
 8 There's one toothbrush.

I can ...

- 1 name's, your name, My name's, are you, fine
 2 four, twenty-seven, eighty-three, eighty-five
 3 What's, number
 4 children, men, glasses

2

A Excuse me, is there a music shop in this town?

B No, there isn't. There's one in the next town.

3

A Excuse me, is there a café near here?

B Yes, there is. It's over there in Station Road.

4

A Excuse me, is there a hotel in this town?

B Yes, there is. It's next to the station.

5

A Excuse me, is there a swimming pool near here?

B No, there isn't. The old swimming pool is closed now.

6

A Excuse me, is there a museum near here?

B Yes, there is. It's behind the church.

1.25 p49 Exercise 4a

Presenter Hello Jessica! Welcome to *Be a Star for a Day!* What can you do? Can you sing?

Jessica Yes, I can.

Presenter Good! Can you play a musical instrument?

Jessica Yes, I can. I can play the guitar *and* the piano.

Presenter Wow! You're *very* musical. Can you speak French?

Jessica No, I can't.

Presenter But can you speak Spanish?

Jessica Yes, I can. I have Spanish lessons at school.

Presenter Great! You can sing a song in Spanish later! Can you dance, too?

Jessica Yes, I can. I go to dance class every Saturday.

Presenter Fantastic! Now, are you good at sport?

Jessica No, not really.

Presenter Can you play tennis or basketball?

Jessica No, I can't.

Presenter OK. Can you swim?

Jessica Yes, I can. I'm always at the swimming pool with my friends.

Presenter Great. And can you run like the wind?

Jessica No, I can't! But my dog can!

Presenter Ha ha! Thank you very much, Jessica.

1.26 p50 Exercise 4

This is my town! We're here in the park – it's next to the old church. Opposite the park there's a bank and next to the bank there's a museum. The big supermarket is behind the museum. The museum is between the theatre and the school. There's a big sports centre next to the school, too. You can play tennis and volleyball here. Opposite the school, next to the church, there's a post office. And next to the post office, there are two small cafés. In front of the cafés there's a bus stop. Behind the sports centre there's a hotel. The station is opposite the hotel. People take a train to the next town from here.

Unit 6 People

1.27 p52 Exercise 2

Freddie My friend Luke Green has got short, fair hair and green eyes. His dad, Mr Green is tall and slim. He's bald, with blue eyes and a red beard. He's got a big nose! Luke's mum, Mrs Green, isn't very tall, and she's quite fat. She's got short, black hair and brown eyes. She's very friendly.

Sarah is Luke's sister. She's twelve. She's tall and slim, with long, brown hair and blue eyes.

1.28 p55 Exercise 4

1

Shop assistant Good morning! Can I help you?

Girl Yes. How much is this bag?

Shop assistant It's £6.50.

Girl And how much are the pencils?

Shop assistant They're £1.20 each.

Girl I'll have the bag and a pencil.

Shop assistant That's £7.70.

Girl Here you are.

Shop assistant Thank you.

2

Shop assistant Hello. Can I help you?

Boy Yes. How much are the exercise books?

Shop assistant They're £2.30 each.

Boy And how much is this skateboard?

Shop assistant It's £40.00.

Boy £40.00! Really!

Shop assistant Yes.

Boy I'll have an exercise book, please.

Shop assistant That's £2.30, then.

Boy Here you are.

Shop assistant Thank you very much.

3

Shop assistant Good afternoon! Can I help you?

Girl How much is this umbrella? It's for my mum's birthday.

Shop assistant It's £5.60.

Girl And how much are the pens?

Shop assistant They're 40p each.

Girl Good.

Shop assistant Er ... no, sorry. They're 50p each.

Girl OK. I'll have the umbrella and a black pen.

Shop assistant Good. That's £6.10 then.

Girl Here you are.

Shop assistant Thank you.

Girl Bye!

Shop assistant Bye!

1.29 p56 Exercise 2

Ellen's reading a book. Tom and James are playing tennis. Jack and Ben are playing football. Katie's reading a magazine. Emma and Sophie are singing. Anna and Jo are drawing. Fatima's listening to the radio. Simon's listening to his MP3 player. Adam's eating a sandwich.