

Fourth edition

# Project

**Teacher's Book**  
with Online Practice

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OXFORD

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## Warmer activities

### 1 Team competition

Choose between five and eight words from a previous lesson or unit that you want the students to remember. Put students into teams of three or four. Make sure you mix the abilities in each team so that there is not a team that is too strong or too weak.

Say each word, then ask the teams to discuss together and to think of a sentence using the word correctly. Tell them to put their hands up when they have a sentence. Ask the first team to put their hand up to say their sentence. The rest of the class can say if it is correct or not, or you can decide. If the sentence is incorrect, go to the next team, and so on.

Give the winning team one point and put the scoring on the board. Keep doing this until you have used all the words.

### 2 The long sentence

Explain to students that they are each going to say a word in turn in order to make a sentence. Start at the back of the class and ask the first student to start a sentence (e.g. *The / A / When*). Then ask the student sitting next to them to contribute the second word for the sentence (e.g. *dog / man / we*) and so on, to see how long they can make the sentence.

The student who finishes the sentence is 'out'. Start a new sentence with the next student. Keep doing this round and round again until only one student remains.

This needs to be done quite quickly, but it forces students to listen to what went before and concentrate on their contribution as they do not want to be 'out'.

### 3 Words of the letter (active version)

Give students a letter and ask them to think of between three and five words (depending on their level) on a topic beginning with that letter. For example, you could ask them to think of three animals beginning with C, or five types of food beginning with B, three countries beginning with M, etc. Tell students to put their hand up when they are ready to give their answers, but remind them they cannot put their hand up until they have thought of three / five words.

Do this several times with different topics, but using the same letter. For example, if at first you asked students to think of three animals beginning with C, you can then ask for three adjectives beginning with C, then three countries beginning with C, etc.

If the class are very quiet or a lower level, ask them to do this in pairs to allow them some 'thinking' time before they give the answer.

## Cooler activities

### 1 Class crossword

In this activity, the class constructs a giant crossword on the board. First, put students into pairs and ask them to write down a definition for a word. Encourage them to use a word from the last or current lesson. It is also a good idea to give each pair the number of letters their word must be. Stronger students could be given longer words (e.g. ten letters).

While students are writing their definitions, draw a large box of e.g. 12 x 12 squares on the board. Each pair of students then read their definition (or 'clue'). The other pairs must decide what the word is. The first pair to guess come and write the word clearly in the squares (one letter per square), like a crossword. They then give their definition, and the pair of students that guess the word must write their word on the board in a crossword style (i.e. joined to the first word if possible). This continues until every pair has given a clue.

If the crossword becomes difficult to manage, allow students to rub some words out and rewrite them somewhere else on the crossword. What they should aim for is a complete crossword with no 'floating' words if possible.

### 2 The longest sentence

Give the class three words from a previous unit or lesson. For a lower level class, choose e.g. a noun, a verb and an adjective. For a higher level class, choose more challenging combinations, e.g. three nouns or three verbs. Ask the students to individually write a sentence using all the words. The person who makes the longest and / or most complicated sentence (depending on level) is the winner.

You can do this as a single activity or repeat it. Alternatively, you can set a time limit, e.g. one minute (or longer for lower levels).

### 3 Words of the letter (quiet version)

Give students a letter and ask them to think of between three and five words (depending on their level) on a topic beginning with that letter. For example, you could ask them to think of three animals beginning with C, or five types of food beginning with B, three countries beginning with M, etc. Ask students to write the words down quietly.

Do this several times with different topics but using the same letter. For example, if at first you asked students to think of three animals beginning with C, you can then ask for three adjectives beginning with C, then three countries beginning with C, etc.

Finally, ask who has all the answers, i.e. if you have asked them to write three words for five different topics, then they should have fifteen answers. If you want to keep the class quiet, ask them to compare answers in pairs or you can 'lift' the mood by asking them to check their answers in groups of four and see which group gets the longest list.

**Unit overview**

**Grammar focus:** Present continuous: affirmative, negative, questions and short answers; present continuous v. present simple; *must*; subject and object pronouns.

**New vocabulary:** Animals.

**Skills:** Reading: meerkats, *Chicken Licken*; Speaking: game – *What am I?*, favourite animals; Listening: *What are the animals doing?*, *What animal is it?*; Writing: the ending of a story.

**Topic / Context:** Animals as pets; animals in the zoo; animal stories.

**Culture:** Animals in Britain.

The Culture page can be studied after Lesson D or at the end of the unit.

**English Across the Curriculum:** Biology: animal classification.

The English Across the Curriculum page can be studied at the end of the unit.

**Project:** Animals.

**Song:** *Zoo, Zoo, Zoo*.

**Exercise 2**  1.29

- Read the instructions and the example as a class. Explain to students that they are going to hear eight animal sounds. Ask them to only write down the names of the animals they hear into their exercise books.
- They could write down the names of the matching young animals while listening, but leave them some time to do so afterwards, as well.
- Draw their attention to the fact that some sounds may correspond to animals that do not appear in exercise 1 and ask them to name a few other animals. Elicit or pre-teach *hen* and *chick*, in particular, as these appear in the recording.
- Check answers as a class.

**ANSWER KEY**

2 a dog – a puppy

3 a pig – a piglet

4 a cow – a calf

5 a horse – a foal

6 a duck – a duckling

7 a sheep – a lamb

8 a cat – a kitten

**2A Our school trip****Vocabulary****Exercise 1a**

- Ask students to translate the names of animals into their own language.
- Students look at the pictures and work on their own to match the young animals to their parents.
- Students check answers in pairs. You do not need to check answers as a class yet, because students are going to hear the correct pairs in the second part of the exercise.

**Exercise 1b**  1.28 **Audio script pT88**

- Play the recording for the students to listen and check their answers.

**ANSWER KEY**

1 a sheep – a lamb

2 a cow – a calf

3 a horse – a foal

4 a pig – a piglet

5 a goat – a kid

6 a duck – a duckling

7 a dog – a puppy

8 a cat – a kitten

**Comprehension****Exercise 3**  1.30

- Tell students to look at the pictures of Azra's school trip without reading the text and to think of a title for each picture, for example: *Azra and her friends outside the school*, *The goats on the farm*, etc.
- Play the recording for students to read and listen. Ask: *Why aren't Azra and her friends at school today?* (They're on a school trip to a farm.)

**Optional extra**

Ask other questions about the story using the present simple and the present continuous, for example: *How do they go to the farm?* (By coach), *What time does the coach leave?* (At nine o'clock), *What animals are there on the farm?* (Goats), *What does Azra eat for lunch?* (An apple), *What is Azra doing at home?* (Her homework), *What is her brother doing?* (Watching TV). For the moment, students should focus on meaning and not worry about unfamiliar grammar, as they are going to learn about the present continuous next.

5

**Nora** What are you going to do on Saturday, Dominic?

**Dominic** Well, in the afternoon I'm going to go to the cinema, but in the morning I'm going to do some homework.

6

**Rob** Are you going to go shopping on Saturday, Di?

**Di** No, I'm not. Kris and I are going to have a piano lesson.

### 3.5 p72 Exercise 3b

**Narrator** It's Saturday morning. Laura doesn't have to go to school today, but she has to get up early. She's going to be in a film. She wants to be an actress when she leaves school.

**Neil** Do you have to learn a lot of lines?

**Laura** No, I don't. Only one.

**Neil** What do you have to say?

**Laura** Well, in the film our friend, Carrie, disappears. In one scene we find her hat and I have to say: 'It's Carrie's hat!'

...

**Laura** I don't have to do anything in this scene, so I'm practising my line for the next scene. 'It's Carrie's hat!' Oh, they need me now, so I have to go. 'It's Carrie's hat!'

...

**Director** OK. Quiet, everyone. And ... action!

**Boy** Oh. Where is Carrie? I hope she's all right. Look! What's this?

**Laura** It's Harry's cat!

**Boy** You said 'It's Harry's cat!' Miaow!

**Director** Cut! We have to do that scene again.

**Laura** Oops! Sorry!

### 3.6 p73 Exercise 8a

1

**Ellen** Can you play tennis today, Oscar?

**Oscar** No, sorry. I have to go to the dentist's.

2

**Ryan** Do you want to go to the cinema, Oscar?

**Oscar** No, I can't. I have to help with the housework.

3

**Zack** Do you want to watch a DVD, Oscar?

**Oscar** No, I can't. I have to do my homework.

4

**Ryan** Can you play this computer game with me, Oscar?

**Oscar** No, sorry. I have to clean the car.

5

**Andrea** Do you want to go to the park today, Oscar?

**Oscar** No, I can't. I have to visit my grandparents.

6

**Ingrid** We're going to the shops today, Oscar. Do you want to come?

**Oscar** No, I can't. I have to practise the piano.

### 3.8 p75 Exercise 5a

1

**Laura** Let's go swimming this morning.

**Oscar** That's a good idea. Where shall we meet?

**Laura** Why don't we meet outside the sports centre?

**Oscar** OK. What time?

**Laura** Is half past eleven all right for you?

**Oscar** Fine.

**Laura** So I'll see you outside the sports centre at half past eleven.

**Oscar** OK. See you.

2

**Emma** What shall we do today?

**Jake** Why don't we play tennis?

**Emma** OK. Where shall we meet?

**Jake** Let's meet at the bus station.

**Emma** OK. What time?

**Jake** How about twenty past two? There's a bus at half past two.

**Emma** Fine. I'll see you at the bus station at twenty past two.

**Jake** OK. See you.

### 3.10 p76 Exercise 4

1

My favourite film character is Harry Potter. I've got all eight of the films on DVD. I got the last one for my birthday present this year. My favourite Harry Potter film is the second one – *Harry Potter and the Chamber of Secrets*. When I was ill in February, I watched it five times.

2

I like James Bond films. I think they're great. I always go to see the latest one, but I think my favourite film is *Goldfinger*. Sean Connery plays Bond in it. It's quite an old film. I watched it on TV last week. It was great.

3

Wallace and Gromit are my favourite characters. Wallace is very funny and Gromit is so clever. My favourite film is *The Wrong Trousers*. It's really funny. It was on TV on Christmas Day, so we all watched it. I'm going to buy the DVD, so that I can watch it again.

### 3.12 p78 Exercise 2a

**Josh** OK. What do I have to do today? First, I have to finish my Science homework. Then, I have to pack my sports bag for tomorrow. I cleaned my boots yesterday, so I don't have to do that. And then I have to meet Owen in town at two o'clock. So, that's not too bad. An easy day, so ...

**Mother** Josh.

**Josh** Yes, Mum.

**Mother** Are you going to take the dog for a walk this morning?

**Josh** Oh, OK.

**Mother** And don't forget to tidy your room before you go out.

**Josh** All right. Huh. There goes my easy day!

There aren't many towns near the loch. It's a very quiet place. The loch is also very deep. In some places it is 226 metres deep. That's why some people think a monster lives here under the water. There is one island in the loch. Its name is Cherry Island. It is very small. The mountain you can see is called Mealfurvie. It isn't very high. It's about 700 metres high. This afternoon, we can walk to the top of the mountain. The walk is about 12 km. People who don't want to walk can wait here and have a boat ride on the loch.

### 1.24 p47 Exercise 4

**Eve** This is me with my family. My mum is tall and thin. Her name is Kate. She is 1 m 80 cm tall, but she isn't the tallest person in my family. My grandmother is taller. She's called Pam. Pam is nearly 60 years old. She's the oldest person in the picture. My dad has got a sister. Her name is Anna. She's shorter than Kate and Pam. She's got the shortest hair. Anna is taller than me. Anna has got a daughter. Her name is Lisa. Lisa is shorter than all of us and younger than all of us. She is only 10 years old. My name is Eve. Can you see which person is me?

### 1.25 p49 Exercise 6a

**Teacher** Did you all do your projects? Good. Sandra, what did you find?

**Sandra** I found the population of the four cities. The biggest is London with 7.8 million people. Next is Madrid with 3.2 million, then Rome with 2.8 million. The smallest city is Budapest. Its population is 1.7 million.

**Teacher** Very good, Sandra. Now, Damian, can you tell us about hours of sun in the four cities?

**Damian** The sunniest city is Madrid. It has 2,769 hours of sun every year. London only has 1,460 hours of sun.

**Teacher** What about Rome and Budapest?

**Tom** Rome is sunnier than Budapest. Rome has 2,473 hours of sun. Budapest has 1,933.

**Teacher** Good. And, Sarah, you can tell us about rain.

**Sarah** London is not the wettest town. It has 601 mm of rain a year. It's wetter than Madrid and Budapest, but Rome is the wettest city. It has 804 mm of rain a year.

**Teacher** Excellent. Well done.

### 1.26 p51 Exercise 3a

**Mark** I love Cornwall. The beaches are great. My favourites are Sennen, St Ives and Praa Sands. Sennen is the longest. Praa Sands is longer than St Ives. St Ives is the shortest of the three beaches, but St Ives is the most popular because St Ives is a popular town. Praa Sands is more popular than Sennen because it's easier to get to.

The beaches are great for swimming. Praa Sands is the best. It's very safe and the water is warmer. St Ives is better for swimming than Sennen. Sennen is very cold.

**Sophie** I like Cornwall, too. We always go there on holiday. We usually stay in a house. Houses are more expensive than caravans but they are cheaper than hotels. Hotels are the most expensive places to stay. They're the most comfortable, too. You get food and people clean your room every day!

Houses are more comfortable than caravans because there is more space. Caravans are quite small, but they are the most exciting place to stay. I love staying on a big campsite with a games room, swimming pool and lots of other children. Some hotels are exciting, too. They're more exciting than houses.

### 1.27 p53 Exercise 5

I'm from New Zealand. There are only about four million people in my country. There are more sheep than people here! New Zealand is one of the most beautiful countries in the world. There are two big islands. South Island is bigger than North Island, but the weather in North Island is better – it's warmer and sunnier. But it isn't sunny all the time. In winter it snows a lot. There are a lot of hills and high mountains in South Island. The highest is Mount Cook. It's 3,754 metres high. The capital city is in the North Island. It's called Wellington.

## Unit 6 Entertainment

### 1.28 p54 Exercise 3

**A** What are we going to watch?

**B** Let's watch this cartoon. I like it!

**A** OK, but after that, we're going to watch my favourite programme.

**B** Not a reality show, please!

**A** No, it's a chat show. It's on at six o'clock with Johnny Depp.

**B** Oh, great. And after that, we can watch *On the street*. It's a great police drama.

**A** Right. It says in the TV guide that it finishes at seven thirty. Then we can watch the news.

**B** The news! Boring.

**A** I like the news.

**B** Can I watch the football at eight o'clock?

**A** Football? Oh ... well, OK. Then at ten o'clock I'm going to watch the comedy show *Make them laugh*.

**B** Can I watch the film at eleven o'clock?

**A** No, you can't! I'm not going to watch it either. We've got school tomorrow.

### 1.29 p57 Exercise 4

**Teacher** Here are your tests. Uma, you made a few mistakes, but you were much more careful than usual and this is quite good. Well done! I'm very pleased with you.

Sara, you had twenty minutes to write this test, but you did it in three minutes. Why did you write so quickly? It wasn't a race. Daniel, you didn't try hard at all. Your test was very bad. Do it again for homework and do it better this time.

Jane, I don't know what happened to you. You only wrote ten words in twenty minutes. Why did you write so slowly? Were you asleep?

Harry, you came first in the class again. Well done! This was a very good test result. You are a very good student.