

Fourth edition

Project

Teacher's Book
with Online Practice

www.alijafarnode.ir

4

OXFORD

Tom Hutchinson
Zoltán Rézműves

Contents

Student's Book Contents	2
Introduction	Ti
Teaching notes	T4
Introduction unit	T4
Unit 1	T8
Unit 2	T20
Unit 3	T32
Unit 4	T44
Unit 5	T56
Unit 6	T68
Pronunciation	T80
Reading	T82
Student's Book Audio scripts	T88
Workbook answer key	T97
Workbook Audio scripts	T108

Contents

Unit topic	Grammar	Vocabulary	Communication and skills	Culture, Across the Curriculum, Project
Introduction p4	Present tenses p5 Stative verbs p5 <i>will / going to</i> p7		Reading Fundraising day p4 Speaking Interviews p5 <i>What am I doing?</i> p5 Talking about the future p7 Listening Rupert's interviews p5 Work experience p7	
1 Past and present p8	Past simple and past continuous p9 <i>used to</i> p11 <i>too / enough</i> p13	Materials p8 Compound nouns p8 Describing clothes p12 Everyday English Talking about a test p15 Past modals p15 Responding to news p15	Reading The Iceman p8 The story of jeans p12 Speaking Finding interesting / unusual things p9 Smart Alec when he was younger p11 How has your life changed? p11 In a shop p13 Listening Finding interesting / unusual things p9 In a shop p13 Develop your writing Contrasting sentences p19	Culture The story of England p16 Across the Curriculum History: materials p17 Study skills Learning English outside the classroom p18 Project An important event in your life p19 Song <i>Yester-Me, Yester-You, Yesterday</i> p19
2 Fame and fortune p20	Present perfect p21 Present perfect v past simple p21 Present perfect p23 <i>for / since</i> p23	Verbs + prepositions p20 Nouns and adjectives p25 Everyday English Useful expressions p27 <i>been / gone</i> p27 Question tags p27	Reading Stunt doubles p20 Fame p24 Speaking Past experiences p21 <i>Wheel of Fortune</i> p25 Listening What have they done? p21 <i>Wheel of Fortune</i> p25 Develop your writing Time expressions p31	Culture Teenagers' reading habits p28 Across the Curriculum ICT: computers p29 Study skills Plan your revision p30 Project A biography p31 Song <i>Fame</i> p31
3 Health and safety p32	Relative pronouns p33 <i>should / might</i> p35 Relative clauses p35	Parts of the body p32 Problems and treatments p37 Everyday English Useful expressions p39	Reading You and your body p32 Are you a healthy eater? p36 Speaking Giving advice p35 Giving advice about diets p36 At the doctor's p37	Culture Sports events p40 Across the Curriculum Biology: vitamins and minerals p41 Study skills Learning vocabulary p42

Unit topic	Grammar	Vocabulary	Communication and skills	Culture, Across the Curriculum, Project
		Agreeing and disagreeing p39	Listening A nutrition expert's advice p36 At the doctor's p37 Develop your writing Giving examples p43	Project A leaflet on teenage health p43 Song <i>Ain't got no</i> p43
4 Heroes p44	Verb + <i>-ing</i> or infinitive p45 <i>There's someone / something + -ing can see / hear someone / something + -ing</i> p47	Medieval knights p44 Adjectives with <i>-ed</i> or <i>-ing</i> p48 Everyday English Useful expressions p51 Ordering a meal p51 Asking people to do things p51	Reading Sir Bedivere and Excalibur p44 Find the real you p48 Speaking Describing a place p47 Listening Sir Bedivere and Excalibur p45 Describing a scene p47 The Visitor p49 Develop your writing Punctuation p55	Culture Robin Hood p52 Across the Curriculum Art: <i>The Fighting Temeraire</i> p53 Study skills Revising p54 Project A legendary hero or heroine p55 Song <i>Heroes</i> p55
5 Our environment p56	Passive voice: present p57 Passive voice: different tenses p59	The environment p56 Definitions p61 Everyday English Useful expressions p63 Expressing worries p63	Reading Climate change: its biggest cause p56 Save the orphan bears p60 Speaking A Green Quiz p61 Listening Biofuels p57 An environmental problem p59 How green are you? p61 Develop your writing Organizing a text p67	Culture Australia p64 Across the Curriculum Science: hurricanes p65 Study skills Your learning environment p66 Project A poster: environmental problems p67 Song <i>Mercy Mercy Me</i> p67
6 Relationships p68	First conditional p69 Future time clauses p71	Phrasal verbs p69 Verbs and nouns p73 Everyday English Useful expressions p75 Expressing purpose p75	Reading Friends p68 Problem page p72 Speaking Giving advice p73 Listening Listening to advice p69 Situations p71 A radio phone-in programme p73 Develop your writing Describing a problem / giving advice p79	Culture The weekend p76 Across the Curriculum Citizenship: the EU p77 Study skills Dealing with problems p78 Project A class problem page p79 Song <i>Don't Try So Hard</i> p79
Revision pages	pp18, 30, 42, 54, 66, 78		Grammar summary	Workbook p66
Pronunciation	pp80–81		Wordlist	Workbook p75
Reading	pp82–87		Phonetic symbols	Workbook p79

Warmer activities

1 Facebook profile

At the beginning of the lesson, give each student a piece of paper and ask them to imagine that it is their Facebook wall. Ask students how they are feeling. Tell them to write a 'status update' on their wall in English.

Allow students to swap papers with a friend, who then comments on the status update and returns the piece of paper to the first student. You can revisit this throughout the lesson, asking students to update their own 'status' and comment on their friends' status.

2 Brainstorming game

Before the lesson, write on the board ten words connected to the subject of the lesson. Tick three of them, underline two others, and then cover them all up.

Put students into groups of three or four. Ask them to think of as many words as they can to do with the subject. Give them one minute to do this, then tell them to count how many words they have. Award one point for each word. Now reveal your words. Teams award themselves an extra point for each word they have which is on your list. They can have a second extra point for any word that is ticked, and a third for any that is underlined. The team with the most points wins.

3 The ball's a bomb

You need a ball and a timer for this activity. Choose a vocabulary set or a structure that you would like students to practise. Demonstrate the game by throwing the ball to a student and asking them to say a word from the vocabulary set. The student then passes the ball to another student.

Set a timer for one minute. Explain that the person who has the ball when the timer goes off is 'out'. As the ball goes round, each student needs to say a different word from the vocabulary set you have been practising, or say a sentence using the structure. Repeat as many times as you like. You can keep playing the game, with different vocabulary sets and structures for each round, until only one student remains.

4 Party time

Give each student a picture of a person. Write the following on the board:

Name: Job: Age: Hobby:

Ask students to come up with answers in each category for their picture. Then ask them to pretend they are at a party. They should wander around the classroom and introduce themselves as their new persona to as many other people as possible. For a low-level class, elicit the questions and drill them if necessary, e.g. *What's your name? What's your job?*

In future lessons, you can change the information students need to invent about the people, e.g. family, favourite sport, etc., or you can use pictures of characters from books, films, cartoons, etc.

Cooler activities

1 Memory

Write a list of words that you have encountered during the lesson on the board. Give students a minute to look at the list, then rub the words out.

Put students into groups of three or four and see how many words they can remember. Give them a minute to do this. When the time is up, see which team has the most words.

Then ask students to try to recreate the list on the board in the same order. You can give points for the word, the correct spelling, the correct position in the list and the correct definition.

2 Text message / Twitter summary

At the end of the lesson, tell students that they are going to write a summary of the lesson, but they are only allowed to use 140 characters (the length of a tweet or a text message). Explain that a character is a letter, number, punctuation mark or space. Tell students that although the summary is short, you want them to use correct English.

After a few minutes, ask individual students for some examples. The rest of the class can say if it is correct or not. Remember the ideas are as important as correct grammar.

3 Complete the sentences

Write the same clause on the board four or five times, but each time change the conjunction at the end of the clause, for example:

I like ice-cream because ...

I like ice-cream and ...

I like ice-cream but ...

I like ice-cream although ...

Ask students to complete the sentences in different ways, depending on the conjunction. Encourage students to be creative and point out that there is no 'right' answer. In weaker classes, allow students to compare their answers in pairs. After a few minutes, ask for some examples. The rest of the class can say if the sentences are correct or not. Remember the ideas are as important as correct grammar.

2

Fame and fortune

Unit overview

Grammar: Present perfect; *for / since; been / gone*; present perfect v past simple; question tags

Vocabulary: Verbs + prepositions; nouns and adjectives (word formation); useful expressions

Skills: Reading: comprehension questions, identifying true statements; Listening: listening for specific information (chart completion), choosing the correct alternative, true or false; Speaking: topic discussion, role-play; Writing: a paragraph on fame

Culture: Teenagers' reading habits
The Culture page should be studied at the end of the unit.

English Across the Curriculum: ICT: computers
The English Across the Curriculum page should be studied at the end of the unit.

Study skills: Plan your revision

Your Project: Develop your writing: time expressions
Project: biography of a pop, sports or film star

Song: *Fame*

Background information

Computer Generated Imagery (CGI) is the application of computer graphics to create or enhance images in art, film, video games and television. Although the term 'CGI' can refer to static as well as dynamic, and two-dimensional (2D) as well as three-dimensional (3D) images, it is commonly used to describe 3D animated special effects in films or on television. CGI first appeared in experimental films in the late 1960s and was first used in a commercial film in Michael Crichton's 1973 sci-fi *Westworld*. The first film to be made entirely in CGI, including all the 'actors', was *Final Fantasy: The Spirits Within* in 2001.

Exercise 2b

- Students scan the text again to find examples.
- Students compare in pairs before you check with the class.

ANSWER KEY

- 1 Rick English, Angela Meryl, Simon Crane, Frank Street
- 2 *Kill Bill, Pirates of the Caribbean, Casino Royale, Cliffhanger*
- 3 He has driven cars through walls and into rivers.
- 4 She has fallen off bridges, high buildings and motorbikes. She has also fallen out of windows and cars. She has fallen through a glass table.
- 5 Simon Crane climbed from one aeroplane to another, while they were flying at nearly five thousand metres in *Cliffhanger*.
- 6 Angela Meryl cut her hand when she fell through the glass table in *Kill Bill*. Frank Street broke his arm when he jumped out of a helicopter.

2A The movies

Vocabulary

Verbs + prepositions

Exercise 1

- Look at the lesson title, and elicit that *movie* is another word for *film*. It is originally an American English expression, which is now common in British English as well.
- Read through the list of prepositional verbs together. To elicit the meaning of each verb, ask students to mime the action. Ask the class to say if they agree or disagree on what the mimed action should be.
- Students look at photos a–e and match them to the verbs.

ANSWER KEY

1 d 2 e 3 b 4 a 5 c

Comprehension

Exercise 2a 1.26

- Focus attention on the photos again and the title of the text. Elicit what job it is about, and what students think stunt doubles do.
- Read the second question, and then play the recording for students to read and listen to the text and answer it.

POSSIBLE ANSWER

Stunt doubles will probably be replaced by CGI (Computer Generated Imagery).

Optional extra

To extend the pool of prepositional verbs from exercise 1 with expressions from the text, write the following gapped expressions on the board or type up and photocopy them on worksheets, and then ask students to complete them with the missing preposition. When they finish, they should compare their answers against the article. Check answers with the class.

- 1 fall ... a bridge
- 2 walk ... fire
- 3 drive a car ... a wall
- 4 drive a car ... a river
- 5 fall ... windows
- 6 climb ... one aeroplane to another

ANSWER KEY

- 1 off
- 2 through
- 3 through
- 4 into
- 5 out of / through
- 6 from

Workbook answer key

Introduction

- 1** 2 watch TV, 're doing the shopping
3 plays football, 's washing the car
4 goes swimming, 's vacuuming the floor
5 play a computer game, 're cooking dinner
6 stay up late, 're going to bed early
- 2** 2 do you want
3 need
4 Do you like
5 think
6 've got
7 'm not wearing
8 's getting off
9 's wearing
10 want
11 Do you like
12 love
13 looks
14 think
15 's coming
16 're talking
17 love
- 3** 2 'll
3 'll
4 won't, 'll
5 'm going to, 'll
6 'm going to, 'll
- 4** 2 'll watch
3 are going to see
4 are you going to meet
5 're going to have
6 'll text
7 are you going to eat
8 'll see
9 'm going to meet
10 'll ask
- 5a** 2 be in a show
3 visit a wildlife centre
4 paint her bedroom
5 watch his dad in a marathon
- b** 2 lots of people will be there
3 he'll learn a lot
4 it will be great fun
5 He won't win, but he will finish the race
- 6** 2 Martha's going to be in a show. She thinks lots of people will be there.
3 Arthur's going to visit a wildlife centre. He thinks he'll learn a lot there.
4 Daisy's going to paint her bedroom. She thinks it will be great fun.
5 Peter's going to watch his dad in a marathon. He thinks his dad won't win, but he'll finish the race.

Unit 1 Past and present

1A The Iceman

- 1** 2 paper
3 stone
4 wood
5 steel
6 leather
7 gold
8 cotton
9 rubber
10 glass
11 plastic
12 polyester
- 2** 2 silver ring
3 wooden box
4 plastic cup
5 rubber ball
6 gold coins
7 woollen socks
8 polyester T-shirt
9 paper bag
10 stone wall
- 3** 2 bow
3 cloak
4 knife
5 boots
6 tools
7 waterproof
8 path
- 4** 1 saw, didn't see, went, wasn't
2 Did you hear, escaped, heard, climbed, stole, drove away, chased, didn't catch
3 were you, forgot, ran, got, missed
- 5** 2 were running, weren't swimming
3 was studying, wasn't playing basketball
4 were using the computer, weren't cycling
5 was repairing his car, wasn't reading a newspaper
6 was taking the dog for a walk, wasn't having a rest
- 6** 2 help, drop, fall out
3 travel, overturn, escape
4 play, kick, break
5 have, put down, take
6 stand up, hit, fall in
- 7** 2 were playing
3 opened
4 lay down
5 was reading
6 flew
7 landed
8 shouted
9 got up
10 was looking for
11 saw
12 stopped
13 looked
14 was looking
15 removed
16 took

Unit 5 Our environment

1.23 p45 Exercise 4

We all try to recycle things like glass bottles, drinks cans and plastic bottles. But what happens after you put the things in a recycling box? This is what happens to plastic bottles.

First, plastic bottles are collected from homes.

They are taken to a recycling centre by lorries.

At the centre, the bottles are washed.

Then the clean bottles are cut up into small pieces.

There are lots of different types of plastic, so now the pieces are put into a large tank of water, where they are separated into different kinds of plastic.

The pieces of plastic are heated and melted into a liquid.

The liquid is cooled into long strings.

The strings are dried and then they are chopped into small pellets.

The pellets are sold to factories.

There they are used to make new plastic products.

1.24 p47 Exercise 4

Good evening and welcome back to this year's Eco-Awards ceremony for people and groups who have helped the environment in this year.

So far this evening, two awards have been presented. The first award was for schools, and it was won by Picardy School. They collected a lot of money to save part of an African rainforest. The award was presented to four students from the school.

Our second award this evening was for individual young people who have helped their local environment. It was won by Maddie and Bill West. They helped to protect the frogs in a local lake.

And now we come to our next award. This is for people who have helped to protect the marine environment – the seas and oceans that are so important for us. The award will be presented by last year's winner, Professor Jane Briggs. And the award this year has been won by Doctor Marcus Teal for his work on protecting dolphins.

1.25 p49 Exercise 5a

1 I'm Jun. How do we help the environment? Well, we recycle lots of things. We recycle paper – newspapers, magazines, cardboard boxes and things like that. And we recycle cans, too. I think that's important, because a lot of energy is used to make aluminium. But a lot less is used to recycle it.

2 Hello. My name's Delia. In our house we try to save electricity. I always turn lights off when I leave a room. Sometimes I forget and then Mum or Dad will say: 'Lights!' And I don't leave things on standby. That wastes a lot of electricity. So I always turn the TV or the computer off at night.

3 Henry here. How do we help the environment? I suppose transport is the most important thing, because we haven't got a car. We don't really need one. We live in the centre of town, so I can walk to the shops and to school. And another thing is that when we go on holiday we never go by plane. We always take the train. That's supposed to be better for the

environment, but I don't really like it, because it means that we can't go to places like Florida and Thailand.

4 Hello. I'm Olivia. Yes, we try to help the environment. A lot of the rubbish that is thrown away is packaging, so we try to cut down on that. We don't usually buy things like fruit, vegetables and meat at the supermarket, because everything there is in plastic boxes and bags. We buy those things at the market instead. There they put things in paper bags, which can be recycled. And when we go shopping, we always take our own bags, so we don't need to use plastic bags.

1.26 p51 Exercise 6a

1

Girl What's wrong, Eric?

Eric I'm really nervous about the school play tomorrow. What if I forget my lines?

2

Boy Hi, Martha. How are you?

Martha I'm OK, but I'm going to stay with my Internet friend in France next week.

Boy Oh, that sounds great.

Martha Yes, but what if people laugh at my French?

3

Boy Hello, Brett. Are you playing football tomorrow?

Brett Yes, and we've got a really important match.

Boy Well, good luck.

Brett Thanks, but I'm a bit worried about it. What if I play really badly?

4

Girl Hi, Lucy. Where are you going?

Lucy I've got a piano exam, and I'm really nervous about it.

Girl Why?

Lucy What if I can't remember anything?

5

Boy Hello, Joe. Do you want to come to my place on Saturday?

Joe No, I can't. I'm going horse-riding.

Boy Cool!

Joe Yes, but I've never done it before. What if I fall off?

6

Girl Hi, Carrie. What's in the bags?

Carrie Some things from the supermarket. I'm going to cook the dinner tonight.

Girl Oh, right.

Carrie But I'm a bit nervous. What if people don't like it?

1.27 p53 Exercise 3

We're just receiving news of an incident near the south coast. Earlier today the south coast was hit by a big storm. At 6.30 this evening, a call was received by the emergency services. It was from a small fishing boat that was in trouble in the stormy seas. A search and rescue helicopter was sent to help. We've just heard that three people have been taken off the boat. And two more have been rescued from the water. They will be taken to the local hospital, where they will be checked. But at this point it looks as if everyone is fine. We'll have the whole story for you in the ten o'clock news.