

Fourth edition

# Project

**Teacher's Book**

With Online Practice

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**5**

OXFORD

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## Warmer activities

### 1 Who's the singer?

Select a song from a future unit of *Project* or a song from YouTube. Tell your students to close their eyes, then play a small snippet of the song: just twenty or thirty seconds will be enough. Ask students to write a short description or, for a lower level class, ask them to draw a picture of the person they imagine is singing the song. Give students enough time to do this, then ask them to compare their ideas with a partner. Get some feedback from the students. Remember the ideas are as important as correct grammar.

### 2 Acrostic

Put students into groups of three or four. Write a word on the board vertically, then ask students to try to think of a word that begins with each letter of the word. Explain that this is called an 'acrostic' (a text in which particular letters, such as the first letters of each line, spell a word or phrase).

Give each group some paper and coloured pens and ask them to make an acrostic poster. Once students have completed it, pin all posters to the walls and let students wander around and look at other groups' posters. For feedback, they could ask about any word they do not know, or they could tell the class their favourite words.

As a variation, the letters could come in the middle of the word, as in example 2 below.

#### Example 1

H	o	s	p	i	t	a	l	
E	a	r	a	c	h	e		
A	c	c	i	d	e	n	t	
L	e	g						
T	o	o	t	h	a	c	h	e
H	e	a	d	a	c	h	e	

#### Example 2

	t	e	n	n	i	S					
						P	l	a	y	e	r
				f	o	O	t	b	a	l	l
					t	R	a	c	k		
c	r	i	c	k	e	T					

### 3 Connections (active version)

Give each student a word written on a piece of paper. Ask them to mingle around the room until you say 'Stop'. They should then work with the person next to them to come up with sentences using both words.

Give students enough time to do this, then say 'Go'. They should mingle again to find a new partner and write a new sentence.

Do this two or three times, then ask students for some examples. The rest of the class say if the sentence is correct or not. Remember the ideas are as important as correct grammar.

## Cooler activities

### 1 Correct the errors

Choose a text from a previous lesson or unit and re-write it to include some mistakes. Put students into teams of four or five. Read the text, or a part of it, with the mistakes. Tell students to listen carefully and ask them to put their hands up when they hear a mistake. Award a point for the team who can correct the mistake first. You can either ask the person who put their hand up to answer themselves, or you can allow them to nominate someone else from their team to answer.

### 2 Alternative spelling test

This is not really a test, but an activity that helps students to develop their spelling. Choose some words from a previous lesson or unit that have difficult spelling.

In class, ask the students to draw a table in their books with two columns. In column one, they should write 'sure' and in the other column write 'not sure'.

Read out each word and ask students to write it in the column marked 'sure' if they think they know how to spell it, and in the other column if they are not sure.

Once you have read out all the words, ask students to check the spelling with their partners, in a dictionary or on the Internet.

### 3 Connections (quiet version)

Write a list of words on the one side of the board and the same number of unrelated words on the other side of the board, for example:

plane	chocolate
car	teenager
bus	money
hotel	cat

Ask students to individually write a sentence using both words in each pair, for example:

*I felt sick because I ate chocolate on the plane.*

For a lower level class, allow students to work with a partner.

For a higher level class, choose more challenging combinations of words.

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

**Unit overview**

**Grammar:** Talking about the future: *will* for predictions and spontaneous decisions, *going to* for plans and intentions, present continuous for arrangements; first conditional; time expressions

**Vocabulary:** Jobs; time and time prepositions; Everyday English: talking about arrangements

**Skills:** Reading: reading for specific information, matching, comprehension, true or false, prediction, ordering events, extensive reading; Speaking: group discussion, structured role-play, talking about plans and ambitions; Listening: multiple choice, listening for specific information, multiple matching, comprehension, ordering a dialogue, chart completion

**Culture:** Education in the USA

The Culture page can be studied after lesson 2C or at the end of the unit.

**English Across the Curriculum:** Biology: body clock

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

**Your Project:** Develop your writing: making generalizations  
Project: Education in your country

**Song:** *In Only Seven Days*

**Optional extra**

Play *What's my job?*. Students work in groups of three. One student thinks of a job but does not say what it is. The others take turns to ask yes / no questions to find out the job, e.g. *Do you work in an office? Do you wear a uniform?*

**Exercise 2a**

- Put students into pairs or small groups to discuss their opinions about the jobs. Encourage them to give reasons for their opinions (e.g. *I wouldn't like to be a vet because I don't like animals*) and to ask follow-up questions (e.g. *Why don't you like them?*).

**Exercise 2b**

- Ask a few students to share their group's ideas with the class.

**Comprehension****Exercise 3**  **2.3**

- This photostory is available as video on the DVD and the Classroom Presentation Tool.
- Focus attention on the photo at the top. Elicit the names of the people (Ruby, Jake, and Pete) and ask what they are doing.
- Students read the questions. Ask them what they think the listening will be about.
- Play the recording for students to read and listen.
- Students work individually to answer the questions.
- Check answers as a class.

**ANSWER KEY**

1 the Careers Adviser

2 Pete

3 Jake

4 Ruby

5 Jake and Ruby

6 Ella

7 Jake and Ruby, because they haven't got any money

**Exercise 4a**

- Put students into groups of three to discuss who they agree with. Encourage them to give reasons for their answers and to ask questions to keep the conversation going, e.g.:  
Student A: *I agree with Jake – money won't make you happy.*  
Student B: *Why not? You can buy lots of things and have a good lifestyle.*  
Student C: *You can have a good lifestyle without money!*

**Exercise 4b**

- Ask students in their groups to role-play the story.

**Optional extra**

Write the following questions on the board:

*Which profession makes the most money?*

*Which profession helps people / the environment the most?*

Ask students to discuss their ideas in groups and then report back to the class. Write useful vocabulary on the board.

**2A Ambitions****Vocabulary****Jobs****Optional extra**

You could introduce exercise 1a by enlarging and photocopying the twelve images with the labels covered. Then do the above activity on worksheets handed out to pairs or small groups.

**Exercise 1a**  **2.2**

- Play the recording for students to listen and repeat the jobs. Review the pronunciation of any words they are having problems with.
- Ask students to explain what each person does, e.g. *A pilot flies aeroplanes. A vet looks after sick animals.*

**Exercise 1b**

- Put students into pairs to think of six more jobs. Allow them to share ideas with another pair.
- Ask a few students to share their ideas with the class and describe what the person does.
- Write the new vocabulary on the board so that students can copy it into their notebooks.

# Workbook answer key

## Introduction

- 1** 2 This is Pavel  
3 Nice to meet you  
4 Nice to meet you, too  
5 from the Czech Republic  
6 Whereabouts  
7 I'm from Prague  
8 we went there for a weekend
- 2** 2 Pardon? Can you repeat that, please?  
3 He's very brainy.  
4 What does 'brainy' mean?  
5 It means 'very clever'. You know, he's got a big brain.  
6 Oh, I see. How do you spell 'brainy'?  
7 It's B-R-A-I-N-Y.  
8 Thanks.
- 3** 2 a 3 a 4 b 5 a 6 a 7 b 8 b
- 4** 1 2 'm writing 6 have to  
3 is watching 7 prefer  
4 watch 8 want  
5 'm not watching
- 2** 1 'm working 7 like  
2 work 8 don't want  
3 works 9 's raining  
4 'm putting 10 is taking  
5 prefer 11 don't think  
6 have to 12 's enjoying
- 5** 2 pool 7 course  
3 field 8 ring  
4 rink 9 court  
5 court 10 pitch  
6 alley
- 6** 2 e 3 h 4 f 5 a 6 d 7 j 8 i 9 b 10 g
- 7a** Music, sport, computer games, animals, roller coasters, swimming, football, shopping, skiing

**b**

	Jackie	Ben
likes		music
	animals	computer games
doesn't mind	sport	skiing
doesn't like	swimming	shopping
	roller coaster	football

## Unit 1 Problems

### 1A Jake's party

- 1** 2 to 3 in 4 on 5 to 6 for 7 with 8 in  
9 outside 10 down 11 round 12 back 13 for  
14 in 15 to 16 with
- 2** 2 was doing, fell; fell, fell  
3 were fishing, caught; pulled, threw  
4 were driving, saw; saw, stopped, gave
- 3** Students' own answers
- 4** 1 've done  
2 has arrived; 've left  
3 hasn't started  
4 Have ... seen  
5 Has ... come; has ... phoned  
6 've had; Have ... taken; hasn't worked  
7 has written; Has ... sent; 've read
- 5** 2 X 3 X 4 ✓ 5 X 6 ✓ 7 ✓ 8 X 9 ✓ 10 X
- 6** 1 2 did 4 've been 6 were waiting  
3 was playing 5 haven't seen 7 arrived  
2 1 were having 3 took 5 haven't got  
2 stole 4 wasn't looking 6 've never lost

### 1B Bullying

- 1** 1 well-built 6 intelligent  
2 overweight, slim(mer) 7 funny, popular  
3 confident, good-looking 8 friendly, cheerful  
4 shy, quiet 9 nice, horrible  
5 generous, mean 10 honest

**2a** 1 c 2 b 3 c

- b** 1 pull her hair, push her, kick her  
2 attractive, popular, a fashion leader, horrible, has got lots of friends

- 3** 1 2 did 6 haven't  
3 did you go 7 've seen  
4 went 8 did you get  
5 Have you ever been 9 gave
- 2** 1 have you had 5 Have you been  
2 bought 6 haven't  
3 did you buy 7 hasn't finished  
4 was

**4a** c

- b** 1 David Marsh 4 Harriet Macdonald  
2 Zoe Macdonald 5 Colin Saunders  
3 Tom Saunders

Insects are already eaten in many countries around the world:

- Grasshoppers can be bought on the street in Mexico. They are usually roasted with lime juice and garlic.
- Caterpillars are eaten in many places in Africa.
- In Thailand and Korea, fried silkworms are a popular snack.
- Leafcutter ants are sold as a snack in cinemas in Colombia.
- And honeypot ants are eaten by the Aborigines in Australia.
- Mealworms can be found on the menu in many restaurants in China.

Of course, the main problem with eating insects is that they look horrible. Because of this, scientists think that in the future insects will probably be used in two ways:

1 The insects will be chopped up to make burgers, sausages or meatballs. In that way, you won't actually see the insect.

2 The insects will be made into food for fish and other animals, and we will eat those things.

So perhaps you won't sit down to eat a plate of grasshoppers and caterpillars, but we will all eat insects in some form in the future.

### 1.24 p46 Exercises 2a, 2b

It will be the most unusual – and the most expensive – hotel in the world ... Except that it won't be in the world! It will be in space. A Russian company has plans to build a hotel in orbit around the Earth, and they say it will be launched in the next four years.

The space hotel will be big enough for seven people. It will have four private rooms, all with their own toilet and shower.

In a hotel on Earth, you choose whether you want a single bed or a double bed, but at the space hotel your choice will be a horizontal bed or a vertical bed. With no gravity, you can sleep in any position. Food won't be prepared at the hotel. It will be delivered by a spaceship. The hotel will have large circular windows which will give you a spectacular view of the Earth.

You have to be fit and healthy to live in space, so guests will have special training before they are allowed to travel to the hotel. The special training will be provided by the hotel company. And how much will all this cost? Well, the hotel is out of this world and so is the price. Guests will stay at the hotel for five days, and that will cost you one million dollars!

### 1.25 p49 Exercises 5a, 5b

1

The next train to arrive at platform number 4 will be the 11.38 to London Euston, calling at Preston, Wigan, Warrington and London Euston. Platform 4 for the 11.38 to London Euston.

2

We regret to announce that the 18.15 train to Birmingham is running approximately 27 minutes late. The train is now expected to arrive at 18.42. We apologize for this delay.

3

Your attention, please. This is a platform alteration. The 10.32 train to Portsmouth will now depart from platform 7. Platform 7 for the 10.32 to Portsmouth.

4

The train now standing at platform 3 is the 9.45 train to Dartford calling at Waterloo East, London Bridge, St Johns, Lewisham, Hither Green, Lee, Mottingham, New Eltham, Sidcup, Albany Park, Bexley and Crayford. Platform 3 for the 9.45 to Dartford.

5

We regret to announce that the 12.19 train to Brighton has been cancelled. We apologize for the inconvenience. Passengers

travelling to Brighton should wait for the 12.49. The 12.19 to Brighton has been cancelled.

6

The 15.57 train to Lancaster will depart from platform 3. Passengers for Blackpool should change at Preston.

### 1.26 p50 Exercise 3

Hi. My name's Brad. I work in Britain, but I come from the USA. When I first arrived in London, I thought that everything would be easy, because we speak the same language, English. But I soon found that quite a lot of common words are different. I stayed in a hotel and I didn't know which floor my room was on. In the UK, the bottom floor is called the ground floor and you go up the stairs – or take the elevator – to the first floor. But in the States the bottom floor is the first floor. We don't have a ground floor. And if you want a snack, things can be difficult. In Britain, people ask for biscuits, but we ask for cookies. British sweets are American candy. But the biggest problem comes with chips. I went into a shop and asked for some chips. The assistant said: 'We don't sell chips.' But I pointed and said: 'Yes, you do. There they are.' And she said: 'Oh, you mean crisps.' So I found out that American chips are called crisps in Britain. Of course, there are chips in Britain – as in fish and chips. We call those French fries. I said I went into a shop. Actually in the USA we call that a store, not a shop.

And there are other differences, too. If you want some water in Britain, you turn on the tap. In America, you open the faucet. In Britain, when you travel by car, you put your bags in the boot. We put them in the trunk. When you pay for something in Britain, you might give the assistant a ten pound note, but we don't use the word 'note' for money. We say 'bill', so you give the assistant a ten dollar bill. And if they want to relax, the British watch a film, but Americans watch a movie. So the same language? Well, almost!

### 1.27 p52 Exercises 3a, 3b

**Clerk** Good afternoon. Welcome to the Park Hotel. Can I have your name, please?

**Mr Willis** It's Mr and Mrs Willis.

**Clerk** Thank you. Just one moment. Ah yes. You've booked a suite.

**Mr Willis** With a sea view.

**Clerk** Yes, with a sea view. I'm sure you'll find the view quite spectacular.

**Mr Willis** Thank you.

**Clerk** And you're staying for four nights, departing on 27 October?

**Mr Willis** Yes, that's correct.

**Clerk** So the price of the suite will be £143 a night, and that includes breakfast.

**Mr Willis** And dinner, too?

**Clerk** No, just breakfast.

**Mr Willis** OK.

**Clerk** Could you sign here, please, and could I take a credit card, too, please?

**Mr Willis** Yes, here you are.

**Clerk** Thank you. Here's your key. Have you got a car?

**Mr Willis** Yes, we have.

**Clerk** OK. Cars must be parked in the underground car park. Your key can be used to open the gate.

**Mr Willis** OK. Thank you. What time is breakfast?

**Clerk** Breakfast is served from 7.30 to ten o'clock. It can be taken in the Ocean Restaurant or in your room. And the swimming pool can be used from 6 am to 9 pm.